

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

Trustees

*John Paff, President  
Brian Swanson, Clerk  
Debbie Crandell  
Cristy Dawson  
Jon Walton*

**DATE:** Thursday, June 6, 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. Personnel Matters

4. Finalize 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. Personnel Matters
4. Finalize Superintendent Evaluation

B. Pledge of Allegiance

### **IV. RECONGITION**

Recognition of School Resource Officer Justin Hanks and Wonder Woofs.

### **V. PRESENTATION**

A presentation by Pacific Grove High School Robotics Teacher Sally Richmond and students.

### **VI. PRESENTATION**

A presentation by Pacific Grove High School Teachers on Bell Schedule.

### **VII. COMMUNICATIONS**

A. Written Communication

B. Board Member Comments

C. Superintendent Report

C. 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.*

- |  | Page |
|--|------|
| A. <u>Minutes of May 23, 2019 Special Board Meeting</u>  | 8    |
| Recommendation: (Ralph Gómez Porras, Superintendent) Approval of minutes as presented.   |      |
| B. <u>Certificated Assignment Order #17</u>  | 17   |
| Recommendation: (Billie Mankey, Director of Human Resources) The Administration recommends adoption of Certificated Assignment Order #17.  |      |
| C. <u>Classified Assignment Order #15</u>  | 19   |
| Recommendation: (Billie Mankey, Director of Human Resources) The Administration recommends adoption of Classified Assignment Order #15.  |      |
| D. <u>Warrant Schedules No. 608</u>  | 21   |
| Recommendation: (Song Chin-Bendib, Assistant Superintendent) As Assistant Superintendent for Business Services, I certify that I have reviewed the attached warrants for consistency with the District's budget, and purchasing and accounting practices and therefore, recommend Board approval.  |      |
| E. <u>Approval of Total Compensation Systems, Inc., Contract for 2019-20</u>   | 23   |
| Recommendation: (Song Chin-Bendib, Assistant Superintendent) The Administration recommends that the Board approve the contract with Total Compensation Systems, Inc. (TCS) for fiscal year 2019-20, to provide actuarial information to comply with the current Governmental Accounting Standards Board (GASB) accounting standards 74/75 retiree health benefits. |      |
| F. <u>Contract for Services with Smile for Copiers Maintenance and De Lage Landen for the Financing of the Copiers Lease</u>   | 28   |
| Recommendation: (Song Chin-Bendib, Assistant Superintendent) The District Administration recommends the Board review and approve the contract for services with Smile for the District copiers maintenance contract and De Lage Landen for the financing of the copiers lease.   |      |

- G. Contract for Services with Parchment Services for Pacific Grove High School 32  
 Recommendation: (Matt Bell, Pacific Grove High School Principal) The District Administration recommends that the Board review and approve the contract for services with Parchment Services for Pacific Grove High School.
- H. 2019-2020 Consolidated Application for Funding, Part 1 47  
 Recommendation: (Ani Silva, Director of Curriculum and Special Projects) The Administration recommends the Board review and approve the 2019-2020 Consolidated Application for Funding, Part 1 as presented.
- I. Approval of Measure A Education Technology Expenditures 55  
 Recommendation: (Matthew Binder, Director of Education Technology; Bruce Cates, Director of Technology;) The District Administration recommends that the Board review and approve Measure A Education Technology Bond expenditures.
- J. Quarterly Report on Williams Uniform Complaints 61  
 Recommendation: (Ralph Gómez Porras, Superintendent) The District Administration recommends that the Board review and approve the information in this quarterly report, per Ed. Code. 35186(d).
- K. Short Term Contract for Services with Stephanie Lip 63  
 Recommendation: (Billie Mankey, Director of Human Resources) The District Administration recommends the Board review and approve the short term contract for services with Stephanie Lip.

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

**X. PUBLIC HEARING I**

Public Hearing for District Budget for 2019-20 67  
 Public Hearing- The District Administration will present the final draft of the 2019-20 District Budget for Board review and Public Hearing. (Song Chin-Bendib, Assistant Superintendent)

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

**XI. PUBLIC HEARING II**

Public Hearing for the Local Control Accountability Plan (LCAP) 219  
 Public Hearing- The District Administration will present the final draft of the Local Control Accountability Plan (LCAP) and LCAP Federal Addendum 2019-20 for Board review and Public Hearing. (Ani Silva, Director of Curriculum and Special Projects)

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

**XII. PUBLIC HEARING III**

Public Hearing for Tentative Agreement with California School Employees Association (CSEA) 408  
 Recommendation: (Billie Mankey, Director of Human Resources) The Administration recommends that the Board hold a public hearing for the Tentative Agreement between the Pacific Grove Unified School District and the California School Employees Association (CSEA).

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

### **XIII. ACTION/DISCUSSION**

- A. Approval of Tentative Agreement with California School Employees Association (CSEA) 412  
Recommendation: (Billie Mankey, Director of Human Resources) The Administration recommends that the Board review and approve the Tentative Agreement between the Pacific Grove Unified School District and the California School Employees Association (CSEA).  
Move: \_\_\_\_\_ Second: \_\_\_\_\_ Vote: \_\_\_\_\_
- B. New Facilities General Obligation Bond 416  
Recommendation: (Song Chin-Bendib, Assistant Superintendent) The District Administration recommends the Board review and provide direction to Administration concerning the next steps for a new facilities General Obligation (GO) Bond.  
Move: \_\_\_\_\_ Second: \_\_\_\_\_ Vote: \_\_\_\_\_
- C. Pacific Grove Unified School District Year-End Safety Update 417  
Recommendation: (Barbara Martinez, Director of Student Safety) The District Administration recommends the Board review and discuss items in the year-end safety update.  
Move: \_\_\_\_\_ Second: \_\_\_\_\_ Vote: \_\_\_\_\_
- D. Updates to the Certificated Teacher K-12 Job Description 418  
Recommendation: (Billie Mankey, Director of Human Resources) The District Administration recommends the Board review and approve the Certificated Teacher K-12 Job Description as presented.  
Move: \_\_\_\_\_ Second: \_\_\_\_\_ Vote: \_\_\_\_\_
- E. Updates to Board Policy 3515 Campus and Facility Security 449  
Recommendation: (Ralph Gómez Porras, Superintendent) The District Administration recommends that the Board review and approve the updates to Board Policy 3515 Campus and Facility Security.  
Move: \_\_\_\_\_ Second: \_\_\_\_\_ Vote: \_\_\_\_\_
- F. Updates to Board Policy and Regulation 5131.1 Bus Conduct 455  
Recommendation: (Ralph Gómez Porras, Superintendent) The District Administration recommends that the Board review and approve the updates to Board Policy and Regulation 5131.1 Bus Conduct.  
Move: \_\_\_\_\_ Second: \_\_\_\_\_ Vote: \_\_\_\_\_
- G. Updates to Board Policies, Regulations and Exhibits from the Parents Rights Handbook 2019-20 462  
Recommendation: (Ralph Gómez Porras, Superintendent) The District Administration recommends that the Board review and approve the updates to Board Policies, Regulations and Exhibits from the Parents Rights Handbook.  
Move: \_\_\_\_\_ Second: \_\_\_\_\_ Vote: \_\_\_\_\_

- H. Update to Board Policy 1321 Solicitation of Funds From and By Students 548  
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: \_\_\_\_\_

- I. Updates to Board Policy and Exhibit 2140 Evaluation of Superintendent 563  
Recommendation: (Ralph Gómez Porras, Superintendent) The District Administration recommends that the Board review and approve the updates to Board Policy and Exhibit 2140 Evaluation of Superintendent.

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

- J. Board Calendar/Future Meetings 588  
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: \_\_\_\_\_

#### **XIV. INFORMATION/DISCUSSION**

- A. Presentation of the California Healthy Kids Survey Results 2018-19 592  
Recommendation: (Ani Silva, Director of Curriculum and Special Projects) Buck Roggeman, Forest Grove Elementary School Principal; Sean Keller, Robert Down Elementary School Principal; Sean Roach, Pacific Grove Middle School Principal; Jason Tovani, Pacific Grove Middle School Assistant Principal; Shane Steinback, Pacific Grove High School Assistant Principal will be presenting results of the California Healthy Kids Survey along with recommendations to address student needs.

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

- B. Facilities Project Updates 593  
Recommendation: (Matt Kelly, Director of Facilities and Transportation) The Administration recommends that the Board review and provide feedback on ongoing and upcoming facilities projects.

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

C. Future Agenda Items

595

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)

California School Board Association Self Evaluation Survey (Fall 2019)

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

**XV. ADJOURNMENT**

The next Regular Board meeting will be on Thursday, June 20, 2019 – District Office

PACIFIC GROVE UNIFIED SCHOOL DISTRICT BOARD OF EDUCATION  
Minutes of Regular Meeting of May 23, 2019 – District Office

**I. OPENED BUSINESS**

- A. Called to Order 6:06 p.m.
- B. Roll Call
- |                         |                                  |
|-------------------------|----------------------------------|
| President:              | Trustee Paff                     |
| 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:   | Parker Llantero                  |

C. Adopted Agenda

Changes to the agenda include a revised Classified Assignment Order #14; Walk On Bond Oversight Committee Members, both moved to Action/Discussion before Item B.

**MOTION Dawson/Crandell to adopt agenda as amended.**

**Public comment: none**

**Motion CARRIED 5 – 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 6:08 p.m.

**III. RECONVENED IN OPEN SESSION**

7:02 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 continued this item.

**B. Pledge of Allegiance**

Led By: Trustee Paff

**IV. RECOGNITION**

Administrators spoke and recognized the incredible careers of the following 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**

Pacific Grove Middle School AVID Teacher Moira Mahr shared a video highlighting the AVID. Pacific Grove Middle School Assistant Principal Jason Tovani spoke about AVID, which shows students a path from their current lives until they begin their working careers. Pacific Grove Middle School Student Caleb Torres spoke about the impact AVID has made on his life and the next phase of his education at a prep school in Connecticut.

**VI. PRESENTATION**

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

## VII. COMMUNICATIONS

### A. Written Communication

The Board received four written pieces of communication regarding preschools, a day trip, kindergarten class sizes, and a recent safety concern at Pacific Grove High School.

### B. Board Member Comments

Pacific Grove High School Student Representative Parker Llantero provided a brief update on events at Pacific Grove High School.

Trustee Walton attended the Famous Person Day at Forest Grove Elementary School and had a great time.

Trustee Dawson thanked everyone in the audience for coming to the meeting tonight; noted she finished her Masters in Governance training and received her certificate; attended the Special Olympics event and had a wonderful time.

Trustee Paff attended the Pacific Grove High School Senior Awards banquet and had an amazing time.

Trustee Crandell said it was a happy/sad time of year; thanked Administration for the Special Board Meeting last week regarding the Budget, said there was good open discussion.

Trustee Swanson was looking forward to next week's graduation ceremonies; grateful for AVID, noting everyone has his or her own path, and said he'd love to be invited to speak at the AVID or Leadership classes.

### C. Superintendent Report

Superintendent Porras thanked all the staff that helped with the retirement celebration; thanked Teacher Larry Haggquist for all his hard work, noting the students reflect his leadership; congratulated Assistant Superintendent Chin-Bendib on receiving a positive certification on the Second Interim by the Monterey County Office of Education.

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

Pacific Grove High School Principal Matt Bell spoke about the accomplishments of the Leadership Class; acknowledged Assistant Principal Shane Steinback for his response to the recent safety concern at the high school, in which he handled well.

Forest Grove Elementary School Principal Buck Roggeman spoke about intervention, highlighted the work of the general education and intervention teams; invited the Board to Falcon Fest.

Pacific Grove Middle School Principal Sean Roach spoke about an autistic student who received his diploma to a standing ovation at the awards assembly.



Director of Student Safety Barbara Martinez introduced State Preschool Instructor Diane Beron. Beron announced she was the recipient of the Quality Matters Award, which is a statewide program that assesses preschool programs.

Director of Facilities and Transportation Matt Kelly provided two updates- M3 is testing soil samples for lead, and should have the results back soon; announced that the state is moving towards more recycling and is working with Monterey Regional Waste, Cal Recycle and the City of Pacific Grove.

Director of Student Safety Barbara Martinez thanked staff, Administration and Director Kelly for their quick response with the recent safety concern at Pacific Grove High School.

Robert Down Elementary School Teachers Christina Luciano, Erica Chavez and Christina Renteria spoke to the Board regarding concerns over kindergarten class sizes.

Pacific Grove High School Teacher Jenna Hall thanked Pacific Grove Police Department for the increased security during a recently safety concern.

Robert Down Elementary School Teacher Sean Keller thanked substitute Janet Bingham, and invited the Board to the last day of school.

Forest Grove Elementary School Teacher Jeanie DeTomaso interviewed volunteer Bill Carol, who helps with the PE program 4-8 hours a week, and said he was amazing, patient and positive.

Robert Down Elementary School Teacher Steve Ibrahim noted smaller class sizes would be best at the lower grade levels such as kindergarten, and supports having four kindergarten classes. Also thanked Director of Curriculum and Special Projects Ani Silva for the LCAP meeting.

#### **VIII. INDIVIDUALS DESIRING TO ADDRESS THE BOARD**

Parent Sally Jones thanked Director Martinez; supports kindergarten teachers and said it was important to keep four teachers.

Parent Dr. Zeiberg thanked the Board for all that they do, shared her son's experience and was so grateful to Director of Student Services Clare Davies.

Parent Alex Jenner urged the Board to keep kindergarten class sizes small.

Parent Jeanie shared concerns over kindergarten classroom sizes, and asked the Board to keep them small.

## IX. CONSENT AGENDA

- A. Minutes of May 2, 2019 Board Meeting
- B. Minutes of May 15, 2019 Special Board Meeting
- C. Certificated Assignment Order #16
- D. Classified Assignment Order #14
- E. Acceptance of Donations
- F. Acceptance of Quarterly Treasurer's Report
- G. Contract for Services with Monterey Bay Equestrian Center
- H. Contract for Services with Speech Language Pathologist for Extended School Year Instruction and Services
- I. Contract for Services with Monterey County Office of Education
- J. California Interscholastic Federation (CIF) School Representatives
- K. Robert H. Down Elementary School Single Plan for School Achievement for 2019-20
- L. Forest Grove Elementary School Single Plan for Student Achievement for 2019-20
- M. Pacific Grove Middle School Single Plan for Student Achievement for 2019-20
- N. Pacific Grove High School Single Plan for Student Achievement for 2019-20
- O. Pacific Grove Community High School Single Plan for Student Achievement for 2019-20

The Board pulled items C and G, moved before Action/Discussion Item B.

### **Public comment:**

Former Trustee Beth Shammass suggested the Single Plan for Student Achievement (SPSA) items be moved to Action/Discussion for the Board to discuss.

Trustee Dawson noted the Board took the time to read the SPSA's, that some need some work, and urged staff to take the time to make corrections.

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

**Motion CARRIED 5 – 0**

## X. PUBLIC HEARING

### Public Hearing for Elementary TK-5 Math Program Adoption

Public Hearing – Public hearing to review and discuss the Swun Math Program Adoption for elementary grades TK-5th.

Open Public Hearing: 8:45 p.m.

Close Public Hearing: 9:02 p.m.

Director of Curriculum and Special Projects Ani Silva presented information to the Board. The Board discussed this item and asked questions.

**Public comment: none**

## XI. ACTION/DISCUSSION

- A. Adoption of Elementary TK-5 Swun Math Program

**MOTION Dawson/Crandell to adopt the Elementary TK-5 Swun Math Program.**

**Public comment: none**

**Motion CARRIED 5 – 0**

B. Classified Assignment Order #14

Trustee Walton asked Director of Human Resources Mankey to explain the hiring/staffing process, asking if there was a hiring freeze. Director Mankey said Administration analyzes needs and funding, noting there is a soft hiring freeze.

**MOTION Walton/Dawson to approve the Classified Assignment Order #14.**

**Public comment: none**

**Motion CARRIED 5 – 0**

C. Contract for Services with Monterey Bay Equestrian Center

Trustee Walton noted on the contract for this item that section G *Services Rendered* was left blank. Director of Student Safety Barbara Martinez noted it should say “Petting Zoo”. Trustee Walton also noted under section J *Rate* that the amount notes \$325 but it is unclear if that is per hour or per day. Director Martinez noted it should specify “\$325 per day”, and section K should say “One Lump Sum”.

**MOTION Walton/Crandell to approve the Contract for Services with Monterey Bay Equestrian Center.**

**Public comment: none**

**Motion CARRIED 5 – 0**

D. Walk On Bond Oversight Committee Members

Assistant Superintendent Song Chin-Bendib presented information to the Board.

**Public comment:**

Parent Carolyn Swanson asked for an example of a Taxpayers Association and asked if the Board had one on the committee list. Chin-Bendib noted the committee did not include a Taxpayers Association because it was unable to secure one for the committee.

**MOTION Crandell/Swanson to approve the Walk On Bond Oversight Committee Members.**

**Motion CARRIED 5 – 0**

E. Measure A Technology Bond Citizens’ Oversight Committee Report

Assistant Superintendent Song Chin-Bendib presented information to the Board.

Trustee Crandell noted the purchases are reviewed by the Board regularly.

**MOTION Crandell/Dawson to approve the Measure A Technology Bond Citizens’ Oversight Committee Report.**

**Public comment: none**

**Motion CARRIED 4 – 0 (Trustee Walton stepped out briefly during this vote)**

F. Resolution No. 1029 For Workers Compensation Coverage For District Volunteers

Assistant Superintendent Song Chin-Bendib presented information to the Board.

**Public comment:**

Parent Carolyn Swanson was concerned when things are free, asked how volunteers are defined, noted Forest Grove Elementary School has activities where volunteers are allowed that have not been fingerprinted.

Chin-Bendib noted volunteers are vetted through Human Resources, including fingerprinting and background check.

Forest Grove Elementary School Principal Buck Roggeman noted that all volunteers are accepted at the Falcon Fest event.

**MOTION Dawson/Crandell to approve Resolution No. 1029 for Workers Compensation Coverage for District Volunteers.**

**Public comment: none**

**Motion CARRIED by roll call vote 5 – 0**

G. California School Board Association Board Self Evaluation Process

The Board discussed this item.

**Public comment:**

Former Trustee Beth Shammass said this is important, helps the Board with tough experiences, it is professional, suggested the Board take survey seriously, and pick a date for follow up.

**MOTION Crandell/Dawson to approve the California School Board Association Board Self Evaluation Process to be purchased and completed by the end of the 3<sup>rd</sup> Quarter of 2019.**

**Motion CARRIED 5 – 0**

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

Trustee Walton expressed concerns with this policy, saying it felt that the District was trying to accomplish too much in one policy. The Board discussed this item.

**The Board directed Administration to bring this item back, with edits to structure and verbiage.**

**MOTION Dawson/Paff to extend the meeting until 11:00 p.m.**

**Public comment: none**

**Motion CARRIED 4 – 1**

I. Update to Board Regulation 6145- Extracurricular and Co-Curricular Activities

Trustee Dawson said sports are a privilege, feels strongly that an F is unacceptable and does not support CIF or the option of a waiver. The Board discussed this item.

**Public comment:**

Robert Down Elementary School Principal Sean Keller has experience as a coach and an athlete, and said a lot of schools are allowing athletes to play, and that probation should be an option.

Robert Down Elementary School Teacher Steve Ibrahim said this policy has the support of the teachers.

Director of Curriculum Ani Silva noted the District English Language Advisory Committee, expressing concern that students who are not academically strong miss out on participating in sports and extracurricular activities where they might flourish and feel connected to school.

**MOTION Swanson/Dawson to approve the updates to Board Regulation 6145- Extracurricular and Co-Curricular Activities as presented.  
Motion CARRIED 5 – 0**

J. Forest Grove Elementary School Site Handbook

Trustee Walton discussed the corrections and suggestions.

Trustee Dawson said the elementary schools should have similar handbooks, experiences, asked that the safety information be added but that the Discipline Matrix Exhibit be removed from the handbook.

The Board discussed this item.

Robert Down Elementary School Teacher Erica Chavez spoke about the school schedules and hours.

**MOTION Dawson/Paff to approve the Forest Grove Elementary School Site Handbook with adjustments made, and remove the Discipline Matrix Exhibit.**

**Public comment: none**

**Motion CARRIED 3 – 2**

K. Robert Down Elementary School Site Handbook

**MOTION Dawson/Paff to approve the Robert Down Elementary School Site Handbook with adjustments made, and remove the Discipline Matrix Exhibit.**

**Public comment: none**

**Motion CARRIED 3 – 2**

L. Board Calendar/Future Meetings

**No action taken.**

The Board presented Pacific Grove High School Student Representative Parker Llantero with an award of recognition for her service to the Board of Education.

**XII. INFORMATION/DISCUSSION**

A. Future Agenda Items

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

Added: California School Board Association Survey (Fall 2019)

**Public comment:**

Parent Carolyn Swanson spoke as an advocate, noting that she talked about lead paint and tested the paint herself two years ago, sent emails and followed the chain of command, and said she was disappointed by the lack of response and follow up by Director of Student Safety Barbara Martinez.

**XIII. ADJOURNED**

10:53 p.m.

Approved and submitted:

---

Dr. Ralph Gómez Porras  
Secretary to the Board

- ☒ Consent  
☐ Information/Discussion  
☐ Action/Discussion

**SUBJECT:** Certificated Assignment Order #17

**DATE:** June 6, 2019

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

---

Page 1 of 2

**RECOMMENDATION:**

The administration recommends adoption of Certificated Assignment Order #17.

**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. 17  
June 6, 2019**

Page 2 of 2

**TEMPORARY ASSIGNMENTS:**

Leslie Ward, FGE Temporary 4<sup>th</sup> Grade Job Share, 0.20 FTE, Column VI, Step 11 + MA, 185 day work year calendar, effective August 2, 2019 through May 29, 2020 only (replaces Irene Valdez) General Fund

Tanya Fadem, FGE Temporary Kindergarten Job Share, 0.40 FTE, Column IV, Step 5, 185 day work year calendar, effective August 2, 2019 through May 29, 2020 only (replaces Kristen Sweeney) General Fund

**STIPENDS:**

Maicey Madden, PGHS Girls' Volleyball Head Coach, Seasonal Stipend \$3,717, replaces Molly Kennedy (General Fund)

Lauralea Gaona, PGHS Athletic Director Stipend Position, Annual Stipend \$6,194, replaces Todd Buller stipend position only (General Fund)

**2019 SUMMER SCHOOL, Effective June 3, 2019 through June 28, 2019, employees paid per time sheet at the PGTA hourly instructional rate, and subject to sufficient enrollment, Special Education Funding**

<b>EMPLOYEE</b>	<b>ASSIGNMENT</b>	<b>HOURS</b>
April McMillan	K-5 SDC Mild/Moderate	4.5 hrs.day
Jaqueline Capone	K-5 SDC Mild/Moderate	4.5 hrs./day
Lysa Filcek	Grades 8-12 Special Education Mild/Moderate	4.5 hrs./day
Jeanne Yandell	Grades 8-12 Special Education Moderate/Severe	4.5 hrs./day

**RESIGNATION:**

Rachel Roman (Crawford), PGAS Dance Instructor, resigns effective September 14, 2019

Larise Baker, PGAS Parent Education (Preschool) Instructor, resigns effective June 1, 2019

Janine Olin, PGHS French and EL Teacher, resigns effective June 1, 2019 after 11 successful years of employment with the Pacific Grove Unified School District

**SUBSTITUTE:**

Susan Southard, PGAS Dance



- ☒ Consent  
☐ Information/Discussion  
☐ Action/Discussion

**SUBJECT:** Classified Assignment Order #15

**DATE:** June 6, 2019

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

---

**Page 1 of 2**

**RECOMMENDATION:**

The administration recommends adoption of Classified Assignment Order #15

**BACKGROUND:**

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

**INFORMATION:**

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

**FISCAL IMPACT:**

Funding has been approved and allocated for these items.

**PACIFIC GROVE UNIFIED SCHOOL DISTRICT  
CLASSIFIED PERSONNEL ASSIGNMENT ORDER NO. 15  
June 6, 2019**

**Page 2 of 2**

**NEW HIRE:**

Stephanie Lip, School Nutrition Director, Full-time, 1.0 FTE, Exempt Position, 220 day work calendar, Step 4 Classified Management Salary Schedule, effective July 1, 2019 and replaces retiree Dianne Hobson. (Food Service Fund 13)

**RESIGNATION:**

Alexandria Arquilez, RDE, Instructional Assistant, 2.5 hours per day/180 day work calendar, resigns effective June 1, 2019

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

**SUBJECT:** Warrant Schedule 608

**DATE:** June 6, 2019

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

---

**RECOMMENDATION:**

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

**BACKGROUND:**

The attached listing of warrants identifies payments made by the District during the noted time period from May 1, 2019 through May 31, 2019.

**INFORMATION:**

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

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

# PACIFIC GROVE UNIFIED SCHOOL DISTRICT

## WARRANT SCHEDULE NO. 608

### Warrants- Payroll

#### MAY 2019

Certificated-	Regular 05/05/19	\$	0
	Regular 05/10/19	\$	31,363.72
	Regular 05/15/19	\$	0
	Regular 05/31/19	\$	1,731,344.03
<u>Total Certificated</u>		\$	<u>1,762,707.75</u>
Other-	Regular 05/05/19	\$	0
	Regular 05/10/19	\$	35,020.00
	Regular 05/15/19	\$	0
	Regular 05/31/19	\$	5,652.31
<u>Total Other</u>		\$	<u>40,672.31</u>
Classified-	Regular 05/05/19	\$	0
	Regular 05/10/19	\$	18,516.03
	Regular 05/15/19	\$	0
	Regular 05/31/19	\$	662,519.17
<u>Total Classified</u>		\$	<u>681,035.20</u>
<u>TOTAL PAYROLL</u>		\$	<u>2,484,415.26</u>

### Warrants- AP

Warrants <u>12476421</u> through <u>12476434</u>	(04/25/19)	\$	<u>34,611.70</u>
Warrants <u>12477290</u> through <u>12477316</u>	(04/30/19)	\$	<u>18,465.03</u>
Warrants <u>12477910</u> through <u>12477933</u>	(05/02/19)	\$	<u>29,353.49</u>
Warrants <u>12478574</u> through <u>12478618</u>	(05/07/19)	\$	<u>41,378.78</u>
Warrants <u>12479356</u> through <u>12479375</u>	(05/09/19)	\$	<u>46,623.36</u>
Warrants <u>12480189</u> through <u>12480216</u>	(05/14/19)	\$	<u>87,442.40</u>
Warrants <u>12480939</u> through <u>12480958</u>	(05/16/19)	\$	<u>59,260.05</u>
Warrants <u>12481582</u> through <u>12481610</u>	(05/21/19)	\$	<u>48,823.17</u>
Warrants <u>12482418</u> through <u>12482423</u>	(05/23/19)	\$	<u>1,935.61</u>
Warrants <u>12483914</u> through <u>12483940</u>	(05/28/19)	\$	<u>40,775.41</u>
<u>TOTAL WARRANTS</u>		\$	<u>2,893,084.26</u>

- ☒ Consent  
☐ Information/Discussion  
☐ Action/Discussion

**SUBJECT:** Approval of Total Compensation Systems, Inc., Contract for 2019-20

**DATE:** June 6, 2019

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

---

**RECOMMENDATION:**

The Administration recommends that the Board approve the contract with Total Compensation Systems, Inc. (TCS) for fiscal year 2019-20, to provide actuarial information to comply with the current Governmental Accounting Standards Board (GASB) accounting standards 74/75 retiree health benefits.

**BACKGROUND:**

The District is required by GASB 74/75 to analyze its unfunded liabilities and perform actuarial study associated with its current retiree health program. This contract is to engage the service of TCS to perform an actuarial study on the District's post-employment liabilities with a valuation date of June 30, 2019.

**INFORMATION:**

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

Beginning in fiscal year 2017-18, GASB 43 and 45 are suspended by GASB 74 and 75, and the latter become effective. These new standards affect all school districts with OPEB and not just those that are funding OPEB. The triennial valuations of prior GASB 43/45 are no longer allowed and all school districts must obtain an annual valuation. The measurement date (actuarial valuation date) must be June 30 of each fiscal year.

GASB 75 requirements can be met every second year by using a streamlined "roll forward" valuation. However, 2018-19 was the "roll forward" valuation year and for 2019-20, the District is required to conduct a "full valuation", thus, a higher cost. For 2020-21, a "roll forward" valuation will be allowed again.

**FISCAL IMPACT:**

\$5,940 to be paid from the General Fund with half (\$2,970) to be paid upon signing of the contract as non-refundable deposit. The deposit is non-refundable because of the preliminary work TCS has to do to streamline valuations, as well as to compensate for downtime of resources that could result from cancelled contracts. The last half will be paid when the report is completed. The \$5,940 reflects a 10% discount due to being a repeat customer.

## CONSULTING SERVICES AGREEMENT

This Agreement is entered into effective the 1st day of June, 2019 by and between Total Compensation Systems, Inc. ("Consultant"), a California corporation with principal offices located at 5655 Lindero Canyon Road, Suite 223, Westlake Village, California, 91362 and Pacific Grove Unified School District ("Customer").

The following shall govern the provision of consulting services by Consultant to Customer.

1. Consulting Services. Consultant shall provide the consulting services described on Schedule 1 attached hereto.
2. Compensation to Consultant. Customer shall pay Consultant for the consulting services described on Schedule 1 attached hereto the compensation set forth on Schedule 2 attached hereto.
3. Term and Termination. (a) Term. This Agreement shall commence on the date first written above and shall continue in effect until February 29, 2020, or until all consulting services described on Schedule 1 have been performed, whichever occurs first, unless sooner terminated in accordance with the provisions of this Agreement. (b) Termination Without Cause. This agreement may be terminated at any time by either party upon sixty (60) days prior written notice to the other party. (c) Termination With Cause. Either party shall have the right to terminate this Agreement upon the failure of either party to observe any of the covenants and agreements required to be observed by it under this Agreement, and such failure continues for a period of thirty (30) days after written notice thereof. (d) Rights and Obligations after Termination. Termination of this agreement shall not relieve either party of any rights or obligations arising out of the Agreement prior to termination, with the exception that the amount of the final payment that shall be made by Customer shall be based solely upon the percentage of work that was completed by Consultant.
4. Customer Will Provide Information. Customer shall provide Consultant with the information necessary for Consultant to provide the consulting services described on Schedule 1 attached hereto.
5. Authorization to Acquire Information. Customer hereby authorizes Consultant to acquire the necessary information reasonably required by Consultant to provide the consulting services described on Schedule 1 attached hereto from any agency, agencies, source or sources.
6. Customer's Right to Provide Information. Customer represents and warrants to Consultant that it has the right to provide the information that will be given by Customer to Consultant, or which will be acquired by Consultant pursuant to paragraphs 4 and 5 above.
7. Limitation on Services. Customer understands that Customer retains sole authority and responsibility for the operation and design of all Customer's employee benefit plans.
8. Ownership of Systems and Materials. All systems, programs, operating instructions, forms and other documentation prepared by or for Consultant shall be and remain the property of Consultant. All data source documents provided by Customer shall remain the property of Customer.
9. Indemnification. (a) By Customer. Customer hereby agrees to defend and indemnify Consultant and hold Consultant harmless against any claims, injury, costs or damages (including actual attorneys' fees incurred) resulting from Customer's gross negligence or willful misconduct. (b) By Consultant. Consultant hereby agrees to defend and indemnify Customer and hold Customer harmless against any claims, injury, costs or damages (including actual attorneys' fees incurred) resulting from Consultant's gross negligence or willful misconduct.

10. General.

- a. Relationship of the Parties. The relationship between Consultant and Customer established by this Agreement is that of independent contractors. Consultant and Customer shall each conduct its respective business at its own initiative, responsibility, and expense, and shall have no authority to incur any obligations on behalf of the other.
- b. Force Majeure. No party shall have liability for damages or non-performance under this Agreement due to fire, explosion, strikes or labor disputes, water, acts of God, war, civil disturbances, acts of civil or military authorities or the public enemy, transportation, facilities, labor, fuel or energy shortages, or other causes beyond that party's control.
- c. Entire Agreement. This Agreement and the Schedules attached hereto contain the entire agreement between the parties and supersedes all previous agreements and proposals, oral or written, and all negotiations, conversations, or discussions between the parties related to the subject matter of this Agreement. This Agreement shall not be deemed or construed to be modified, amended, rescinded, canceled or waived in whole or in part, except by written amendment signed by both of the parties hereto.

- 11. Confidentiality. Consultant recognizes that its work will bring it into close contact with confidential information of Customer, including personal information about employees of Customer. Consultant agrees not to disclose anything that is the confidential information of Customer, or that is proprietary to Customer, including its software, its legacy applications, and its databases, to any third party.

IN WITNESS WHEREOF, the parties hereto have caused this Agreement to be executed as set forth below.

"CONSULTANT"

TOTAL COMPENSATION SYSTEMS, INC.

Signed: 

By: Geoffrey L. Kischuk

Title: President

Date: April 14, 2019

"CUSTOMER"

PACIFIC GROVE UNIFIED SCHOOL DISTRICT

Signed: \_\_\_\_\_

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

Title: \_\_\_\_\_

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

## SCHEDULE 1

For the purposes of this Agreement, "consulting services" shall include the following services provided by Consultant to Customer:

Consulting reports including all actuarial information necessary for Customer to comply with the requirements of current GASB accounting standards 74/75 related to retiree health benefits for two years, including one full valuation and one "roll-forward" valuation. Study results will be separated between four employee classifications. Consultant will provide as many copies of the final reports as Customer shall reasonably request.

Services do not include Consultant's attendance at any meetings, unless requested by Customer at the fee shown in Schedule 2. Services also do not include a funding valuation unless requested by Customer at the fee shown in Schedule 2



## SCHEDULE 2

Customer shall pay Consultant for the retiree health valuation report based on the full valuation a total of \$6,600. One-half, or \$3,300 shall be due within 30 days of the commencement of work by Consultant. One-half, or \$3,300 shall be due within 30 days of the delivery by Consultant to Customer of the draft consulting report for the full valuation (or within 30 days of contract termination, if earlier). Customer shall also pay Consultant for the retiree valuation report based on the “roll-forward” valuation a total of \$3,300 within 30 days of the delivery by Consultant to Customer of the draft consulting report for the “roll-forward” valuation (or within 30 days of contract termination, if earlier)

If Consultant receives a non-refundable deposit from Customer of \$2,970 by June 1, 2019, all amounts shown above shall be reduced by 10%.

In addition to the above fees, Customer agrees to pay Consultant an all-inclusive fee of \$1,900 per meeting to attend meetings related to the consulting services. Customer shall pay such meeting fees within 30 days of the meeting. Also in addition, to all of the above fees, Customer will pay Consultant \$1,600 for each “funding valuation” requested by Customer. Neither the meeting fee nor the fee for a “funding valuation” shall be subject to the above discount or to any other discounts.

- ☒ Consent  
☐ Information/Discussion  
☐ Action/Discussion

**SUBJECT:** Contract for Services with Smile for Copiers Maintenance and De Lage Landen for the Financing of the Copiers Lease

**DATE:** June 6, 2019

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

---

**RECOMMENDATION:**

The District Administration recommends the Board review and approve the contract for services with Smile for the District copiers maintenance contract and De Lage Landen for the financing of the copiers lease.

**BACKGROUND:**

Pacific Grove Unified School District was in an agreement for the lease of copiers from Smile for the last 12 years or so. Prior to that, it was Tri-County and Smile acquired Tri-County subsequently.

In terms of copy machines, each school site has a copier machine and District Office has two copiers, with a total of 7 copiers District-wide. The current contract allows a monthly usage of 200,000 copies at a per copy rate of \$0.006810. The District has been using more than 200,000 copies per month and paying overages at the rate of \$0.006810 as well. The estimated cost for 2018-19 is base cost of \$53,272 plus overages of \$9,420 at a total of \$62,692.

**INFORMATION:**

The current maintenance agreement with Smile and financing contract with De Lage Landen are expiring on June 30, 2019. Both agreements are for a lease term of 3 years.

For the last several months, staff has requested for quotes (RFQ's) from three copier vendors including Smile. Included in the request for quote, staff specified the usage copies to be an average of 320,629 per month, realistically reflecting the actual usage of copies at the school sites and the District Office.

The final negotiated contract results in arrear charges based on actual usage and no limit to any "overages". This means, the vendor will bill the District based on actual usage of the prior month and be paid after the fact. This provides the District the liberty of paying less on low months such as June and July, while paying actual usage during school days. The cost per page is \$0.0050 regardless of usage.

The three vendors that staff solicited are: Shamrock Office Solutions; Caltronics Business Systems; and Smile. Smile's quote came in the lowest among the three vendors. Barring any overages of use, the estimated cost will be about \$39,881 annually; \$1,720.24 per month for the financing of the lease and \$1,603.15 per month for the maintenance agreement. On an as needed basis for additional connectivity and scanning, there is a fee of \$7.95 per unit per month. This is at the discretion of the District.

**FISCAL IMPACT:**

The District will save about \$22,811 per year or 36% over last fiscal year in copiers lease.



### **2 x SHARP MX-M7570 & 5 x MX-M6570**

65 & 75 ppm copier/printer/scanner

**BLACK & WHITE**

- 65 & 75 pages per minute
- 150 sheet dual head document feeder
- Network Printer/scan
- 1TB GB hard drive
- Unlimited duplex (up to #110 index)
- Document storage
- 3,100 standard paper supply
- Post Script
- Staple/Finisher (3,000 sheet capacity).
- Hole punch
- 20 amp power filter

### **LEASE: 7 x units**

36 month lease @ **\$1,720.24** pl tax per month. 0 down FMV. OAC

Smile BPI will pick up existing MX-M654(s) & MX-M754(s) & ship back to the lease company. Smile BPI will assist PGUSD the initial connection of the new fleet of MFP's

### **MAINTENANCE AGREEMENT**

PGUSD will have a 0 base per month to be billed monthly in the arrears for usage for the month at a rate of @ \$0.0050 per impression. Includes all parts, labor & supplies. Excludes paper & staples.

**Maintenance rate will not increase throughout the lease period.**

### **SMILE SUPPORT**

Smile support is available at a discounted rate of \$7.95 per unit, per month.

**De Lage Landen Financial Services, Inc.****Lease Agreement**

<b>LESSEE</b>	Full Legal Name <b>Pacific Grove Unified School District</b>		City <b>Pacific Grove</b>		State <b>CA</b>	Zip <b>93950</b>	Phone Number <b>(831) 626-6519</b>
	Billing Address <b>435 Hillcrest Avenue</b>		Send Email Invoice To:		Purchase Order Requisition Number		Attention to:
<b>EQUIPMENT</b>	Make	Model Number	Serial Number	Quantity	Description (Attach Separate Schedule A If Necessary)		
	Sharp	MX-M6570		5	65 PPM Monochrome Workgroup Document System		
	Sharp	MX-M7570		2	75 PPM Monochrome Workgroup Document System		
<b>PAYMENT INFORMATION</b>	Number of Lease Payments	Lease Payment*	Plus Applicable Taxes		Term of Lease in Months	Payment Frequency:	
	36	\$1,720.24	Plus Applicable Taxes		36	Monthly	<input checked="" type="checkbox"/> Monthly <input type="checkbox"/> Quarterly <input type="checkbox"/> Other
		*	Plus Applicable Taxes			End of Lease Option:	<input checked="" type="checkbox"/> FMV <input type="checkbox"/> 10% <input type="checkbox"/> \$1 <input type="checkbox"/> Other
		*	Plus Applicable Taxes			End of Lease Purchase Option shall be FMV unless another option is selected.	
	Lease Payment <input type="checkbox"/> includes / <input checked="" type="checkbox"/> does NOT include maintenance/service/supplies [check one]				Security Deposit	(PLUS)	First Period Payment
	* Lease payment may be adjusted for up front sales tax.					(PLUS)	Other (EQUALS)
							Total Payment Enclosed
					+	+	=

**1. Lease:** You (the "Lessee") agree to lease from us (the "Lessor") the Equipment listed above and on any attached schedule (the "Lease"). You authorize us to adjust the Lease payments by up to 15% if the cost of the Equipment or taxes differs from the supplier's estimate. You agree to pay us a fee of \$75.00 to reimburse our expenses for preparing financing statements, other documentation costs and all ongoing administration costs during the term of this Lease. We may increase the Lease Payment on an annual basis, in an amount not to exceed ten percent (10%) of the Lease Payment in effect at the end of the prior annual period. Security deposits are non-interest bearing. If you are not in default, we will return the deposit to you when the Lease is terminated. If a payment is not made when due, you will pay us a late charge of 5% of the payment or \$10.00, whichever is greater. **YOU AGREE THAT NO ONE IS AUTHORIZED TO WAIVE OR CHANGE ANY LEASE TERM OR PROVISION.**

**2. Term:** This Lease is effective on the date that it is accepted and signed by us, and the term of this Lease begins on that date or any later date that we designate (the "Commencement Date") and continues thereafter for the number of months indicated above. Lease payments are due as invoiced by us. As you will have possession of the Equipment from the date of its delivery, if we accept and sign this Lease you will pay us interim rent for the period from the date the Equipment is delivered to you until the Commencement Date as reasonably calculated by us based on the Lease payment, the number of days in that period, and a month of 30 days. Your obligations are absolute, unconditional, and are not subject to cancellation, reduction, setoff or counterclaim.

**3. Title:** Unless you have a \$1.00 purchase option, we will have title to the Equipment. If you have a \$1.00 purchase option and/or the Lease is deemed to be a security agreement, you grant us a security interest in the Equipment and all proceeds thereof. You authorize us to file Uniform Commercial Code ("UCC") financing statements on the Equipment.

**4. Equipment Use, Maintenance and Warranties:** We are leasing the Equipment to you "AS-IS" AND MAKE NO WARRANTIES, EXPRESS OR IMPLIED, INCLUDING WARRANTIES OF MERCHANTABILITY, OR FITNESS FOR A PARTICULAR PURPOSE. We transfer to you any manufacturer warranties. You are required at your cost to keep the Equipment in good working condition and to pay for all supplies and repairs. **The Lease Payments set forth above do not include the cost of maintenance, service, and/or supplies ("Service"), unless indicated in the above "Payment Information" box. Notwithstanding anything to the contrary, however, you agree that we are not responsible for providing such Service for the Equipment and you will make all claims related to Service to the Service provider ("Provider"). No Provider may alter the terms of this Lease or make any promises or arrangements that alter our rights or your obligations under this Lease. You agree that you are expressly assuming any risks arising from such Provider's inability to deliver such Service, under any circumstance, including, without limitation, such Provider's financial condition or its inability to repair or service the Equipment. You agree that any claims related to Service will not impact your obligation to pay all Lease payments when due.**

**5. Assignment:** You agree not to transfer, sell, sublease, assign, pledge or encumber either the Equipment or any rights under this Lease without our prior written consent. You agree that we may sell, assign, or transfer the Lease and the new owner will have the same rights and benefits we now have and will not have to perform any of our obligations and the rights of the new owner will not be subject to any claims, defenses, or setoffs that you may have against us or any supplier.

**6. Risk of Loss and Insurance:** You are responsible for risks of loss or damage to the Equipment and if any loss occurs you are required to satisfy all of your Lease obligations. You will keep the Equipment insured against all risks of loss or damage for an amount equal to its replacement cost. You will list us as the sole loss payee for the insurance and give us written proof of the insurance. If you do not provide such insurance, you agree that we have the right, but not the obligation, to obtain insurance against theft and physical damage, and add an insurance fee to the amount due from you, on which we may make a profit. We are not responsible for any losses or injuries caused by the Equipment and you will reimburse us and defend us against any such claims. This indemnity will continue after the termination of this Lease. You will obtain and maintain comprehensive public liability insurance naming us as an additional insured with coverages and amounts acceptable to us.

**7. Taxes:** You agree to pay when due, either directly or as a reimbursement to us, all taxes (including, without limit, sales, use, and personal property) and charges in connection with ownership, lease and use of the Equipment. We may charge you a processing fee for adminis-

tering property tax filings. You will indemnify us on an after-tax basis against the loss or unavailability of any tax benefits anticipated at the Commencement Date arising out of your acts or omissions. This indemnity will continue even after the termination of this Lease.

**8. Default and Remedies:** You are in default on this Lease if: a) you fail to pay a Lease payment or any other amount when due; or b) you breach any other obligation under the Lease or any other Lease with us. If you are in default on the Lease we may: (i) declare the entire balance of unpaid Lease payments for the full Lease term immediately due and payable to us; (ii) sue you for and receive the total amount due on the Lease plus the Equipment's anticipated end of Lease fair market value or fixed price purchase option (the "Residual") with future lease payments and the Residual discounted to the date of default at 1% per annum, plus reasonable collection and legal costs; (iii) charge you interest on all monies due at the rate of 18% per year or the highest rate permitted by law from the date of default; (iv) charge you a return-check or non-sufficient funds charge ("NSF Charge") of \$25.00 for a check that is returned; and (v) require that you immediately return the Equipment to us or we may peaceably repossess it. Any return or repossession will not be considered a termination or cancellation of the Lease. If the Equipment is returned or repossessed we will sell or re-rent the Equipment at terms we determine, at one or more public or private sales, with or without notice to you, and apply the net proceeds (after deducting any related expenses) to your obligations. You remain liable for any deficiency with any excess being retained by us. You agree that if notice of sale is required by law to be given, 10 days notice will constitute reasonable notice. You are also required to pay (i) all expenses incurred by us in connection with enforcement of any remedies, including all expenses of repossessing, storing, shipping, repairing, and selling the Equipment, and (ii) reasonable attorney's fees.

**9. End of Lease, Return, Purchase Option, and Renewal:** You will give us at least 60 days but not more than 120 days written notice (to our address below) before the expiration of the initial lease term (or any renewal term) of your intention to purchase or return the Equipment. With proper notice you may: a) purchase all the Equipment as indicated above under "End of Lease Option" (fair market value purchase option amounts will be determined by us based on the Equipment's in place value); or b) return all the Equipment in good working condition at your cost in a timely manner, and to a location we designate. If you fail to notify us, or if you do not (i) purchase or (ii) return the Equipment as provided herein, this Lease will automatically renew at the same payment amount for consecutive 60-day periods. If the Equipment is returned to us, you shall remove all confidential information from the Equipment prior to return. If any Software license ("License") included hereunder passes title to you, such title shall automatically vest and remain in us. If such vesting requires a written conveyance, you hereby convey to us any title you have or hereafter acquire in the Software and relinquish any subsequent title in the Software. If licensor's consent is required, you shall assist us in obtaining consent.

**10. Miscellaneous:** You agree that the Lease is a Finance Lease as defined in Article 2A of the Uniform Commercial Code ("UCC"). You acknowledge that we have given you the Equipment supplier's name. We hereby notify you that you may have rights under the supplier's contract and may contact the supplier for a description of these rights. You agree that we are authorized, without notice to you, to supply missing information or correct obvious errors in the Lease. **This Lease was made in Pennsylvania ("PA"); is deemed to be performed in PA and shall be governed and construed in accordance with the laws of PA. You consent to the non-exclusive jurisdiction, personal or otherwise, in any state or federal court in PA, and waive trial by jury.** You agree (i) to waive any and all rights and remedies granted to you under UCC Section 2A-508 through 2A-522, (ii) that the Equipment will only be used for business purposes and not for personal, family, or household use, and will not be moved from the above location without our consent, and (iii) this Lease may be executed in counterparts and any facsimile, photographic or other electronic transmission and/or electronic signing of this Lease by you when manually countersigned by us or attached to our original signature counterpart and/or in our possession shall constitute the sole original chattel paper as defined in the UCC for all purposes and will be admissible as legal evidence thereof. At our option, we may require a manual signature. We may inspect the Equipment during the Lease term. We shall not be liable to you for indirect, special, or consequential damages. No failure to act shall be deemed a waiver of any rights hereunder.

<b>LESSEE SIGNATURE</b>	You agree that this is a non-cancelable lease. The Equipment is: <input checked="" type="checkbox"/> NEW <input type="checkbox"/> USED	
	Signature	Date
	Title	Print Name
	Legal Name of Corporation <b>Pacific Grove Unified School District</b>	
<b>ACCEPTANCE</b>	The Equipment has been received, put in use, is in good working order and is satisfactory and acceptable.	
	Signature	Date
<b>GUARANTY</b>	I unconditionally guaranty prompt payment of all the Lessee's obligations under the Lease. The Lessor is not required to proceed against the Lessee or the Equipment or enforce other remedies before proceeding against me. I waive notice of acceptance and all other notices or demands of any kind to which I may be entitled. I consent to any extensions or modification granted to the Lessee and the release and/or compromise of any obligations of the Lessee or any other guarantors without releasing me from my obligations. This is a continuing guaranty and will remain in effect in the event of my death and may be enforced by or for the benefit of any assignee or successor of the Lessor. <b>This guaranty is governed by and constituted in accordance with the laws of the Commonwealth of PA and I consent to non-exclusive jurisdiction of any state or federal court in PA and waive trial by jury.</b>	
	Signature	Date

<b>LESSOR</b>	<b>De Lage Landen Financial Services, Inc.</b>	
	Lease Processing Center, 1111 Old Eagle School Road, Wayne, PA 19087	
	PHONE: (800) 735-3273 • FAX: (800) 776-2329	
	Commencement Date	Lease Number
	Accepted By:	

**FISCAL FUNDING ADDENDUM**

<b>CUSTOMER</b>	Full Legal Name <u>Pacific Grove Unified School District</u>	DBA Name (If Any) _____
	Billing Address <u>435 Hillcrest Avenue</u>	Phone Number <u>831-626-6519</u>
	City <u>Pacific Grove</u> County <u>Monterey</u> State <u>CA</u>	Zip Code <u>93950</u>
	Agreement Number _____	Agreement Date _____

Customer warrants that it has funds available to pay all rents (the "Payments") payable under the above identified Agreement until the end of Customer's current appropriation period. If Customer's legislative body or other funding authority does not appropriate funds for Payments for any subsequent appropriation period and Customer does not otherwise have funds available to lawfully pay the Payments (a "Non-Appropriation Event"), Customer may, subject to the conditions herein and upon prior written notice to Company (the "Non-Appropriation Notice"), effective sixty (60) days after the later of Company's receipt of same or the end of the Customer's current appropriation period (the "Non-Appropriation Date"), terminate the Agreement and be released of its obligation to make all Payments due Company coming due after the Non-Appropriation Date. As a condition to exercising its rights under this Addendum, Customer shall (1) provide in the Non-Appropriation Notice a certification of a responsible official that a Non-Appropriation Event has occurred, (2) deliver to Company an opinion of Customer's counsel (addressed to Company) verifying that the Non-Appropriation Event as set forth in the Non-Appropriation Notice has occurred, (3) return the equipment/system subject to the Agreement (the "Equipment/System") on or before the Non-Appropriation Date to Company or a location designated by Company, in the condition required by, and in accordance with the return provisions of the Agreement and at Customer's expense, and (4) pay Company all sums payable to Company under the Agreement up to the Non-Appropriation Date.

In the event of any Non-Appropriation Event, Company shall retain all sums paid hereunder or under the Agreement by Customer, including the Security Deposit (if any) specified in the Agreement.

Customer further represents, warrants and covenants for the benefit of Company that:

- (a) Customer is a municipal corporation and political subdivision duly organized and existing under the constitution and laws of the State.
- (b) Customer is authorized under the constitution and laws of the State, and has been duly authorized to enter into the Agreement and the transaction contemplated hereby and to perform all of its obligations thereunder.
- (c) The Agreement constitutes the legal, valid and binding obligation of Customer enforceable in accordance with its terms, except to the extent limited by applicable bankruptcy, insolvency, reorganization or other laws affecting creditors' rights generally.
- (d) Customer has complied with such public bidding requirements as may be applicable to the Agreement.
- (e) The Equipment/System described in the Agreement is essential to the function of Customer or to the service Customer provides to its citizens. Customer has an immediate need for, and expects to make immediate use of, substantially all the Equipment/System, which need is not temporary or expected to diminish in the foreseeable future.
- (f) Customer has never failed to appropriate or otherwise make available funds sufficient to pay rental or other payments coming due under any lease, lease purchase, installment sale or other similar agreement.

CUSTOMER AGREE THAT A FACSIMILE COPY OR OTHER ELECTRONIC TRANSMISSION OF THIS DOCUMENT WITH FACSIMILE AND/OR ELECTRONIC SIGNATURES MAY BE TREATED AS AN ORIGINAL AND WILL BE ADMISSIBLE AS EVIDENCE IN A COURT OF LAW.

<b>CUSTOMER SIGNATURE</b>	Signature X _____ (MUST BE SIGNED BY AUTHORIZED REPRESENTATIVE OR OFFICER OF GOVERNMENT ENTITY)
	Print Name _____
	Title _____ Date _____
	Name of Government Entity _____

<b>ACCEPTED BY COMPANY</b>	Signature X _____
	Print Name _____
	Title _____ Date _____
	Name of Corporation or Partnership _____

17ANC016v1

- ☒ Consent  
☐ Information/Discussion  
☐ Action/Discussion

**SUBJECT:** Contract for Services with Parchment Services for Pacific Grove High School

**DATE:** June 6, 2019

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

---

**RECOMMENDATION:**

The District Administration recommends that the Board review and approve the contract for services with Parchment Services for Pacific Grove High School.

**BACKGROUND:**

Student transcripts are an integral part of admission to colleges as well as for job applications. The high school registrar currently completes approximately 400 transcripts per year and sends them to colleges, students, and employers. Each transcript takes approximately 10 minutes to complete.

Colleges request completed transcripts to be sent to verify student grades and course completion once students have graduated and grades have been filed. The registrar completes these after school is out and mails them to the appropriate institution who then digitizes the transcripts for their own records. It is very time consuming and intensive work, and very important to do correctly. Once sent, the colleges often take significant time to acknowledge receipt of the transcript while at the same time sending letters to the student telling them that they have not received the transcript, causing needless angst.

**INFORMATION:**

Many colleges are set up to accept digital transcripts and prefer them. Parchment Services offers the ability for students to log onto the service and request transcripts be sent to the institution of their choice. Because it is digital, there will be no delay in acknowledgement to the student when the transcript is received. Because it will be the student who is sending the transcript through Parchment Services, the student will no longer worry that Pacific Grove High School has not sent the transcript. Our registrar will upload PDF versions of the transcripts to Parchment Services for students who have signed up for the service.

The service gives all current students unlimited transcript requests at no cost. The service will mail transcripts to colleges not yet set up to accept digital transcripts (the minority at this point and shrinking) at no cost to the student.

Alumni will also be able to utilize the service at a cost of \$3.95 per transcript.

**FISCAL IMPACT:**

Funding for the subscription is \$2,000 per year and will come from Measure A.



## ORDER FORM – K12

<b>Member:</b> Pacific Grove High School	
Effective Date (if left blank, effective date is date signed by Member below):	Initial Order Term: 36 months
Member Contact Name: Song Chin-Bendib, Assistant Superintendent of Business Services Member Address: 615 Sunset Dr., Pacific Grove, California 93950  Primary Contact Phone: 831-646-6509 Primary Contact Email: <a href="mailto:schinbendib@pgusd.org">schinbendib@pgusd.org</a>  <input type="checkbox"/> P.O. Required P.O. Number:	
<b><u>PARCHMENT SERVICES:</u></b>  <input checked="" type="checkbox"/> Parchment Send: K12 – Multi-Credential	

Member hereby orders and subscribes to the Parchment Services selected on this Order Form, which is governed by and incorporates by reference, the Services Description and Fees Schedule attached hereto as Exhibit A, the Parchment Terms and Conditions attached hereto as Exhibit B, and the Service Level Agreement, attached hereto as Exhibit C (collectively, the “Agreement”), effective as of the Effective Date above. Capitalized terms used on this Order Form but not defined herein will have the meaning given to them in the Terms and Conditions.

The Term of this Agreement will commence on the Effective Date and continue for the period of time set forth as the Initial Order Term above, at which point it will automatically renew for successive one (1) year terms unless either Party provides notice of its intent not to renew at least thirty (30) days prior to the end of the then-current term.

	<b>PACIFIC GROVE HIGH SCHOOL</b>
Name: Robert J. Colletti, President & CFO   Signature: Date: May 23, 2019	Name: _____ Signature: _____ Title: _____ Date: _____

When completed, please email a copy to [contracts@parchment.com](mailto:contracts@parchment.com) and mail original to: Parchment Inc. 7001 N. Scottsdale Road, Suite 1050, Scottsdale, AZ 85253

**Parchment Proprietary and Confidential Information**





**EXHIBIT A**  
**PARCHMENT SEND – K12 – MULTI-CREDENTIAL**  
**SERVICES DESCRIPTION AND FEE SCHEDULE**

Parchment and Member agree that the Parchment Services shall be provided in accordance with the following fees and provisions. Capitalized terms not otherwise defined herein shall have the meaning set forth in the Terms and Conditions.

1. **FEES.** The fees for the Parchment Services shall be paid to Parchment as selected below:

☒ **MEMBER SUBSCRIPTION:** Member shall pay an annual subscription fee of **\$2,000** which covers the request of unlimited Credentials for up to 1,000 currently enrolled Credential Owners and/or Alumni (as defined below and by checking the appropriate option below) to Credential Recipients during the first year of the Initial Order Term. Electronic delivery of the Credential (and any Supplemental Documents requested) is included at no charge with each Credential request.

☒ **Currently Enrolled Credential Owners Only**

☐ **Currently Enrolled Credential Owners & Alumni Credential Owners**

☒ **PRINT SUBSCRIPTION:** The Member Subscription above includes the U.S. domestic paper delivery of Credentials only for the Credential Owners indicated above to Credential Recipients.

☒ **LEARNER PAY (Per Transaction):** Credential Owners or that are not currently enrolled with Member (referred to as "Alumni") or other third-party Credential Requestors will be billed a Credential Request fee of **\$3.95** per Credential-type other than Verifications, and **\$12.00** per enrollment verification or graduation verification Credential-types. Member may also elect that currently enrolled Credential Owners will be billed a Credential Request fee of **\$3.95** per Credential (all types) by selecting the appropriate option below. Electronic delivery of the Credential is included at no charge with each Credential request.

☐ **Currently Enrolled Credential Owners**

☒ **Alumni Credential Owners**

☒ **Third-Party Credential Requestors**

☐ **DISTRICT RECORDS MANAGEMENT (District Level - Per Transaction):** Credential Owners or that are not currently enrolled at a District participating Institution (referred to as "Alumni") or other third-party Credential Requestors will be billed a Credential Request fee of **\$3.95** per Credential-type other than Verifications, and **\$12.00** per enrollment verification or graduation verification Credential-types. Electronic delivery of the Credential is included at no charge with each Credential request.

☐ **Currently Enrolled Credential Owners**

☐ **Alumni Credential Owners**

☐ **Third-Party Credential Requestors**

Please check the box for each credential type(s) that the District would like to be configured for district records management ordering and fulfillment during the initial implementation. (Additional supported credential types can be added at a future date if desired).

☒ **Transcripts**

☐ **Replacement Diplomas**

☒ **Enrollment Verification Certificates**

☐ **Academic Certificates**

☐ **Immunization Records**

☒ **Graduation Verification Certificates**

☐ **Birth Certificates**

☐ **Special Education Records**





All payments under this Order Form are due within thirty (30) days of the date of the invoice sent by Parchment. Invoices are sent upon the execution of this Agreement, or as otherwise shown in this Order Form.

All fees are **non-refundable**.

**Participating Institutions.** Member's subscription covers requests of currently enrolled Credential Owners at the participating institutions in its district. Each participating institution shall complete Parchment's client data sheet prior to implementation and use of the Parchment Services.

2. **SURCHARGE.** Member can add a surcharge to each transcript as a method of cost recovery for some or all of Member's fees, or an auxiliary revenue source. Surcharge amounts are decided by Member and may be adjusted by them using the Parchment Send administrator interface. Parchment shall retain 20% of these surcharges actually collected by Parchment and remit to Member on a quarterly basis, no later than 15 days following the end of each calendar quarter provided that the amount due is more than \$500. If below \$500, the balance will be carried to the next quarter and paid when the amount exceeds the minimum.
3. **PRINT SERVICES.** Parchment is an electronic credential delivery system. However, Credential Owners may elect to print and mail their Credentials at the time of request, subject to additional fees. The current print and mail additional fees are listed below.

**\$2.75** for U.S. domestic paper delivery (including first class postage)

**\$5.25** for international paper delivery (including first class postage)

4. **DESCRIPTION OF PARCHMENT SEND: K12 Multi-Credential and District Records Management.** The Parchment Services ordered and described herein shall enable Credential Owners to order and request delivery of Credentials from the Credential holding institution to Credential Recipients (referred to as "Parchment Send"). Parchment Send also provides a number of additional features and functions, including Credential retrieval and the delivery of Analytics. Subject to Member's compliance with this Agreement, Parchment will use commercially reasonable efforts to electronically deliver and/or to print and manually send Credentials to Credential Recipients. Member hereby designates Parchment as the Member's authorized provider in sending official copies of Credentials, on paper or electronically, to Credential Recipients, and agrees to provide such documents and certificates as Parchment reasonably requests, to confirm such authority to prospective Credential Recipients. The Parchment Services provides Member with several processing options, while providing a secure and intuitive online workflow for current students/alumni to request their credentials to be sent to any recipient worldwide. The Parchment Services provide full tracking, notifications, and reporting to both the Member's administrators and current students/alumni.

The Parchment Services shall be provided with the following features/functionality:

- 4.1 Fulfillment of receiver-initiated requests through the Document Request interface
- 4.2 eCommerce features to define surcharges to be collected on behalf of the Member, including:
  - Support for different surcharges for current Students or Alumni
  - Support for administrative control of transactions subject to a surcharge (i.e. all transactions or transactions after the first 'X' transactions)
- 4.3 Enhanced Credential upload options
- 4.4 Full transactional reporting
- 4.5 Administrative panel to manage the Member's account including:
  - Grading Periods
  - Approval Settings
  - 'To Do List' Queues Settings
- 4.6 Student Rosters & Registration Codes
  - As part of the implementation process, Members upload a Student Roster for the full student body (grades 9-12)
  - Parchment auto-generates a unique PIN for each student
  - Students (and parents) can use the PIN to register at a Parchment Site
- 4.7 Common App integration with the Common App online school forms to deliver transcripts electronically to Common App member colleges
- 4.8 If selected on the Member's Order Form, District Records Management utilizes the Parchment District processing workflow for all orderable documents centrally processed for Alumni and third-party Credential Requestors (third-party ordering).



## PARCHMENT NEW CLIENT DATA SHEET

Please complete the sections as thoroughly as possible. This form is required to assist us in accurately configuring your account on the Parchment Member Network and ensuring we support your specific implementation process.

### Primary Contact

Parchment's primary contact at the district / high school responsible for the Parchment Implementation and assisting us in communication and clarification throughout the implementation process.

Name \_\_\_\_\_ Title \_\_\_\_\_  
Email \_\_\_\_\_ Phone \_\_\_\_\_

### Roster & Transcript Upload

Responsible for working with Parchment's Project Manager to Upload Student Roster(s) and Batch Upload Transcripts to support expediting the fulfillment process.

Name \_\_\_\_\_ Title \_\_\_\_\_  
Email \_\_\_\_\_ Phone \_\_\_\_\_

### Website Communication: Adding Parchment Link

Responsible for adding the necessary HTML links, communication and Parchment ordering button to your website that will go to your customized Parchment ordering page.

Name \_\_\_\_\_ Title \_\_\_\_\_  
Email \_\_\_\_\_ Phone \_\_\_\_\_

### Alumni Credentials Processing: District Contact

District Credentials contact responsible for processing Alumni Credentials Requests within Parchment.

Name \_\_\_\_\_ Title \_\_\_\_\_  
Email \_\_\_\_\_ Phone \_\_\_\_\_

- ☐ District Process Alumni Requests earlier than the class of \_\_\_\_\_
- ☐ High School Process Alumni Requests for current students and alumni after the class of \_\_\_\_\_
- ☐ No Alumni Requests will be processed through Parchment

## CONFIGURATION DETAILS

### STUDENT INFORMATION SYSTEM

Name \_\_\_\_\_ Version \_\_\_\_\_

### OPERATING SYSTEM

Name \_\_\_\_\_ Version \_\_\_\_\_



## IMPLEMENTATION DATES

Begin Account Configuration	_____	Upload Parchment Link	_____
District Attend Training	_____	High School Attend Training	_____

## HIGH SCHOOL DATA

### High School Information

Name	_____	CEEB Code	_____
Website	_____	Enrollment (9-12)	_____

### Primary Contact

Responsible for initial Parchment communication and ongoing outreach at the high school level.

Name	_____	Title	_____
Email	_____	Phone	_____

### Primary Sender

Primary contact for approving and processing credential requests.

Name	_____	Title	_____
Email	_____	Phone	_____

### Backup Sender

Backup contact for approving and processing credential requests when the Primary Sender is unavailable / out of office.

Name	_____	Title	_____
Email	_____	Phone	_____

*There is not a limit to the number of contacts. Additional Parchment Users may be added by the Primary Sender after initial training. The High School is responsible for adding and deleting Users as necessary.*

## HIGH SCHOOL DATA

### High School Information

Name	_____	CEEB Code	_____
Website	_____	Enrollment (9-12)	_____

### Primary Contact

Responsible for initial Parchment communication and ongoing outreach at the high school level.

Name	_____	Title	_____
Email	_____	Phone	_____

### Primary Sender

Primary contact for approving and processing credential requests.

Name	_____	Title	_____
------	-------	-------	-------



Email

Phone

**Backup Sender**

Backup contact for approving and processing credential requests when the Primary Sender is unavailable / out of office.

Name

Title

Email

Phone

*There is not a limit to the number of contacts. Additional Parchment Users may be added by the Primary Sender after initial training. The High School is responsible for adding and deleting Users as necessary.*

**Additional Copies of this sheet may be included to ensure Parchment receives all High School(s)  
Contact Information**



## **EXHIBIT B**

### **TERMS & CONDITIONS**

Parchment Inc. and Member hereby agree to be bound by these Terms and Conditions as of the Effective Date, as attached and incorporated into the Order Form for the Parchment Services. The communications between Member set forth on the applicable Order Form, and Parchment Inc. ("**Parchment**") relating to the Parchment Services may include electronic means. Each of Member and Parchment may be referred to as a "**Party**" and collectively as the "**Parties**".

#### **1 DEFINITIONS.**

**1.1 "Agreement"** has the meaning set forth on the Order Form.

**1.2 "Authorized User"** means any Member employee or contractor or such other individual as may be authorized by virtue of such individual's relationship to, or permissions from, Member, to access the Parchment Services pursuant to Member's rights under this Agreement. Credential Owners will not be considered Authorized Users except as otherwise set forth herein.

**1.3 "Confidential Information"** means any non-public material or information relating to a Party which it discloses or makes available to the other Party under this Agreement, including, by way of example, research, strategies, inventions, processes, formulas, technologies, designs, drawings, finances, or other non-public information or trade secrets that such disclosing Party treats as proprietary or confidential. Without limiting the foregoing, the Services, the Analytics, Transactional Data, De-Identified Data, and any databases of Parchment (including any data models and data contained therein that is not Member-specific) are Confidential Information of Parchment.

**1.4 "Credential"** means a licensed transcript, academic certificate, enrollment verification certificate, graduation verification certificate, immunization records, birth certificate, special education records, or diploma of a Credential Owner.

**1.5 "Credential Issuer"** means the institution that issues, certifies, Awards, and/or maintains the Credential of a Credential Owner.

**1.6 "Credential Owner"** means an individual who has registered for the Parchment Services and uses the Parchment Site for the management of his or her Credential. Credential Owners may be provided access to the Parchment Services by their Credential Issuer.

**1.7 "Credential Recipient"** means an institution or an individual that receives (or is awarded) a Credential through the Parchment Services (for example, a college or employer or Credential Owner).

**1.8 "Credential Requestor"** means an authorized third party individual or institution that uses the Parchment Services to request electronic delivery and fulfillment of a Credential.

**1.9 "De-Identified Data"** means data for which the personally identifying information (e.g. name, email address, postal address) has been removed, and may include aggregated data, or statistics.

**1.10 "Documentation"** means Parchment's standard user manuals and/or related documentation generally made available to members of the Parchment Services purchased.

**1.11 "Effective Date"** has the meaning set forth on the Order Form.

**1.12 "Intellectual Property Rights"** means any and all now known or hereafter existing (a) rights associated with works of authorship, including copyrights, mask work rights, and moral rights; (b) trademark or service mark rights and trade dress; (c) trade secret rights; (d) patents, patent rights, and industrial property rights; (e) layout design rights, design rights, and other proprietary rights of every kind and nature other than trademarks, service marks, trade dress, and similar rights; and (f) all registrations, applications, renewals, extensions, or reissues of the foregoing, in each case in any jurisdiction throughout the world.

**1.13 "Member Data"** means the data, information and content provided by Member and/or Authorized Users through the Parchment Services, including Credentials, but excluding De-Identified Data and Transactional Data.

**1.14 "Order Form"** means Parchment's standard Parchment Services order form, executed by both Parties, which incorporates by reference the Services Description and Fees Schedule (attached to the Order Form as Exhibit A), these Terms and Conditions (attached to the Order Form as Exhibit B), and the Service Level Agreement (attached to the Order Form as Exhibit C).

**1.15 "Parchment Services"** means Parchment's digital credential services, as identified in a mutually executed Order Form or amendment to this Agreement, which enable Credential Owners and/or Authorized Users to access certain features and functions of Parchment's credential exchange and analytics platform as selected on the Order Form and described on Exhibit A to such Order Form. References to any Parchment Services include the Documentation.

**1.16 "Parchment Site"** means any of the websites located at <http://parchment.com> and any other URLs owned or operated by Parchment and designated by Parchment for use by Credential Owners as part of the Parchment Services.

**1.17 "Professional Services"** means any implementation, set-up, integration, training, custom development or other professional services provided to Member by Parchment.

**1.18 "Request"** (whether or not such term is capitalized) means to digitally request the issuance and transmission of one Credential electronically to one Credential Recipient.

**1.19 "Services"** means the Parchment Services combined with the Professional Services.

**1.20 "Supplemental Document"** means a school report, school profile, letter of recommendation, counselor recommendation, teacher evaluation, or unofficial test score. Supplemental Documents may be included with a Credential request at no additional charge.

**1.21 “Terms and Conditions”** means all the provisions, terms and conditions set forth in these Terms and Conditions and incorporated into each Order Form.

**1.22 “Term”** shall have the meaning set forth in Section 11.1.

**1.23 “Transactional Data”** means any non-personally identifiable data or information generated from Authorized Users’ or Credential Owners’ use of the Parchment Services, which may include, without limitation, the number of Credential Owners applying or requesting their Credentials be sent to a particular Credential Recipient, information provided to Parchment during registration, such as login details and test scores, and order history.

## **2 PARCHMENT SERVICES; ORDERS AND USE.**

**2.1 Orders and Provision of Access.** Subject to this Agreement, Parchment grants to Member a non-exclusive, non-transferable right to permit Authorized Users to access the features and functions of the applicable Parchment Services ordered pursuant to an Order Form, subject to any restrictions set forth therein. As soon as reasonably practicable after the Effective Date, Parchment will provide to Member the necessary access protocols to allow Member and its Authorized Users to access the Parchment Services.

**2.2 Multiple Institutions.** Subject to payment of applicable fees and as indicated on the Order Form, Member can make the Parchment Services available to any of its participating institutions, divisions, or locations, if applicable. Each such participating institution may be referred to herein as an **“Institution”** and any reference to Member will include such institutions, divisions, or locations and Member will be responsible for the acts and omissions of its Institutions and any act or omission by an Institution which, if undertaken by Member, would constitute a breach of this Agreement, will be deemed a breach of this Agreement by Member.

### **2.3 Usage Restrictions.**

**2.3.1** Member and its Authorized Users will not: (a) decompile, disassemble, reverse engineer or otherwise attempt to obtain or perceive the source code from which any component of the Parchment Services are compiled or interpreted, and Member acknowledges that nothing in this Agreement will be construed to grant Member any right to obtain or use such code; (b) create any derivative product from any of the Parchment Services; or (c) allow third parties other than Authorized Users to gain access to the Parchment Services, with the understanding that Member will not be in breach of the foregoing restriction by using the Parchment Services to authorize, enable and permit Credential Owners who attend one of its Institution(s) to access the Parchment Services.

**2.3.2** Member will use the Parchment Services only as contemplated by this Agreement and will not, nor will Member authorize any Authorized User, Credential Owner or other third party to, use the Parchment Services to: (a) send any form of duplicative and unsolicited messages; (b) harvest, collect, gather or assemble information or data regarding other users without their consent; (c) transmit through or post on the Parchment Services any unlawful, immoral, libelous, tortuous, infringing, defamatory, threatening, vulgar, or obscene material or material harmful to minors; (d) transmit material containing software viruses or other harmful or deleterious computer code, files, scripts, agents, or programs; (e) interfere with or disrupt the integrity or performance of the Parchment Services or the data contained therein; or (f) attempt to gain unauthorized access to the

Parchment Services, computer systems or networks related to the Parchment Services.

**2.4 Conditions on Use by Authorized Users and Credential Owners.** Parchment may condition Credential Owners’ or Authorized Users’ (if using the Parchment Services on their own behalf and not on behalf of the Member) use of the Parchment Services, including the Parchment Site, on their acceptance of and compliance with the Parchment’s then-current terms of service, including the payment of any applicable fees. Any Credential Owner affiliated with the Member or an Institution may access the Parchment Site, subject to this Section 2.4.

**2.5 Exclusivity.** Parchment will be Member’s preferred and primary method to electronically deliver and/or Award Credentials to Credential Owners or Credential Recipients, as applicable.

**2.6 Fee Waivers.** Parchment may provide fee-waivers that can be used in place of other payment methods in order to assist students who have demonstrated that payment of the fees for the Parchment Services might represent an economic barrier to college entrance. Up to a maximum of four fee waivers may be allocated by the Member to any qualifying Credential Owner who has met the requirements for, and received a fee waiver from The College Board or ACT.

## **3 MEMBER RIGHTS AND OBLIGATIONS.**

**3.1 Authorized User Access to Service; Usernames.** Member may permit Authorized Users to access and use the features and functions of the Parchment Services in accordance with this Agreement. Member will: (a) provide to Parchment information and other assistance as necessary to enable Parchment to establish usernames to be used by Authorized Users; (b) be responsible for maintaining the confidentiality of all Authorized Users’ usernames and passwords; (c) be solely responsible for all activities that occur under these usernames; (d) not to allow a third party to use its account, usernames or passwords at any time; and (e) notify Parchment promptly of any actual or suspected security breach. Parchment reserves the right to terminate any username and password that Parchment reasonably determines may be suspect. As between Member and Parchment, Member will be responsible for all acts and omissions of Authorized Users, and any act or omission by such Authorized Users which, if undertaken by Member, would constitute a breach of this Agreement, will be deemed a breach of this Agreement by Member.

**3.2 Member Obligations.** Member is solely responsible for (a) the accuracy of any Member-provided means of authenticating Credential Owners using the Parchment Services; (b) the options it selects as part of the Parchment Services; (c) completeness, accuracy, and timely delivery of all Credentials to Parchment; (d) compliance with the Member’s regulations related to the transmission, issuance, and Award of Credentials, including the accuracy, completeness, of the Credentials; (e) operation of Member’s computer and communication systems; and (f) results of Member’s use of the Parchment Services. Additionally, Member will (i) inform Credential Owners and Authorized Users about the use and benefits of the Parchment Services, (ii) schedule appropriate staff training on how to use the Parchment Services, (iii) place Parchment name and logo and provided descriptive text and hyperlink promoting the Parchment Services on Member’s website; (iv) provide any required or requested data (e.g., roster of Credential Owners,

bulk uploads, course catalog data) necessary for the full functioning of the Parchment Services; (v) monitor and promptly respond to any requests for Credentials; and (vi) periodically update Credentials for use in the Parchment Services.

### **3.3 Requirement to Provide Member Data to Parchment.**

Certain Member Data may be required for the proper operation of the Parchment Services. Member will make available in a timely manner at no charge to Parchment all Member Data required by Parchment for the performance of its obligations under this Agreement. Member will be responsible for and assumes the risk, responsibility and expense of: (a) any problems resulting from, the accuracy, quality, integrity, legality, reliability, and appropriateness of all such Member Data; and (b) acquiring, installing and maintaining all connectivity equipment, hardware, software and other equipment as may be necessary for it and its Authorized Users to connect to, access, and use the Parchment Services. Member acknowledges and agrees that it is the legal custodian of the Credentials and that Parchment will send or Award the Credential as provided to Parchment by Member. Accordingly, Parchment is not responsible for any inaccuracies in the Member Data or Credential provided to Parchment.

**3.4 Legal and Regulatory Compliance.** Member agrees to comply with all applicable federal, state, county, and municipal, statutes, laws, ordinances, and regulations in its acts and omissions relating to this Agreement, including without limitation the Family Education Rights and Privacy Act and the Protection of Pupil Rights Act.

## **4 PARCHMENT RIGHTS AND OBLIGATIONS.**

**4.1 Technical Assistance.** Parchment provides certain limited support services as part of the Parchment Services. Member can designate up to two (2) Authorized Users to receive technical assistance from Parchment ("**Eligible Support Recipients**"). Such designees may be changed at any time by written notice to Parchment. Parchment will also use reasonable efforts to provide support to Credential Owners in accordance with Parchment's then-current support policies. Except as set forth above, Member will be solely responsible for the support of all Authorized User and Credential Owners accessing the Parchment Services. Subject to this Agreement including the payment of the applicable fees, Parchment will provide technical assistance to Member during Parchment's ordinary and customary business hours in accordance with its standard policies and procedures, with the understanding that such policies do not provide for any on-site support. To the extent the Parties agree that Parchment will provide on-site technical assistance, Member will be obligated to pay a fee to Parchment, in an amount determined by Parchment's then-standard hourly rates for such support, and Member will further reimburse Parchment for expenses related to travel and/or living expenses incurred by Parchment personnel in the provision of such on-site support.

**4.2 Training.** Parchment may, in its sole discretion, offer access to web-based classes and self-directed online training modules on the use of the Parchment Services. Member may request for Parchment to provide training services related to Member's use of the Parchment Services. Until the Member has ordered training services pursuant to a statement of work or separate agreement, Parchment will have no obligation to provide training services to Member other than as indicated above.

**4.3 Communication with Users.** As part of the provision of the Parchment Services under this Agreement, Member agrees that Parchment may communicate with Authorized Users and Credential Owners from time-to-time as may be necessary for the provision of the Parchment Services, in Parchment's reasonable discretion. Upon a Credential Owner registering on the Parchment Site, Parchment may communicate with such Credential Owner to the extent permitted under such relationship.

**4.4 Continuous Development.** The Parties acknowledge and agree that Parchment may continually develop, deliver and provide to Member ongoing innovation to the Parchment Services in the form of new features, functionality, capabilities and services. Accordingly, Parchment reserves the right to modify the Parchment Services from time to time. Some modifications will be provided to Member at no additional charge. In the event that Parchment adds additional functionality to the Parchment Services, Parchment may condition the implementation of such modifications on Member's payment of additional fees, and Member will not be entitled to such new functionality unless Member pays such fees, provided that Member may continue to use the version of the Parchment Services that Parchment makes generally available (without such features) without paying additional fees. If any modification materially and adversely affects the functionality of the Parchment Services, Member may provide written notice to Parchment within thirty (30) days of such change and, if Parchment is unable to provide substantially the same functionality to Member in the Parchment Services within thirty (30) days of Parchment receiving such notice, Member may terminate the applicable Order Form as its sole and exclusive remedy for such modification.

**4.5 Parchment Obligations; Legal and Regulatory Compliance.** Parchment will: (a) provide the Services in material accordance with the Order Form, Documentation and Exhibit A; (b) implement and maintain backup, security and business continuity measures, in accordance with industry practices, in order to maintain the security and integrity of the Parchment Services and Member Data; provided, however, that Parchment will have no obligation to backup or maintain the security of Credentials and other data and materials that are within the control of Member or any other Authorized User or Credential Owner; and (c) comply with all applicable federal, state, county, and municipal, statutes, laws, ordinances, and regulations relating to this Agreement, as amended from time to time, including the Family Educational Rights and Privacy Act and the Protection of Pupil Rights Act.

## **5 PROPRIETARY RIGHTS.**

**5.1 Member Data.** As between Parchment and Member, Member owns all right, title, and interest in and to the underlying Member Data. Subject to the terms of this Section 5, Parchment agrees to hold confidential (in accordance with state laws, federal laws and specifically as provided for under FERPA) all Member Data it receives, and will not read the contents of any such Credentials in the Parchment Services, except as necessary to process the transaction through the Parchment Services or store the data as part of Services or in the ordinary course of its business. The parties agree and understand that Parchment does not verify any Member Data or the contents of any Credentials as complete or accurate, nor does it provide verification of status or any other item. The parties further agree and understand that Parchment shall not modify the Member Data or

Credentials provided to it for purposes of processing transactions through the Parchment Services, unless otherwise specified and agreed upon by Member and Parchment. The Parchment Services are limited to the description provided herein and in related Documentation. Notwithstanding the above, once Credentials are lawfully transmitted to a third party's, and those acting on behalf of the third party's, use of those Credentials is not governed by this Agreement.

**5.2 Transactional Data.** Parchment may utilize data capture, syndication, and analysis tools, and other similar tools, to extract, compile, synthesize, and analyze Transactional Data. Transactional Data relies solely on data regarding the transaction of registering or transmitting the Credential through the Parchment Services, and does not include any data from the Credential itself. To the extent that any Transactional Data is generated through the Parchment Services and collected by Parchment, such Transactional Data will be solely owned by Parchment and may be used by Parchment for any lawful purpose, provided that the Transactional Data is used only in de-identified form and in a manner that does not permit the identification of any Credential Owner. Parchment agrees to comply with applicable privacy and other laws and regulations respecting the dissemination and use of such Transactional Data.

**5.3 De-Identified Data.** Parchment may create De-Identified Data from Member Data. Parchment may create De-Identified Data from any data it collects or receives in connection with the Parchment Services. Parchment may use and disclose such De-Identified Data for any lawful purpose, provided that it is used in such a manner that does not permit the identification of any Credential Owner.

**5.4 Intellectual Property Rights in Parchment Services.** Member acknowledges that Parchment and its licensors own all Intellectual Property Rights in and to the Services (including all components thereof) and all work product, developments, inventions, technology or materials provided under this Agreement. Parchment reserves all rights not expressly granted to Member in this Agreement. Member will not engage in any act or omission that would impair Parchment's and/or its licensors' Intellectual Property Rights in the Services, and any other materials, information, processes or subject matter proprietary to Parchment. Member further acknowledges that Parchment retains the right to use the foregoing for any purpose in Parchment's sole discretion.

**5.5 Feedback.** From time to time, Member and its Authorized Users may provide suggestions, enhancement requests, recommendations or other feedback relating to the operation or functionality of the Services ("**Feedback**"). Member will have no obligation to provide Feedback. Member hereby grants Parchment, and Parchment will have, a royalty-free, worldwide, transferable, sub-licensable, irrevocable, perpetual license to use, disclose, reproduce, license or otherwise distribute and exploit any Feedback as it sees fit, entirely without obligation or restriction of any kind on account of intellectual property rights or otherwise.

**5.6 Analytics.** As part of certain Parchment Services, Parchment may provide Member with access to certain analytics and benchmarking data, which may include Transactional Data or De-Identified Data, each as defined above, and derivative works thereof, and other standard and/or customized reports prepared by Parchment for Member (all such reports, analytics, data, content and information, to be referred to as the "**Analytics**"). As between

Member and Parchment, Parchment retains all right, title and interest in and to the Analytics, including all Intellectual Property Rights therein, except for any underlying Member Data therein. To the extent Parchment provides Member with access to any Analytics, Parchment grants Member a limited, non-exclusive, non-transferable license, subject to this Agreement, to use and reproduce the Analytics solely for Member's internal business use and for no other purpose. Member acknowledges that the Analytics are the Confidential Information of Parchment (and thus subject to the obligations in Section 7) and contain valuable trade secrets and other intellectual property of Parchment and its licensors. Member agrees that it will not, and will not permit any third party to: (a) reproduce (except as expressly permitted herein), modify, translate, or create any derivative work of all or any portion of the Analytics; (b) sell, rent, lease, distribute, sublicense, disclose, assign, transfer, or otherwise make available to any third party all or any portion of the Analytics; (c) make the Analytics available for access by anyone over a network or use the Analytics on a service bureau or time sharing basis; or (d) use the Analytics in any way to create products or services similar to or competitive with the Parchment Services. The foregoing restrictions in this Section 5.6 will not limit how Member can use the Member Data to the extent it is not included in the Analytics.

## 6 FEES AND PAYMENTS.

**6.1 Fees Payable.** All fees are listed and payable in United States dollars. Parchment will submit invoices to Member for fees in accordance with the relevant payment schedules indicated on the applicable Order Form, if any, and, if applicable, each invoiced amount will be due and payable by Member within thirty (30) days of receipt of the relevant invoice. Unless otherwise expressly specified in Exhibit A to this Agreement, after the first twelve (12) months of the Agreement, Parchment, in its sole discretion, may increase the fees payable for Services under this Agreement annually. Parchment will provide at least sixty (60) days advance notice of such fees increase, which will be effective as of the date in such notice.

**6.2 Disputed Charges.** Member must notify Parchment in writing of any dispute or disagreement with invoiced charges within thirty (30) days after the date of invoice. Absent such notice, Member will be deemed to have agreed to the charges as invoiced after the expiration of such time period.

**6.3 Late Payments; Interest.** Parchment reserves the right to charge, and Member agrees to pay, a late charge equal to one and one-half percent (1½%) per month or the maximum rate permitted by applicable law, whichever is less, on any amount that is not the subject of a good faith dispute that is unpaid on the due date, and on any other outstanding balance.

**6.4 Taxes.** Member understands that all amounts payable under this Agreement exclude all applicable sales, use, excise, gross receipts, other taxes fees, duties and charges and all applicable export and import fees, customs duties and similar charges (other than taxes based on Parchment's income) (collectively "**Taxes**"). Member agrees to be responsible for and to remit payment of all such Taxes arising from the payment of any fees hereunder. In the event that any state assesses liability for such Taxes to Parchment, Member agrees that, upon Parchment's request, it will provide Parchment with documentary proof that such Taxes have been paid or it will provide a tax exemption certificate. Any such Taxes imposed on any payments



hereunder to Parchment will be Member's sole responsibility and if Member fails to make such tax payments, Member agrees to pay all Taxes assessed to Parchment, along with applicable interest and penalties, within ten (10) days of demand therefor to Parchment.

**7 CONFIDENTIALITY.** During this Agreement, each Party will have access to certain Confidential Information of the other Party. Each Party agrees: (a) not to disclose the Confidential Information of the other Party to anyone except its employees, contractors and advisors ("Representatives") on a strict need to know basis and subject to a written duty of confidence, (b) to use the Confidential Information strictly for the performance or receipt of this Agreement and (c) to use commercially reasonable efforts to protect the confidentiality of the other Party's Confidential Information. This Section will not apply to Confidential Information that (i) is or becomes publicly available through no fault of the recipient, (ii) is already in the recipient's possession at the time of its disclosure without any duty of confidence, or (iii) is independently developed by the recipient without reference to or use of the disclosing party's Confidential Information and by personnel without access to such Confidential Information. Each Party may disclose Confidential Information to the extent required: (1) by securities laws, (2) to comply with a court or governmental order, or to comply with applicable law or (3) to establish or preserve a Party's rights under this Agreement. Each Party will be responsible for the acts and omissions of its Representatives related to any breach of this Section.

## **8 WARRANTIES.**

**8.1 Mutual Representations and Warranties.** Each Party represents and warrants to the other Party that the execution and performance of this Agreement does not and will not violate any other contract, obligation, or instrument to which it is a party, or which is binding upon it, including terms relating to covenants not to compete and confidentiality obligations.

**8.2 Parchment Warranties.** Parchment represents and warrants that it will provide the Services in a professional and workmanlike manner substantially consistent with general industry standards.

**8.3 FERPA Warranty.** Parchment will comply with the regulations of FERPA which are applicable to Parchment. NOTWITHSTANDING ANYTHING ELSE SET FORTH HEREIN, PARCHMENT WILL NOT BE RESPONSIBLE FOR VIOLATIONS OF FERPA RELATED TO MEMBER'S PROCESSES NOT RELATED TO THE SERVICES.

**8.4 Member Warranties.** Member hereby represents and warrants that it owns or otherwise has sufficient rights and all necessary consents to grant Parchment access to and use and display of the Member Data in accordance with this Agreement, and that its collection and provision of such Member Data complies with all applicable laws and does not violate any person's right of privacy or publicity.

**8.5 No Other Warranties.** EXCEPT AS EXPRESSLY WARRANTED IN THIS AGREEMENT, THE PARCHMENT SERVICES, PARCHMENT SITE, AND ANY OTHER MATERIALS, DATA AND/OR SERVICES PROVIDED BY PARCHMENT ARE PROVIDED "AS IS" AND "WITH ALL FAULTS," AND PARCHMENT EXPRESSLY DISCLAIMS ALL OTHER WARRANTIES OF ANY KIND OR NATURE, WHETHER EXPRESS, IMPLIED OR STATUTORY, INCLUDING ANY IMPLIED WARRANTIES OF NON-INFRINGEMENT, NON-INTERFERENCE, VALUE OR

ACCURACY OF DATA, AS WELL AS ANY WARRANTIES OF MERCHANTABILITY, SYSTEM INTEGRATION, FITNESS FOR A PARTICULAR PURPOSE, OR THE ABSENCE OF ANY DEFECTS THEREIN, WHETHER LATENT OR PATENT. NO WARRANTY IS MADE BY PARCHMENT ON THE BASIS OF TRADE USAGE, COURSE OF DEALING OR COURSE OF PERFORMANCE. PARCHMENT DOES NOT WARRANT THAT THE PARCHMENT SERVICES OR ANY OTHER INFORMATION, MATERIALS, TECHNOLOGY OR SERVICES PROVIDED UNDER THIS AGREEMENT WILL MEET MEMBER'S REQUIREMENTS OR THAT THE OPERATION THEREOF WILL BE UNINTERRUPTED OR ERROR-FREE, OR THAT ALL ERRORS WILL BE CORRECTED. MEMBER ACKNOWLEDGES THAT PARCHMENT'S OBLIGATIONS UNDER THIS AGREEMENT ARE FOR THE BENEFIT OF MEMBER ONLY.

**8.6 Delays.** PARCHMENT'S SERVICES MAY BE SUBJECT TO LIMITATIONS, DELAYS, AND OTHER PROBLEMS INHERENT IN THE USE OF THE INTERNET AND ELECTRONIC COMMUNICATIONS. PARCHMENT IS NOT RESPONSIBLE FOR ANY DELAYS, DELIVERY FAILURES, OR OTHER DAMAGE RESULTING FROM SUCH PROBLEMS.

## **9 LIMITATION OF LIABILITY.**

**9.1 LIMITATIONS OF LIABILITY.** IN NO EVENT WILL EITHER PARTY BE LIABLE TO THE OTHER PARTY FOR ANY INCIDENTAL, INDIRECT, SPECIAL, CONSEQUENTIAL OR PUNITIVE DAMAGES, REGARDLESS OF THE NATURE OF THE CLAIM, INCLUDING LOST PROFITS, COSTS OF DELAY, ANY FAILURE OF DELIVERY, BUSINESS INTERRUPTION, COSTS OF LOST OR DAMAGED DATA OR DOCUMENTATION OR LIABILITIES TO THIRD PARTIES ARISING FROM ANY SOURCE, EVEN IF SUCH PARTY HAS BEEN ADVISED OF THE POSSIBILITY OF SUCH DAMAGES. THIS LIMITATION UPON DAMAGES AND CLAIMS IS INTENDED TO APPLY WITHOUT REGARD TO WHETHER OTHER PROVISIONS OF THIS AGREEMENT HAVE BEEN BREACHED OR HAVE PROVEN INEFFECTIVE. TO THE MAXIMUM EXTENT PERMITTED BY LAW AND EXCEPT FOR PARCHMENT'S INDEMNIFICATION OBLIGATIONS, THE CUMULATIVE LIABILITY OF PARCHMENT TO MEMBER FOR ALL CLAIMS ARISING FROM OR RELATING TO THIS AGREEMENT, INCLUDING ANY CAUSE OF ACTION SOUNDING IN CONTRACT, TORT, OR STRICT LIABILITY, WILL NOT EXCEED THE TOTAL AMOUNT OF ALL FEES PAID TO PARCHMENT BY MEMBER IN THE TWELVE (12) MONTHS PRECEDING THE DATE ON WHICH THE APPLICABLE CLAIM AROSE. THIS LIMITATION OF LIABILITY IS INTENDED TO APPLY WITHOUT REGARD TO WHETHER OTHER PROVISIONS OF THIS AGREEMENT HAVE BEEN BREACHED OR HAVE PROVEN INEFFECTIVE.

**9.2 Essential Basis.** The disclaimers, exclusions and limitations of liability set forth in this Agreement form an essential basis of the bargain between the Parties, and, absent any of such disclaimers, exclusions or limitations of liability, the provisions of this Agreement, including the economic terms, would be substantially different.

**10 Indemnification Obligations of Parchment.** Parchment will defend at its expense any suit brought against Member by a third party, and will pay any settlement

Parchment makes or approves, or any damages finally awarded in such suit, insofar as such suit is based on a claim by any third party alleging: (a) that the Parchment Services misappropriate any Intellectual Property Rights of a third party; (b) Parchment's breach of Section 8.3; or (c) Parchment's gross negligence or willful misconduct in handling the Credentials. If any portion of the Parchment Services becomes, or in Parchment's opinion is likely to become, the subject of a claim of infringement, Parchment may, at Parchment's option: (i) procure for Member the right to continue using the Parchment Services; (ii) replace the Parchment Services with non-infringing services which do not materially reduce the functionality of the Services; (iii) modify the Parchment Services so that it becomes non-infringing; or (iv) terminate the Parchment Services and refund any fees actually paid by Member to Parchment for the remainder of the Term then in effect, and upon such termination, Member will immediately cease all use of the Services. Notwithstanding the foregoing, Parchment will have no obligation under this Section 10 or otherwise with respect to any claim based upon (1) any use of the Services not in accordance with these Terms and Conditions or the Documentation; (2) Parchment's conformance to Member's specifications; (3) any use of the Services in combination with other products, equipment, services or content not supplied by Parchment; (4) any modification of the Services by any person other than Parchment or its authorized agents; or (5) the Member Data. THIS SECTION STATES MEMBER'S SOLE AND EXCLUSIVE REMEDY FOR INFRINGEMENT CLAIMS AND ACTIONS. Parchment's obligations as set forth above are expressly conditioned upon each of the following: (A) Member promptly notifying Parchment in writing of any threatened or actual claim or suit; (B) Parchment having sole control of the defense or settlement of any claim or suit; and (C) Member cooperating with Parchment to facilitate the settlement or defense of any claim or suit.

## 11 TERM AND TERMINATION.

**11.1 Term.** This Agreement is effective as of the Effective Date listed on the Order Form. The Term of this Agreement will commence on the Effective Date and will continue for as long as the Initial Order Term indicated on the Order Form and any subsequent renewals is in effect, unless terminated in accordance with this Section 11 (the "**Term**").

**11.2 Termination for Breach.** Either Party may terminate this Agreement immediately upon written notice in the event that the other Party materially breaches this Agreement and thereafter: (a) in the case of material breach resulting from non-payment of amounts due hereunder, has failed to pay such amounts within ten (10) days after receiving written notice thereof; or (b) has failed to cure any other material breach (or to commence diligent efforts to cure such breach that are reasonably acceptable to the terminating Party) within thirty (30) days after receiving written notice thereof.

**11.3 Termination upon Bankruptcy, Insolvency or Lack of Funding.** Either Party may, at its option, terminate this Agreement immediately upon written notice to the other Party, in the event (a) that the other Party becomes insolvent or unable to pay its debts when due; (b) the other Party files a petition in bankruptcy, reorganization or similar proceeding, or, if filed against, such petition is not removed within ninety (90) days after such filing; (c) the other Party discontinues its business; (d) a receiver is appointed or there is an assignment for the benefit of such other Party's creditors; or (e) if the Member or the Member's sponsor is a state or

federal agency or institution, the funding for this Agreement is not provided to Member or the Member's sponsor by the legislature of the applicable state or federal government.

**11.4 Suspension of Service.** If Member fails to pay undisputed amounts in accordance with this Agreement or, if and as necessary to protect the Member Data and/or Credentials in the event of a threat to the security of the Parchment Service(s), Parchment will have the right, in addition to any of its other rights or remedies, to immediately suspend the provision of the Services (including access to the Parchment Services and/or Parchment Site) to Member and/or its Credential Owners, without liability to Member until such amounts are paid in full or such breach is cured (in Parchment's sole discretion), as applicable.

**11.5 Accrued Obligations.** Termination of this Agreement will not release the Parties from any liability which, at the time of termination, has already accrued or which thereafter may accrue with respect to any act or omission before termination, or from any obligation which is expressly stated in this Agreement to survive termination. Notwithstanding the foregoing, the Party terminating this Agreement as permitted by any provision in this Section 11 will incur no additional liability merely by virtue of such termination.

**11.6 Effect of Termination.** Upon any expiration or termination of this Agreement, Member will immediately discontinue all use of the Parchment Services and pay all amounts due and payable hereunder. Each Party will promptly delete or destroy any Confidential Information of the other Party, including all copies thereof, except that Parchment may retain the Member Data: (a) as required by law; (b) for up to thirty (30) days after the effective date of termination, Parchment will, upon written request, make available to Member a copy of its Member Data in one of Parchment's standard formats. After such period, Parchment may delete Member Data.

**11.7 Survival of Obligations.** The provisions of Sections 2.5, 3.4, 5, 7 through 10, 11.6 through 11.7, and 12, and Member's obligations to pay any amounts due and outstanding hereunder, will survive termination or expiration of this Agreement.

## 12 MISCELLANEOUS.

**12.1 Force Majeure.** Either Party will be excused from performance of its obligations under this Agreement if such a failure to perform results from compliance with any requirement of applicable law, acts of God, fire, strike, embargo, terrorist attack, war, insurrection or riot or other causes beyond the reasonable control of that Party. Any delay resulting from any of such causes will extend performance accordingly or excuse performance, in whole or in part, as may be reasonable under the circumstances.

**12.2 Notices.** Member (a) consents to receive communications from Parchment in electronic form, whether via email, posting updates on the Parchment Site, or by other reasonable means, and (b) agrees that all agreements and other communication that Parchment provides to Member electronically satisfies all legal requirements as if on print writing. All notices required under these Terms and Conditions will be in writing, delivered personally, by email, or by nationally recognized overnight courier (e.g., FedEx) at the Parties' respective addresses set forth on the Order Form (with notices to Parchment sent to the attention of the General Counsel). All notices will be deemed effective upon personal delivery, or when received if sent by email or overnight courier.

**12.3 Assignment.** Neither Party will assign its rights or delegate its obligations under this Agreement without the other Party's prior written consent, and, absent such consent, any purported assignment or delegation will be null, void and of no effect. However, either Party may, without the written consent of the other Party, assign this Agreement and its rights and obligations hereunder in connection with the transfer or sale of all or substantially all of its business related to this Agreement, or in the event of a merger, consolidation, change in control or similar transaction. This Agreement will be binding upon and inure to the benefit of Parchment and Member and their successors and permitted assigns.

**12.4 Independent Contractors.** Member and Parchment acknowledge and agree that the relationship arising from this Agreement does not constitute or create any joint venture, partnership, employment relationship or franchise between them, and the Parties are acting as independent contractors in making and performing this Agreement.

**12.5 Amendment.** No amendment to this Agreement will be valid unless such amendment is made in writing and is signed by the authorized representatives of the Parties.

**12.6 Waiver.** No waiver under this Agreement will be valid or binding unless set forth in writing and duly executed by the Party against whom enforcement of such waiver is sought. Any such waiver will constitute a waiver only with respect to the specific matter described therein and will in no way impair the rights of the Party granting such waiver in any other respect or at any other time. Any delay or forbearance by either Party in exercising any right hereunder will not be deemed a waiver of that right.

**12.7 Severability.** If any provision of this Agreement is invalid or unenforceable for any reason in any jurisdiction, such provision will be construed to have been adjusted to the minimum extent necessary to cure such invalidity or unenforceability. The invalidity or unenforceability of one or more of the provisions contained in this Agreement will not have the effect of rendering any such provision invalid or unenforceable in any other case, circumstance or jurisdiction, or of rendering any other provisions of this Agreement invalid or unenforceable whatsoever.

**12.8 Causes of Action.** No action arising from or related to this Agreement may be brought by either Party more than one

(1) year after the cause of action has accrued, except that an action for non-payment may be brought within two (2) years after the date such amount was due.

**12.9 No Third Party Beneficiaries.** The Parties acknowledge that the covenants set forth in this Agreement are intended solely for the benefit of the Parties, their successors and permitted assigns. Nothing herein, whether express or implied, will confer upon any person or entity, other than the Parties, their successors and permitted assigns, any legal or equitable right whatsoever to enforce any provision of this Agreement.

**12.10 Counterparts.** This Agreement may be executed in any number of counterparts, each of which when so executed will be deemed to be an original and all of which when taken together will constitute one Agreement.

**12.11 Construction.** Unless otherwise specified herein: (a) the word "including" means "including but not limited to"; and (b) any reference to days will mean calendar days. All headings are for convenience only.

**12.12 Publicity.** Parchment will be permitted to use Member's name and logo (subject to the appropriate party's style guidelines to ensure proper placement or use by the other party) (a) in association with Parchment's provision of the Services; and (b) on a client or partner list or partial client list during the term of this Agreement, provided that such list does not state or imply Member's endorsement of Parchment or the Services.

**12.13 Entire Agreement.** This Agreement sets forth the entire agreement and understanding between the Parties hereto with respect to the subject matter hereof and, except as specifically provided herein, supersedes and merges all prior oral and written agreements, discussions and understandings between the Parties with respect to the subject matter hereof, and neither of the Parties will be bound by any conditions, inducements or representations other than as expressly provided for herein.

**[End of Terms]**

**EXHIBIT C**  
**SERVICE LEVEL AGREEMENT**

1. Parchment will use commercially reasonable efforts, commensurate with the severity of the error, to correct any malfunction, defect, or non-conformity in the operation of the Parchment Services to substantially perform in accordance with the Documentation. Member will be responsible for conducting adequate research with respect to a defect or related issue prior to contacting Parchment for assistance. Member is obligated to respond promptly to all reasonable Parchment requests for pertinent information, documentation, technical and other assistance to assist Parchment with problem resolution. A reported issue will be logged and tracked by Parchment, and assigned a unique identifier that can be used by Member to refer to the reported issue, and will remain open until the issue is resolved. Reported issues will be assigned a severity level that is mutually agreed upon by Member and Parchment.
2. Parchment will employ commercially reasonable efforts to correct, or address with an action plan, issues reported by Member as follows:
  - a. Severity 1: Within four (4) business hours of receipt of the reported issue or its detection by Parchment. Level 1 is defined as a condition in which all or a critical function within the Parchment Services is unavailable to Member.
  - b. Severity 2: Within two (2) business days of receipt of the reported error. Level 2 is defined as a condition in which the Parchment Services is not fully performing, but is still able to operate at a reduced capacity.
  - c. Severity 3: Within five (5) business days of receipt of the reported error. Severity 3 is defined as a condition where the Member is experiencing a non-critical loss of function.
3. System Enhancements and Functionality Improvements.
  - a. Parchment will respond to requests for enhancements or upgraded workflow functionality within thirty (30) business days. The response will include a valuation of the request and whether it was an item for inclusion within the product roadmap or would be considered a client specific customization. Enhancements and improvements cover a desire to change either the look and feel or workflow of a feature or function within the Parchment Services. Any enhancements, modifications or improvements to the Parchment Services will be considered part of the Parchment Services.
  - b. Parchment may perform maintenance to the Parchment Services during its preexisting maintenance schedule (currently 12 p.m. to 4 p.m. Pacific Time on Saturdays) as necessary for the proper operation of the Parchment Services. During these periods, the Parchment Services may be unavailable to Member. Parchment will notify Member at least two (2) business days in advance of any planned maintenance. Parchment may change planned maintenance windows at its sole discretion and will notify Member of any such changes that affect previously notified plans, provided such maintenance is done during low-volume times. Parchment will also post notifications on both the Parchment Services and Parchment Site notifying interested parties of any planned service outages.
4. Parchment will use reasonable commercial efforts to make the Parchment Services available ninety-nine and one-half percent (99.5%) of the time, measured monthly, exclusive of planned maintenance and any of the following events that will not be considered downtime for the purposes of such measurement:
  - a. Any outage lasting less than five (5) minutes;
  - b. Any outage determined to be a result of Member's breach of the Agreement or other acts or omissions of Member;
  - c. Any outage determined to be a result of a failure of outside services or equipment not within the control of Parchment, including Member's hardware and software; or
  - d. Any outage determined to be beyond the reasonable control of Parchment, its subcontractors and/or business partners, including a force majeure event.
5. Member is responsible for (i) maintenance and management of its computer network(s), servers, software, and any equipment or services related to maintenance and management of the foregoing; and (ii) correctly configuring its systems in accordance with the Documentation. Member will promptly notify Parchment in the event any downtime occurs. Downtime will be deemed to begin when Parchment receives accurate notification thereof from Member, or when Parchment first becomes aware of such downtime, whichever first occurs. The obligations of Parchment set forth in this Exhibit C will be excused to the extent any failures to meet such obligations result in whole or in part from Member's failure(s) to meet the foregoing requirements.
6. Parchment will use reasonable commercial efforts to respond to any email inquiries through the Parchment Site by Credential Owners within two (2) business days.
7. Member's sole and exclusive remedy, and Parchment's sole and exclusive liability, for Parchment's breach of this Exhibit C will be the following credits. If Parchment fails to meet the service level in Section 4 in any month for a specific Parchment Services, Parchment will credit to Member one percent (1%) of the monthly subscription fee paid by Member (i.e., the prorated annual subscription fee) for such Parchment Services for each cumulative hour, or portion thereof, of unavailability of such Parchment Services in that month, up to a maximum of fifty percent (50%) of the prorated monthly subscription fee paid by Member. In the event Member has not elected to pay a subscription fee to Parchment hereunder, as Member's sole and exclusive remedy under this Section 7, Parchment will credit to Member one percent (1%) of the net amount of surcharges (if any) added to each Credential request by Member for such Parchment Services for each cumulative hour, or portion thereof, of unavailability of such Parchment Services in that month, up to a maximum of fifty percent (50%) of the net amount of surcharges added to each Credential request by Member.

- ☒ Consent  
☐ Information/Discussion  
☐ Action/Discussion

**SUBJECT:** 2019-2020 Consolidated Application for Funding, Part 1

**DATE:** June 6, 2019

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

---

**RECOMMENDATION:**

The Administration recommends the Board review and approve the 2019-2020 Consolidated Application for Funding, Part 1 as presented.

**BACKGROUND:**

The Consolidated application is used by the California Department of Education to distribute categorical funds and collect fiscal information. The filing of Part 1 declares the district's intention to participate in the specified categorical programs listed below and to follow the guidelines and requirements of each program. Additionally, the California Department of Education uses Part 1 to collect data and determine fiscal allocations for programs such as Title I Part A, Title II Teacher quality and Title III Limited English Proficient. Information such as the percentage of low income and limited English proficient students listed in the School Student Counts provides eligibility and ranking information for each site within the district. Unfortunately, based on a reduced number of English learners reported in October 2018, we are under the threshold to receive Title III money in 2019-2020. However, we anticipate an increase of English learners for the 2019-2020 school year which will be reflected on CBEDS (California Basic Educational Data System) day in October 2019.

**INFORMATION:**

The Consolidated application must be reviewed by the District English Learner Advisory Committee (DELAC). Per Title 5 of the California Code of Regulations Section 11308, if the district has more than 50 language learners the district must establish a DELAC and involve them in the application for funding for programs that serve English Learners. The DELAC met on May 16, 2019 and approved the application. A copy of the application is attached.

To receive ESSA (Every Student Succeeds Act) funding for 2019-2020, the local education agency must certify the 2019-2020 application for funding in the consolidated application webpage and provide the date when the application was approved by the Board of Trustees. In addition, the district must submit the board approved LCAP Federal Addendum describing how the District will meet the requirements for ESSA to receive Federal funding. This year, we are applying for Title IV funding which are intended to increase the capacity of districts to:

1. Provide all students with access to a well-rounded education
2. Improve school conditions for student learning
3. Improve the use of technology in order to improve the academic achievement and digital literacy of all students

Programs and Projected Funding Information for 2018-2019 based on 2017-2018 funding

1. Title I Part A (Basic Grant)	\$127,629
2. Title II Part A (Teacher Quality)	\$ 31,376
3. Title IV Part A (Student Support & Academic Grant)	\$ 10,000

**FISCAL IMPACT:**

The total Federal entitlement for 2019-2020 is projected to be \$169,005


**2019-20 Application for Funding****CDE Program Contact:**Consolidated Application Support Desk, Education Data Office, [conappsupport@cde.ca.gov](mailto:conappsupport@cde.ca.gov), 916-319-0297**Local Governing Board Approval**

The local educational agency (LEA) is required to review and receive approval of their Application for Funding selections with their local governing board.

Date of approval by local governing board	06/06/2019
---	------------

**District English Learner Advisory Committee Review**

Per Title 5 of the California Code of Regulations Section 11308, if your LEA has more than 50 English learners, then the LEA must establish a District English Learner Advisory Committee (DELAC) which shall review and advise on the development of the application for funding programs that serve English learners.

DELAC representative's full name (non-LEA employee)	Claudia Gutierrez 
DELAC review date	05/16/2019
Meeting minutes web address  Please enter the web address of DELAC review meeting minutes (format <a href="http://SomeWebsiteName.xxx">http://SomeWebsiteName.xxx</a> ). If a web address is not available, then the LEA must keep the minutes on file which indicate that the application was reviewed by the committee.	<a href="https://curriculum.pgusd.org/">https://curriculum.pgusd.org/</a>
DELAC comment  If an advisory committee refused to review the application, or if DELAC review is not applicable, enter a comment. (Maximum 500 characters)	

**Application for Categorical Programs**

To receive specific categorical funds for a school year the LEA must apply for the fund by selecting Yes. Only the categorical funds the LEA is eligible to receive are displayed.

<b>Title I, Part A (Basic Grant)</b> ESSA Sec. 1111 et seq. SACS 3010	Yes
<b>Title II, Part A (Supporting Effective Instruction)</b> ESEA Sec. 2104 SACS 4035	Yes
<b>Title III English Learner</b> ESEA Sec. 3102 SACS 4203	No
<b>Title III Immigrant</b> ESEA Sec. 3102 SACS 4201	No

**\*\*\*Warning\*\*\***

The data in this report may be protected by the Family Educational Rights and Privacy Act (FERPA) and other applicable data privacy laws. Unauthorized access or sharing of this data may constitute a violation of both state and federal law.

## 2019-20 Application for Funding

### CDE Program Contact:

Consolidated Application Support Desk, Education Data Office, [conappsupport@cde.ca.gov](mailto:conappsupport@cde.ca.gov), 916-319-0297

<b>Title IV, Part A (Student Support)</b>  ESSA Sec. 1112(b) SACS 4127	Yes
---	-----

**\*\*\*Warning\*\*\***

The data in this report may be protected by the Family Educational Rights and Privacy Act (FERPA) and other applicable data privacy laws. Unauthorized access or sharing of this data may constitute a violation of both state and federal law.



**2019-20 Certification of Assurances**

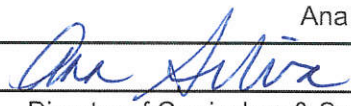
Submission of Certification of Assurances is required every fiscal year. A complete list of legal and program assurances for the fiscal year can be found at <https://www.cde.ca.gov/fg/aa/co/ca19assurance.asp>.

**CDE Program Contact:**

Consolidated Application Support Desk, Education Data Office, [conappsupport@cde.ca.gov](mailto:conappsupport@cde.ca.gov), 916-319-0297

**Consolidated Application Certification Statement**

I hereby certify that all of the applicable state and federal rules and regulations will be observed by this applicant; that to the best of my knowledge the information contained in this application is correct and complete; and I agree to participate in the monitoring process regarding the use of these funds according to the standards and criteria set forth by the California Department of Education Federal Program Monitoring (FPM) Office. Legal assurances for all programs are accepted as the basic legal condition for the operation of selected projects and programs and copies of assurances are retained on site. I certify that we accept all assurances except for those for which a waiver has been obtained or requested. A copy of all waivers or requests is on file. I certify that actual ink signatures for this form are on file.

Authorized Representative's Full Name	Ana Silva
Authorized Representative's Signature	
Authorized Representative's Title	Director of Curriculum & Special Projects
Authorized Representative's Signature Date	05/21/2019

**\*\*\*Warning\*\*\***

The data in this report may be protected by the Family Educational Rights and Privacy Act (FERPA) and other applicable data privacy laws. Unauthorized access or sharing of this data may constitute a violation of both state and federal law.

**2019-20 Protected Prayer Certification**

ESSA Section 8524 specifies federal requirements regarding constitutionally protected prayer in public elementary and secondary schools. This form meets the annual requirement and provides written certification.

**CDE Program Contact:**

Franco Rozic, Title I Monitoring and Support Office, [frozic@cde.ca.gov](mailto:frozic@cde.ca.gov), 916-319-0269

**Protected Prayer Certification Statement**

The LEA hereby assures and certifies to the California State Board of Education that the LEA has no policy that prevents, or otherwise denies participation in, constitutionally protected prayer in public schools as set forth in the "Guidance on Constitutionally Protected Prayer in Public Elementary and Secondary Schools."

The LEA hereby assures that this page has been printed and contains an ink signature. The ink signature copy shall be made available to the California Department of Education upon request or as part of an audit, a compliance review, or a complaint investigation.

The authorized representative agrees to the above statement	Yes
Authorized Representative's Full Name	Dr. Ralph Gomez Porras
Authorized Representative's Title	Superintendent
Authorized Representative's Signature Date	05/21/2019
Comment	
If the LEA is not able to certify at this time, then an explanation must be provided in the Comment field. (Maximum 500 characters)	

**\*\*\*Warning\*\*\***

The data in this report may be protected by the Family Educational Rights and Privacy Act (FERPA) and other applicable data privacy laws. Unauthorized access or sharing of this data may constitute a violation of both state and federal law.

**2019-20 LCAP Federal Addendum Certification****CDE Program Contact:**Local Agency Systems Support Office, [LCFF@cde.ca.gov](mailto:LCFF@cde.ca.gov), 916-323-5233

To receive funding under the Every Student Succeeds Act (ESSA), a local educational agency (LEA) must have a plan approved by the State Educational Agency on file with the State. Within California, LEAs that apply for ESSA funds are required to complete the Local Control and Accountability Plan (LCAP), the LCAP Federal Addendum Template (Addendum), and the Consolidated Application (ConApp). The LCAP, in conjunction with the Addendum and the ConApp, serve to meet the requirements of the ESSA LEA Plan.

In order to apply for funds, the LEA must certify that the 2017/18–2019/20 LCAP has been approved by the local governing board or governing body of the LEA. As part of this certification the LEA is agreeing to submit the LCAP Federal Addendum that has been approved by the local governing board or governing body of the LEA to the California Department of Education (CDE), and acknowledging that the LEA agrees to work with the CDE to ensure that the Addendum addresses all required provisions of the ESSA programs for which they are applying for federal education funds.

<b>County Offices of Education and School Districts Enter the original approval date of the county office of education or school district 2017/18–2019/20 LCAP</b>	06/20/2019
Note: For districts, the date should be the day your county office of education (COE) approved your 2017/18–2019/20 LCAP. For COEs, it should be the date the CDE approved your 2017/18–2019/20 LCAP.	
<b>Charter Schools Enter the adoption date of the charter school LCAP</b>	
Authorized Representative's Full Name	Ana Silva
Authorized Representative's Title	Director of Curriculum & Special Projects

**\*\*\*Warning\*\*\***

The data in this report may be protected by the Family Educational Rights and Privacy Act (FERPA) and other applicable data privacy laws. Unauthorized access or sharing of this data may constitute a violation of both state and federal law.

## 2019-20 Substitute System for Time Accounting

This certification may be used by auditors and by California Department of Education oversight personnel when conducting audits and sub-recipient monitoring of the substitute time-and-effort system. Approval is automatically granted when the local educational agency (LEA) submits and certifies this data collection.

**CDE Program Contact:**

John Miles, Financial Accountability and Info Srv Office, [jmiles@cde.ca.gov](mailto:jmiles@cde.ca.gov), 916-445-7289

The LEA certifies that only eligible employees will participate in the substitute system and that the system used to document employee work schedules includes sufficient controls to ensure that the schedules are accurate. Detailed information on documenting salaries and wages, including both substitute systems of time accounting, are described in Procedure 905 of the California School Accounting Manual posted on the web at <https://www.cde.ca.gov/fg/ac/sa/>.

2019-20 Request for authorization	No
LEA certifies that the following is a full disclosure of any known deficiencies with the substitute system or known challenges with implementing the system (Maximum 500 characters)	

**\*\*\*Warning\*\*\***

The data in this report may be protected by the Family Educational Rights and Privacy Act (FERPA) and other applicable data privacy laws. Unauthorized access or sharing of this data may constitute a violation of both state and federal law.

- ☒ Consent  
☐ Information/Discussion  
☐ Action/Discussion

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

**DATE:** June 6, 2019

**PERSON(S) RESPONSIBLE:** Matthew Binder, Director of Educational Technology;  
Bruce Cates, Director of Technology

**RECOMMENDATION:**

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

**BACKGROUND:**

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

The bond measure will improve technology by:

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

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

**INFORMATION:**

Please see the attached spreadsheet which is a current list of Measure A (June/July 2019) expenditures that are awaiting Board approval. These prices are estimated and may vary slightly due to variations in tax and shipping costs.

**FISCAL IMPACT:**

\$298,011 of technology hardware, software, and supporting services proposals for the June/July 2019 Measure A funds (Fund 21).

Measure A List - June/July 2019								
Line #	Category	Item	Request	Site(s)	Tech Plan	Quantity	Est. Cost Incl. Tax; S/H	Item Total
1	HSF	Crucial BX500 240GB SSD	June/July 2019	RD, MS	4n	85 [1]	\$28	\$2,380
2	HSF	8GB Hynix DDR3 RAM	June/July 2019	RD, FG, MS	4n	85 [2]	\$35	\$2,975
3	HSF	2.5" to 3.5" SSD/HDD Mounting Kit	June/July 2019	RD, MS	4n	75 [3]	\$7	\$525
4	HSF	ACER SB220Q computer monitor	June/July 2019	FG	4e	9	\$104	\$936
5	HSF	Dell Desktops (Needs more Ram and bigger Harddrive for Office Staff)	June/July 2019	MS	4e	7	\$600	\$4,200
6	HSF	<u>Square 19 inch (Diagonally Measured) 5:4 Ratio Size 14.83x11.89 inch Privacy Screen Filter</u>	June/July 2019	MS	4e	1	\$40	\$40
7	HST	Chromebook Chargers	June/July 2019	RD	4e	30	\$13	\$390
8	HST	Chromebook 11 3100 2-in-1	June/July 2019	HS	4e	12	\$320	\$3,840
9	HST	Chromebooks	June/July 2019	RD, FG	1d, 4c, 4d, 4e, 4	45 [4]	\$300	\$13,500
10	HST	Tripp Lite 32-Port AC Charging Storage Station Cabinet	June/July 2019	FG	4e	1 [5]	\$1,170	\$1,170
11	HST	Avid AE-36 Headphones w/mics	June/July 2019	FG	4c, 4d	1	\$271	\$271
12	HST	Logitech C270 Webcam	June/July 2019	FG	1a, 1b, 1e	30	\$22	\$660
13	HST	Chromebooks	June/July 2019	MS	1d, 4c, 4d, 4e, 4	84	\$300	\$25,200
14	HST	Device Chromebook Cabinet	June/July 2019	MS	4e	3	\$330	\$990
15	HST	Digital Platform Scale, 3000 g x 0.1 g	June/July 2019	MS	1b	30	\$36	\$1,080
16	HST	Markforged Mark Two 3D printer	June/July 2019	HS	1h	1	\$15,000	\$15,000
17	HT	Canon EOS Rebel T6 DSLR Camera with accessories	June/July 2019	HS	1i	1.00	\$750	\$750
18	HT	Newline Interactive Panels 86"	June/July 2019	RD, FG, MS, H	4e	8	\$4,400	\$35,200
19	HT	Soundbars	June/July 2019	RD, FG, MS, H	4e	10	\$100	\$1,000
20	HT	Video conferencing webcams	June/July 2019	RD, FG, MS, H	4e	12	\$80	\$960
21	HT	Plugable USB 3.0 Universal Laptop Docking Station	June/July 2019	FG	4e	18	\$97	\$1,746
22	HT	Brother HL-L2395DW Laser Printer	June/July 2019	FG	4e	4	\$167	\$668
23	HT	Dell Laptops	June/July 2019	MS	4e	6	\$600	\$3,600
24	HT	<u>Microsoft Wireless Display Adapter (P3Q-00001)</u>	June/July 2019	MS	4i	2	\$39	\$79
25	HT	<u>Dell 452-BCYT D6000 Universal Dock, Black</u>	June/July 2019	MS	4e, 4f	1	\$130	\$130
26	HT	<u>Logitech HD Pro Webcam C920, Widescreen Video Calling and Recording, 1080p</u>	June/July 2019	MS	4e	1	\$65	\$65
27	INN	Osmo Coding + iPad Base	June/July 2019	RD/FG	1g, 1h	9	\$85	\$765
28	INN	KUBO Coding 4-Pack	June/July 2019	RD/FG	1g, 1h	2	\$1,193	\$2,386
29	INN	Altimeter	June/July 2019	RD/FG	1g, 1h	6	\$70	\$420
30	INN	Code & Go Robot Mouse	June/July 2019	RD/FG	1g, 1h	6	\$60	\$360
31	INN	Dash and Dot Robots	June/July 2019	RD/FG	1g, 1h	1	\$1,730	\$1,730
32	INT	ReadWrite by Texthelp - Renewal (2-year contract)	June/July 2019	District (all)	4f			\$7,200
33	INT	Read Live - 2-year quote for 76 licenses (\$46 per license)	June/July 2019	FG	4f	1	\$3,496	\$3,496
34	RS	Chromebook Repair Services	June/July 2019	District (all)	4n			\$4,000
35	SCC	Adobe CS renewal	June/July 2019	HS	1i	100	\$25	\$2,500
36	SCC	Vista Higher Learning - World Language Online (6 Year subscription)	June/July 2019	HS	1f			\$2,380
36	SCC	Physics E Books (6 year access)	June/July 2019	HS	1d, 1f			\$613
37	SCC	HMH Renewal - Read 180, SMI Hosting and Licensing	June/July 2019	FG/RD	1f		\$11,350	\$11,350
38	SDI	Phone System (site/district infrastructure)	June/July 2019	District (all) [9]	4i			\$35,000
39	SDI	* need to purchase now MCOE enhanced firewall and web filter; initial setup/equip and annual fee. Erate eligible in year 2 for 50% of the fees (667/mo full rate)	June/July 2019	District (all)	4a, 4b			\$12,079
40	SDI	* need to purchase now Carousel/Fortinet two servers maintenance 3 yrs through mm/dd/yyyy	June/July 2019	District (all)	4a, 4b			\$6,000

41	SDI	*MCOE Enhanced Firewall/Web Filter service for 2 years 19-20/20-21. Estimated to be funded at 50% by e-rate. Full price 8,004 per year, 4,002 per year if e-rate approved	June/July 2019	District (all)	4m			\$8,004
42	SDI	Large projector Screen for MS Auditorium	June/July 2019	MS	4i	1	\$7,449	\$7,449
43	SDS	GoGuardian Renewal and expanded licenses 3-Year	June/July 2019	District (all)	4m			\$34,300
44	SDS	Illuminate DnA, ISI, and KDS Content Renewal (1 of 3 year contract)	June/July 2019	District (all)	4i			\$29,000
45	SDS	Illuminate Achievement Dashboard	June/July 2019	District (all)			\$2,000	\$2,000
46	SO	CloudReady - Neverware	June/July 2019	District (all)	4n			\$1,425
47	SO	Parchment Transcript Distribution Software	June/July 2019	HS	4i		\$3,200	\$3,200
48	SS	Illuminate Custom Report Design/Dev Services	June/July 2019	HS, MS	1f, 4i, 4m		\$2,000	\$2,000
49	BPAF	Bond Performance Audit Fee	June/July 2019	District (all)	n/a		\$3,000	\$3,000
							<b>Total</b>	<b>\$298,011</b>
		<b>Distribution by Category</b>						
		Site/District Infrastructure (SDI)	\$68,531					
		Software - Other (SO)	\$4,625					
		Repair Services (RS)	\$4,000					
		Software - Core Curriculum (SCC)	\$16,843					
		Hardware - Student (HST)	\$62,101					
		Software - Data Systems (SDS)	\$65,300					
		Software - Intervention (INT)	\$10,696					
		Software - Supplemental Curric (SSC)						
		Hardware - Staff (HSF)	\$11,056					
		Software Support (SS)	\$2,000					
		Bond Performance Audit Fee (BPAF)	\$3,000					
		STEAM/STEM/Innovation (INN)	\$5,661					
		Hardware - Teacher (HT)	\$44,198					
		<b>Total</b>	<b>\$298,011</b>					

[1] 60 for RD  
25 for MS

[2] 30 for FG  
30 for RD  
25 for MS

[3] 50 for RD, 25 for MS

[4] 25 for RD  
20 for FG

[5] 25 for RD  
25 for FG

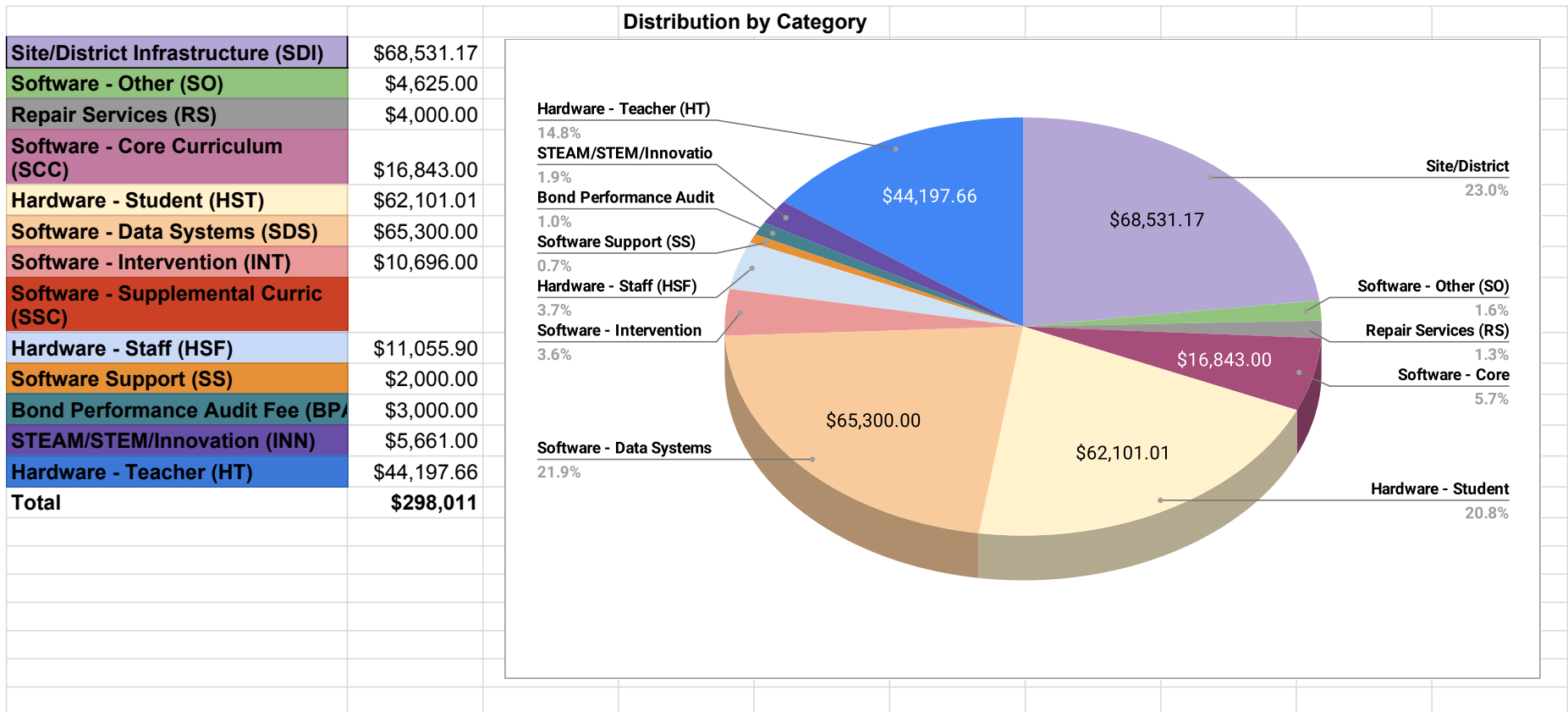
[6] 4 for Rd, 4 for FG, 2 for MS, 2 for HS

[7] 3 for Rd, 3 for FG, 2 for MS, 2 for HS

[8] 4 for Rd, 4 for FG, 2 for MS, 2 for HS

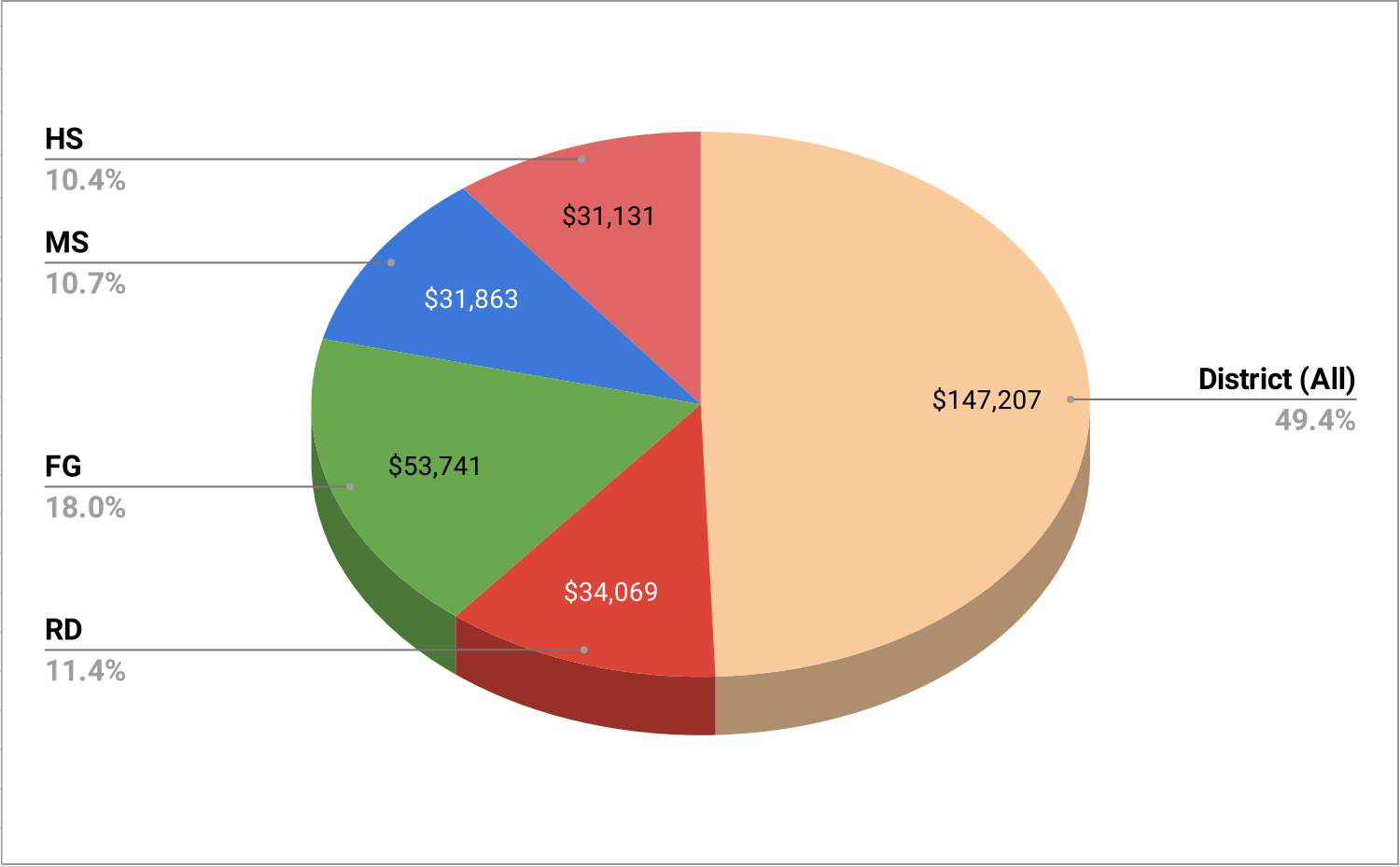
[9] RD and CHS phone system





District (All)	\$147,207
RD	\$34,069
FG	\$53,741
MS	\$31,863
HS	\$31,131
CHS	\$0
Total	\$298,011

Distribution by Site



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

**SUBJECT:** Quarterly Report on Williams Uniform Complaints

**DATE:** June 6, 2019

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

---

**RECOMMENDATION:**

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

**BACKGROUND:**

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

**INFORMATION:**

For the fourth quarter of the 2018-19 academic year, there were no incidents or complaints filed against any of the criteria: Therefore, it is acknowledged that

1. There are sufficient textbooks and instructional materials for each student to use in class;
2. School facilities are clean, safe and maintained in good repair;
3. There are no teacher vacancies or misassignments;
4. Parents, teachers and the public know how to obtain complaint forms.

**FISCAL IMPACT:**

None.

# Academic School Year 2018-2019

## Quarterly Report on Uniform Complaints

[Education Code § 35186]

District: Pacific Grove Unified School District

Person completing  
this form: Mandi Ackerman

Title: Executive Assistant

Quarterly Report Submission Date:  
(Please check one)

☐ October 2018

☐ April 2019

☐ January 2019

☒ July 2019

Date for information to be reported publicly at governing board meeting: June 6, 2019

Please check the box that applies:

☒ No complaints were filed with any school in the district during the quarter indicated above.

☐ Complaints were filed with schools in the district during the quarter indicated above. The following chart summarizes the nature and resolution of these complaints.

General Subject Area	Total # of Complaints	# Resolved	# Unresolved
Textbooks and Instructional Materials			
Teacher Vacancy or Misassignments			
Facilities Conditions			
<b>TOTALS</b>			

Ralph Gomez Porras

**Print Name of District Superintendent**



**Signature of District Superintendent**

June 6, 2019

**Date**

**Monterey County Office of Education**

Submit Quarterly Report to: Julie Heess

[jheess@monterecoe.org](mailto:jheess@monterecoe.org)

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

**SUBJECT:** Short Term Contract for Services with Stephanie Lip

**DATE:** June 6, 2019

**PERSON(S) RESPONSIBLE:** Billie Mankey, Director II, Human Resources;  
Song Chin-Bendib, Assistant Superintendent, Business Services

---

**RECOMMENDATION:**

The District Administration recommends the Board review and approve the short term contract for services with Stephanie Lip.

**BACKGROUND:**

Stephanie Lip, incoming School Nutrition Director, requires a minimal period of cross training time with outgoing School Nutrition Director Dianne Hobson prior to her retirement June 28, 2019 and prior to school ending on May 31, 2019. Stephanie Lip is previously from the Monterey Peninsula and is currently relocating from Connecticut. Stephanie's official start date is Monday, July 1, 2019.

**INFORMATION:**

This contract covers two days (May 29-30, 2019) of cross training paid at the per diem rate as well as round trip air fare from Connecticut to Monterey. Ms. Lip is responsible for her own lodging.

**FISCAL IMPACT:**

Food Service Funding: 13-5310-0-0000-3700-5800-00-000-8200-0000  
Total: \$1,477.86

***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:

CONTRACTOR		SOCIAL SECURITY NUMBER OR BUSINESS ID #	
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 \_\_\_\_\_ and shall be completed on or before \_\_\_\_\_.
- 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:
- \$ \_\_\_\_\_ (\$ per hr/day/other)
- for \_\_\_\_\_ (hours/days/other).
- Source of Funds: \_\_\_\_\_
- 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 \_\_\_\_\_ day of \_\_\_\_\_, 19 \_\_\_\_.

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. -**



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

**SUBJECT:** Public Hearing for the Adopted Budget for 2019-20

**DATE:** June 6, 2019

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

**RECOMMENDATION:**

The District Administration recommends that the Board review and hold a public hearing for the Adopted Budget for 2019-20.

**BACKGROUND:**

The District Adopted Budget is a reflection of the education programs of the District expressed in terms of the allocation of financial resources. The Adopted General Fund Budget includes anticipated revenues and the distribution of those revenues among educational programs and support services. Assumptions are developed to ensure that the final budget documents, General Fund and Other Funds, are a complete and accurate reflection of the intent of the Board.

**INFORMATION:**

Staff presented a preliminary review of the 2019-20 Adopted Budget and Other Funds at the May 15 Special Board Workshop. Since that time, only minor adjustments have taken place.

The attached budget documents include the most recent set of assumptions regarding enrollment, State Teacher Retirement System (STRS) and Public Employees Retirement System (PERS) employer contribution rates, property tax revenue, staffing and other pertinent factors (Budget Details) that were used in preparing the final draft of the 2019-20 Adopted Budget. Below are some key components of the 2019-20 Adopted Budget:

- 1) Enrollment: District enrollment in October is expected to be 2,055 students, an increase of 24 students from 2018-19.
- 2) STRS and PERS employer contribution rates: STRS employer contribution rate is subject to the state Legislature's approval and the proposed rate of 16.70% for 2019-20 has *not* been incorporated into the budget yet; PERS employer rate of 20.733% is part of the 2019-20 Adopted Budget.
- 3) Property Tax Revenue: Property tax revenue for 2019-20 is expected to be \$27,846,306, an increase of \$1,262,720, or 4.75% over 2018-19.
- 4) Categorical Funding: In 2013-14, all of the state categoricals were combined into one LCFF line item, which was then reduced by the Fair Share deduction.
- 5) Site Allocations: the pupil rate stays at \$140, the same rate for the last two fiscal years.
- 6) General Fund: projected operating surplus is \$59,861 while the Reserve level is projected at 9.3%
- 7) Other Funds for 2019-20:
  - a) Adult Education Fund – Projected Fund Balance is \$1,343,317

- b) Child Development Fund – Projected Fund Balance is \$130,163
- c) Cafeteria Fund – Projected Fund Balance is \$13,865
- d) Deferred Maintenance Fund – Projected Fund Balance is \$69,105
- e) Postemployment Benefits Fund – Projected Fund Balance is \$5,910
- f) Building Fund (Education Technology) – Projected Fund Balance is \$10,779
- g) Capital Outlay Projects Fund – Projected Fund Balance is \$176,991
- 8) Salaries and Benefits: Salary negotiations have not been settled for 2019-20 for all bargaining groups.

Per Education Code Sections 42127(a)(2)(C) and 42127(c)(4), the District is required to complete a “Statement of Reasons for Excess Reserves” as part of the Adopted Budget documents. Although a school district reserve cap is not currently in effect, a provision of the law relating to reserves was implemented commencing with the 2015-16 fiscal year and continues to be in effect for budgets adopted each fiscal year thereafter.

If the combined amounts in the Components of Ending Fund Balance exceed the District’s minimum reserve requirement of 3%, the District is required to present at the public hearing a statement of reasons for excess reserve.

#### **FISCAL IMPACT:**

Fiscal impact for each fund is contained within the Fund Balances.



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

**Dr. Ralph Gómez Porras**  
**Superintendent**  
(831) 646-6520  
Fax (831) 646-6500  
rporras@pgusd.org

**Song Chin-Bendib**  
**Assistant Superintendent**  
(831) 646-6509  
Fax (831) 646-6582  
[schinbendib@pgusd.org](mailto:schinbendib@pgusd.org)

## PUBLIC HEARING NOTICE

Pursuant to California Education Code § 42127 and § 42103, the Pacific Grove Unified School District Governing Board will hold a public hearing on Thursday, June 6, 2019 regarding

### ADOPTION OF THE 2019-20 BUDGET & LOCAL CONTROL ACCOUNTABILITY PLAN

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

Copies of the Budget and Local Control Accountability Plan will be available for public viewing beginning June 3, 2019 through June 6, 2019 at the District Office. For more information, please contact Ralph Porras, Superintendent at 646-6520.

Posted: May 20, 2019

---

# Pacific Grove Unified School District

---

## District Budget

---

2019-20

---



**May 28, 2019**

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

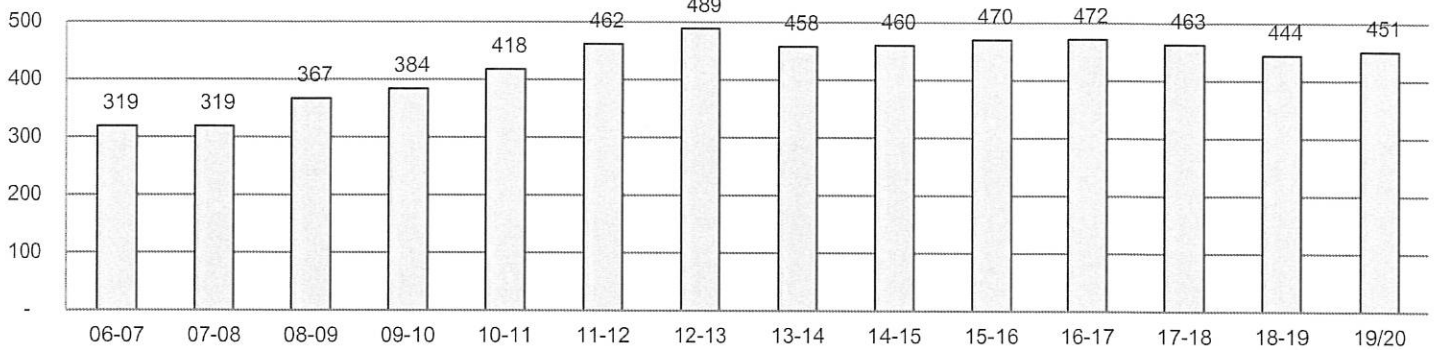
## Enrollment - CBEDS

	2012-13 actual		2013-14 actual		2014-15 actual		2015-16 actual		2016-17 actual		2017-18 actual		2018-19 actual		2019-20 estimate	
	CBEDS	%	CBEDS	%	CBEDS	%	CBEDS	%	CBEDS	%	CBEDS	%	CBEDS	%	CBEDS	%

### Forest Grove

TK			22		27		26		28		27		26		26	
K	74		64		78		78		85		65		65		70	
1	77	-1.3%	68	-8.1%	64	0.0%	82	5.1%	73	-6.4%	86	1.2%	58	-10.8%	66	1.5%
2	78	8.3%	71	-7.8%	69	1.5%	66	3.1%	80	-2.4%	66	-9.6%	89	3.5%	60	3.4%
3	81	5.2%	67	-14.1%	69	-2.8%	70	1.4%	72	9.1%	77	-3.8%	63	-4.5%	92	3.4%
4	86	7.5%	89	9.9%	75	11.9%	71	2.9%	68	-2.9%	76	5.6%	73	-5.2%	63	0.0%
5	93	16.3%	77	-10.5%	78	-12.4%	77	2.7%	66	-7.0%	66	-2.9%	70	-7.9%	74	1.4%
Total	489		458		460		470		472		463		444		451	
change	27	5.8%	(31)	-6.3%	2	0.4%	10	2.2%	2	0.4%	(9)	-1.9%	(19)	-4.1%	7	1.6%

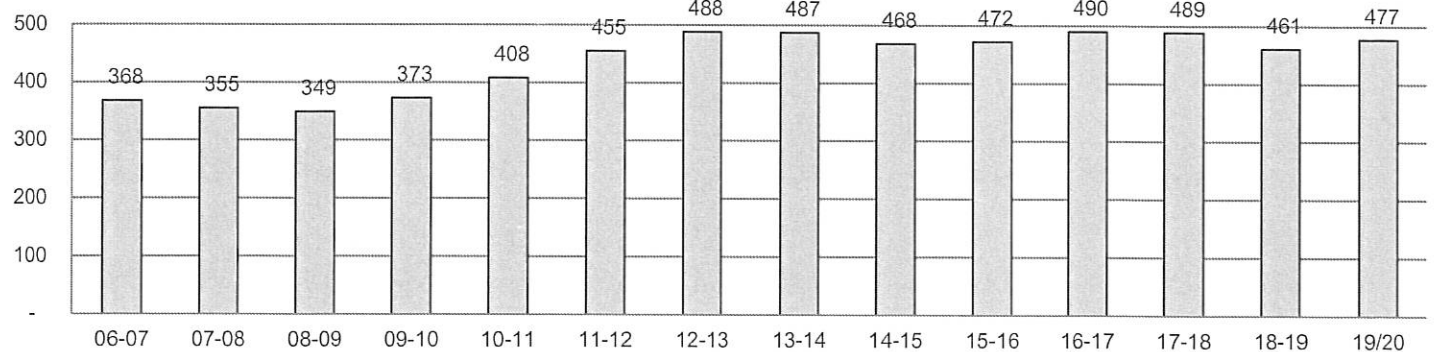
### Forest Grove Enrollment



### Robert Down

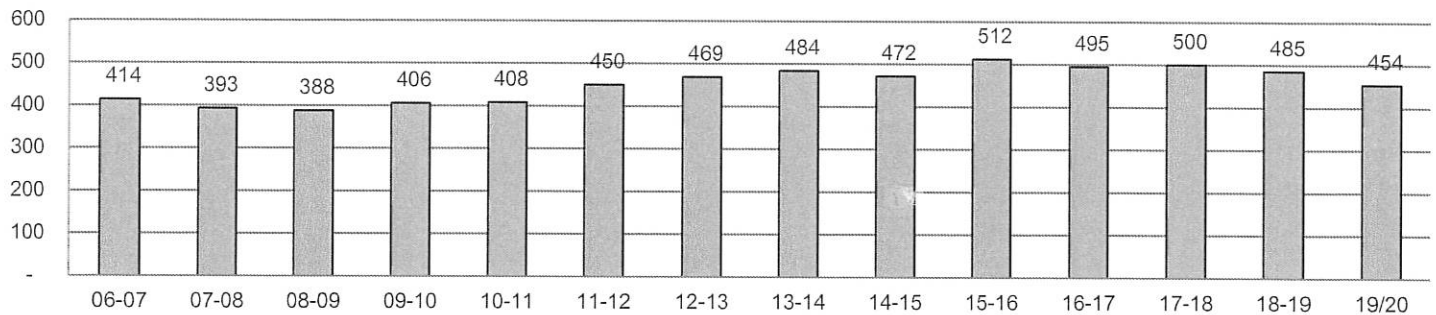
K	88		70		76		68		87		76		81		80	
1	86	0.0%	91	3.4%	72	2.9%	83	9.2%	78	14.7%	90	3.4%	73	-3.9%	81	0.0%
2	84	5.0%	90	4.7%	79	-13.2%	79	9.7%	78	-6.0%	81	3.8%	88	-2.2%	73	0.0%
3	81	2.5%	72	-14.3%	85	-5.6%	87	10.1%	73	-7.6%	76	-2.6%	76	-6.2%	88	0.0%
4	78	2.6%	87	7.4%	72	0.0%	86	1.2%	93	6.9%	73	0.0%	79	3.9%	76	0.0%
5	71	-1.4%	77	-1.3%	84	-3.4%	69	-4.2%	81	-5.8%	93	0.0%	64	-12.3%	79	0.0%
Total	488		487		468		472		490		489		461		477	
change	33	7.3%	(1)	-0.2%	(19)	-3.9%	4	0.9%	18	3.8%	(1)	-0.2%	(28)	-5.7%	16	3.5%

### Robert Down Enrollment



	2012-13		2013-14		2014-15		2015-16		2016-17		2017-18		Public Hearing I 2018-19	2019-20
	actual		actual		actual		actual		actual		actual		actual	estimate
	CBEDS	%	CBEDS	%	CBEDS	%	CBEDS	%	CBEDS	%	CBEDS	%	CBEDS	%
<b>Middle School</b>														
6	150	9.5%	174	6.1%	153	-0.6%	188	16.0%	151	3.4%	155	5.4%	174	9.4%
7	162	8.0%	162	8.0%	163	-6.3%	164	7.2%	186	-1.1%	161	6.6%	144	-7.1%
8	157	6.1%	148	-8.6%	156	-3.7%	160	-1.8%	158	-3.7%	184	-1.1%	167	3.7%
<b>Total</b>	<b>469</b>	<b>4.2%</b>	<b>484</b>	<b>3.2%</b>	<b>472</b>	<b>-2.5%</b>	<b>512</b>	<b>8.5%</b>	<b>495</b>	<b>-3.3%</b>	<b>500</b>	<b>1.0%</b>	<b>485</b>	<b>-3.0%</b>
<b>change</b>	<b>19</b>	<b>4.2%</b>	<b>15</b>	<b>3.2%</b>	<b>(12)</b>	<b>-2.5%</b>	<b>40</b>	<b>8.5%</b>	<b>(17)</b>	<b>-3.3%</b>	<b>5</b>	<b>1.0%</b>	<b>(15)</b>	<b>-3.0%</b>

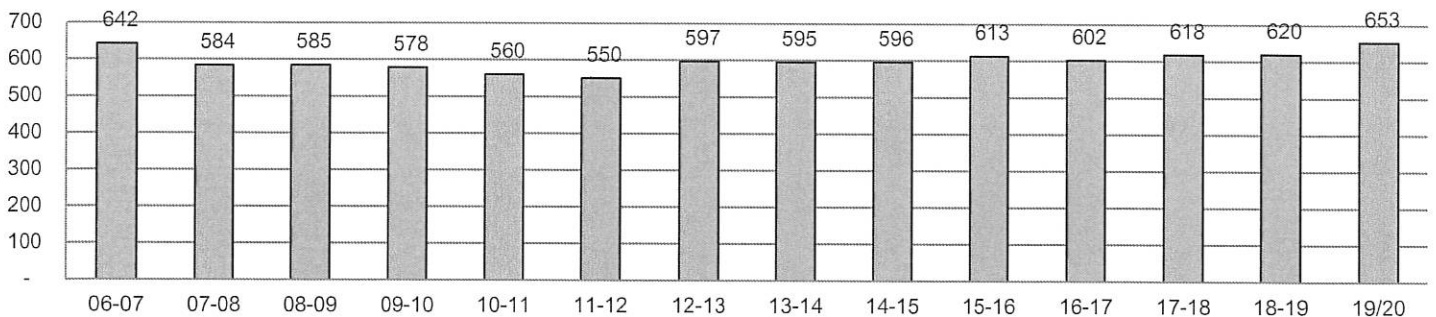
### Middle School Enrollment



### High School

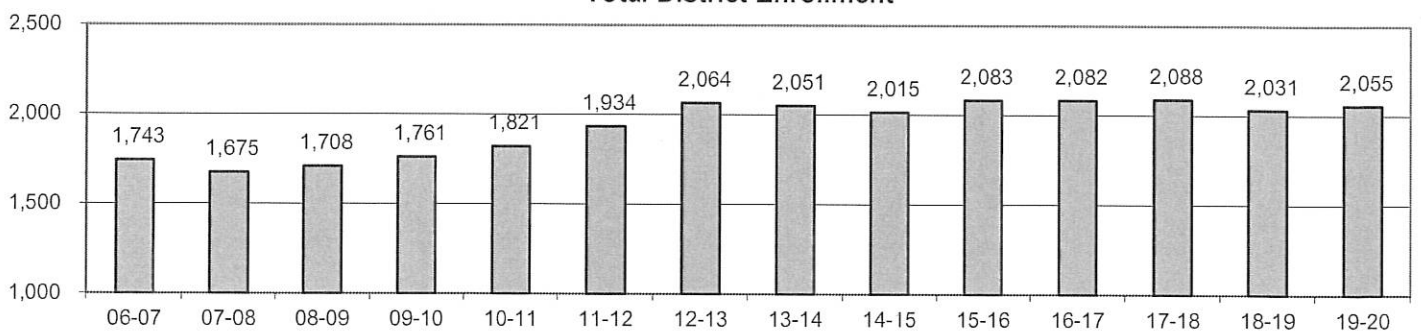
9	173	13.8%	153	-2.5%	160	8.1%	164	5.1%	170	6.3%	169	7.0%	184	0.0%
10	155	6.2%	167	-3.5%	151	-1.3%	155	-3.1%	152	-7.3%	170	0.0%	150	-11.2%
11	153	1.3%	140	-9.7%	151	-9.6%	147	-2.6%	138	-11.0%	144	-5.3%	148	-12.9%
12	116	-9.4%	135	-11.8%	134	-4.3%	147	-2.6%	142	-3.4%	135	-2.2%	138	-4.2%
<b>Total</b>	<b>597</b>		<b>595</b>		<b>596</b>		<b>613</b>		<b>602</b>		<b>618</b>		<b>620</b>	
<b>change</b>	<b>47</b>	<b>8.5%</b>	<b>(2)</b>	<b>-0.3%</b>	<b>1</b>	<b>0.2%</b>	<b>17</b>	<b>2.9%</b>	<b>(11)</b>	<b>-1.8%</b>	<b>16</b>	<b>2.7%</b>	<b>2</b>	<b>0.3%</b>

### High School Enrollment



<b>CHS</b>	<b>21</b>	<b>27</b>	<b>19</b>	<b>16</b>	<b>23</b>	<b>18</b>	<b>21</b>	<b>20</b>
<b>District</b>	<b>2,064</b>	<b>2,051</b>	<b>2,015</b>	<b>2,083</b>	<b>2,082</b>	<b>2,088</b>	<b>2,031</b>	<b>2,055</b>
<b>change</b>	<b>130</b>	<b>(13)</b>	<b>(36)</b>	<b>68</b>	<b>(1)</b>	<b>6</b>	<b>(57)</b>	<b>24</b>
	<b>6.7%</b>	<b>-0.6%</b>	<b>-1.8%</b>	<b>3.4%</b>	<b>0.0%</b>	<b>0.3%</b>	<b>-2.7%</b>	<b>1.2%</b>

### Total District Enrollment

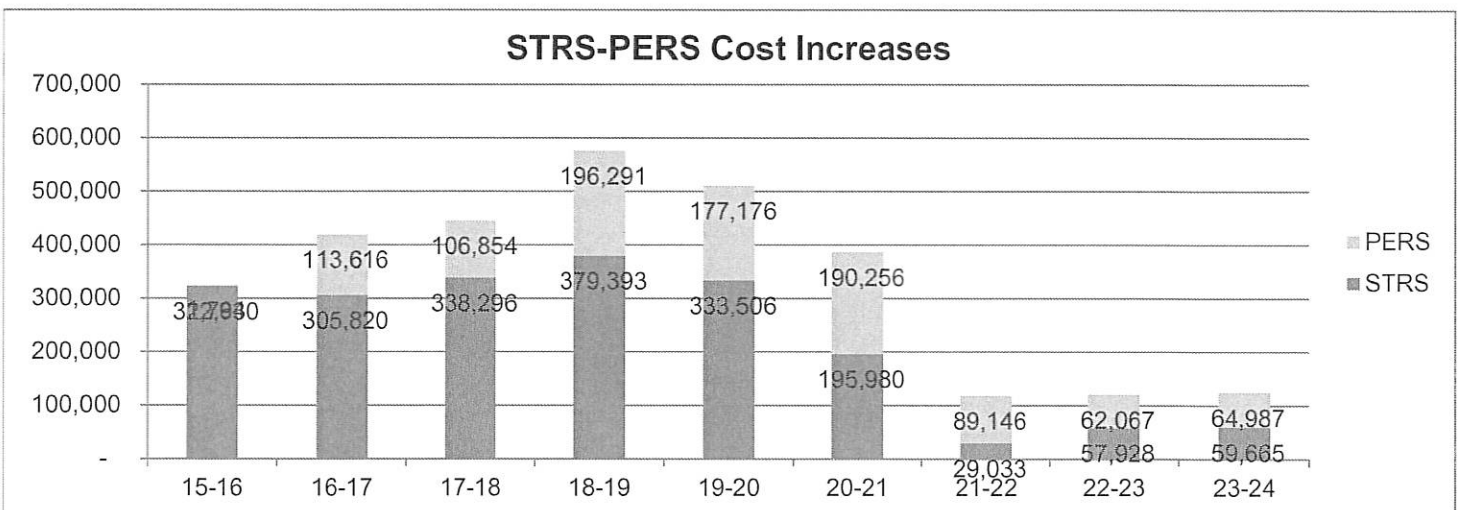


## STRS-PERS Cost Increases

STRS	15-16	16-17	17-18	18-19	19-20	20-21	21-22	22-23	23-24
<b>Old Rate</b>	<b>8.25%</b>	<b>8.25%</b>	<b>8.25%</b>	<b>8.25%</b>	<b>8.25%</b>	<b>8.25%</b>	<b>8.25%</b>	<b>8.25%</b>	<b>8.25%</b>
<b>Cert Payroll Cost</b>	14,068,329 1,160,637	15,120,421 1,247,435	16,068,126 1,325,620	17,090,953 1,410,004	17,266,287 1,424,469	17,528,928 1,446,137	17,796,512 1,468,212	18,330,407 1,512,259	18,880,319 1,557,626
<b>New Rate</b>	<b>10.73%</b>	<b>12.58%</b>	<b>14.43%</b>	<b>16.28%</b>	<b>18.13%</b>	<b>19.10%</b>	<b>19.10%</b>	<b>19.10%</b>	<b>19.10%</b>
<b>Cert Payroll Cost</b>	14,068,329 1,509,532	15,120,421 1,902,149	16,068,126 2,318,631	17,090,953 2,782,407	17,266,287 3,130,378	17,528,928 3,348,025	17,796,512 3,399,134	18,330,407 3,501,108	18,880,319 3,606,141
<b>Addtl Cost</b>	<b>348,895</b>	<b>654,714</b>	<b>993,010</b>	<b>1,372,404</b>	<b>1,705,909</b>	<b>1,901,889</b>	<b>1,930,922</b>	<b>1,988,849</b>	<b>2,048,515</b>
compared to old rate									
<b>Addtl Cost</b>	<b>322,630</b>	<b>305,820</b>	<b>338,296</b>	<b>379,393</b>	<b>333,506</b>	<b>195,980</b>	<b>29,033</b>	<b>57,928</b>	<b>59,665</b>
compared to prior year									

PERS	15-16	16-17	17-18	18-19	19-20	20-21	21-22	22-23	23-24
<b>Old Rate</b>	<b>11.44%</b>	<b>11.44%</b>	<b>11.44%</b>	<b>11.44%</b>	<b>11.44%</b>	<b>11.44%</b>	<b>11.44%</b>	<b>11.44%</b>	<b>11.44%</b>
<b>Class Payroll Cost</b>	5,060,143 578,982	5,478,317 626,829	5,892,951 674,271	6,605,049 755,750	6,613,175 756,679	6,729,271 769,963	6,845,090 783,215	7,050,443 806,712	7,261,956 830,913
<b>New Rate</b>	<b>11.85%</b>	<b>13.89%</b>	<b>15.53%</b>	<b>18.062%</b>	<b>20.733%</b>	<b>23.40%</b>	<b>24.50%</b>	<b>25.00%</b>	<b>25.50%</b>
<b>Class Payroll Cost</b>	5,060,143 599,475	5,478,317 760,938	5,892,951 915,234	6,605,049 1,193,004	6,613,175 1,371,110	6,729,271 1,574,649	6,845,090 1,677,047	7,050,443 1,762,611	7,261,956 1,851,799
(these rates were adopted by Cal-PERS on 4-17-18)									
<b>Addtl Cost</b>	<b>20,494</b>	<b>134,109</b>	<b>240,963</b>	<b>437,254</b>	<b>614,430</b>	<b>804,686</b>	<b>893,832</b>	<b>955,899</b>	<b>1,020,886</b>
compared to old rate									
<b>Addtl Cost</b>	<b>1,794</b>	<b>113,616</b>	<b>106,854</b>	<b>196,291</b>	<b>177,176</b>	<b>190,256</b>	<b>89,146</b>	<b>62,067</b>	<b>64,987</b>
compared to prior year									

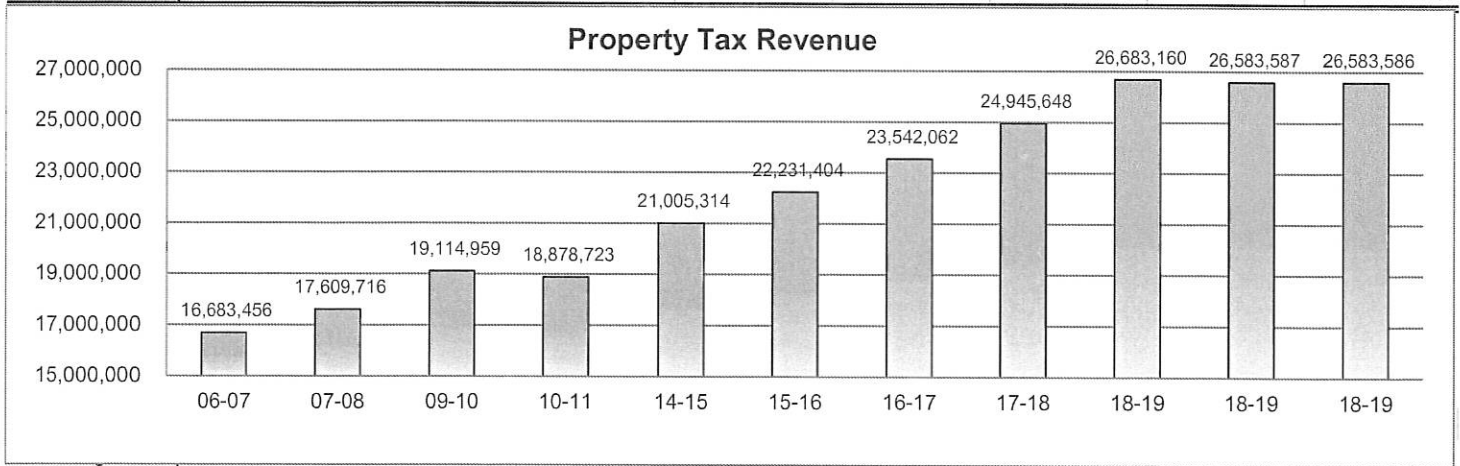
STRS-PERS	15-16	16-17	17-18	18-19	19-20	20-21	21-22	22-23	23-24
<b>Combined</b>	<b>369,388</b>	<b>788,823</b>	<b>1,233,973</b>	<b>1,809,658</b>	<b>2,320,339</b>	<b>2,706,575</b>	<b>2,824,753</b>	<b>2,944,748</b>	<b>3,069,400</b>
Compared to old rate									
<b>Combined</b>	<b>324,423</b>	<b>419,435</b>	<b>445,150</b>	<b>575,685</b>	<b>510,681</b>	<b>386,236</b>	<b>118,179</b>	<b>119,995</b>	<b>124,652</b>
compared to prior year									





# Property Tax Revenue

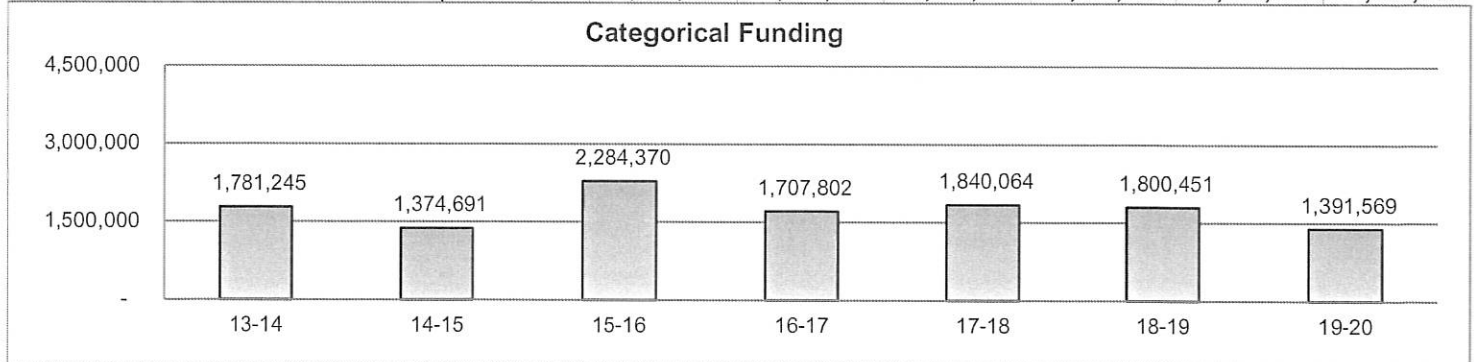
	3.56%	5.84%	5.90%	5.96%	6.97%	6.57%	4.75%
	2014-15	2015-16	2016-17	2017-18	2018-19	2018-19	2019-20
	actual	actual	actual	actual	Adopted Bdgt.	2nd Interim	Actuals to Date
July	-	-	-	-	-	-	-
Year-to-Date	-	-	-	-	-	-	-
August	-	-	-	-	-	-	-
Year-to-Date	-	-	-	-	-	-	-
September	68,361	75,436	49,319	56,920	60,335	81,929	81,929
Year-to-Date	68,361	75,436	49,319	56,920	60,335	81,929	81,929
October	-	768,510	792,168	818,005	867,085	-	-
Year-to-Date	68,361	843,946	841,486	874,925	927,420	81,929	81,929
November	48,234	49,334	42,682	46,407	49,191	943,522	943,522
Year-to-Date	116,595	893,280	884,168	921,332	976,611	1,025,451	1,025,451
December	11,957,966	11,634,319	12,688,993	13,648,659	14,467,578	13,591,740	13,591,740
Year-to-Date	12,074,561	12,527,599	13,573,161	14,569,991	15,444,189	14,617,191	14,617,191
percent change	6.06%	3.75%	8.35%	7.34%	6.00%	0.32%	0.32%
January	209,642	527,542	307,376	755,156	800,466	870,933	880,650
Year-to-Date	12,284,203	13,055,141	13,880,538	15,325,147	16,244,655	15,488,124	15,497,841
percent change	4.68%	6.28%	6.32%	10.41%	6.00%	1.06%	1.13%
February	532,513	555,779	601,451	1,459,505	1,547,075	1,683,268	719,652
Year-to-Date	12,816,716	13,610,920	14,481,989	16,784,652	17,791,730	17,171,392	16,217,492
percent change	4.64%	6.20%	6.40%	15.90%	6.00%	2.30%	-3.38%
March	414,021	519,125	502,464	5,135	5,443	5,923	560,829
Year-to-Date	13,230,737	14,130,045	14,984,452	16,789,787	17,797,173	17,177,315	16,778,321
percent change	4.53%	6.80%	6.05%	12.05%	6.00%	2.31%	-0.07%
April	7,278,329	7,632,400	8,041,076	7,665,157	8,141,843	8,840,336	9,268,101
Year-to-Date	20,509,066	21,762,445	23,025,529	24,454,944	25,939,016	26,017,651	26,046,422
percent change	3.53%	6.11%	5.80%	6.21%	6.07%	6.39%	6.51%
May	77,114	58,025	83,677	72,178	88,697	83,244	102,453
Year-to-Date	20,586,180	21,820,470	23,109,205	24,527,122	26,027,713	26,100,895	26,148,876
percent change	2.61%	6.00%	5.91%	6.14%	6.12%	6.42%	6.61%
June	419,134	410,934	432,856	418,526	655,447	482,692	434,710
Year-to-Date	21,005,314	22,231,404	23,542,062	24,945,648	26,683,160	26,583,587	26,583,586
percent change	3.56%	5.84%	5.90%	5.96%	6.97%	6.57%	6.57%
Total	21,005,314	22,231,404	23,542,062	24,945,648	26,683,160	26,583,587	26,583,586
Inc (Dec)	722,293	1,226,089	1,310,658	1,403,586	1,737,512	1,637,939	1,637,938
percent change	3.56%	5.84%	5.90%	5.96%	6.97%	6.57%	6.57%





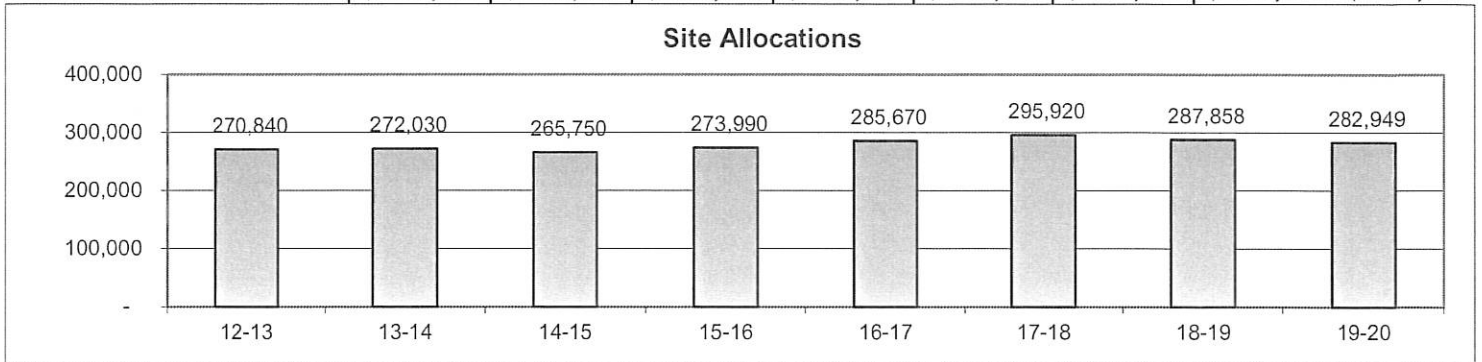
## Categoricals

Title	Obj-Res	2013-14	2014-15	2015-16	2016-17	2017-18	2018-19	2019-20
1 Special Ed/ Mental health	8181-3310	327,168	328,715	333,219	341,069	395,383	382,284	384,195
2 MAA	8290-0000	-	54,428	68,197	16,518	150,579	51,500	50,000
3 Title I	8290-3010	101,468	113,159	112,668	128,253	162,825	124,888	126,137
4 VEA	8290-3550	14,284	26,551	24,913	21,511	21,112	21,510	21,725
5 Title II Teacher Quality	8290-4035	52,900	53,043	52,436	53,221	33,429	31,476	31,791
6 Title II Principal Training	8290-4036	3,050	-	-	-	-	-	-
7 Title III Limited English	8290-4201	23,312	26,741	19,246	19,473	22,150	36,983	10,000
8 EIA	8311-7090	-	-	-	-	-	-	-
9 Transportation	8311-7230	-	7,849	-	-	-	-	-
10 Mandated Costs	8550-0000	71,314	133,812	1,033,242	445,293	293,305	443,730	79,086
11 Lottery - Rest	8560-6300	119,306	93,150	134,633	102,785	124,776	108,650	129,546
12 Lottery - Unrest	8560-1100	436,720	391,230	333,877	310,578	324,015	309,550	310,500
13 Oth State Rev/Medi Cal						54,619	30,909	31,218
14 Fair Share	8590-0000	-	-	-	-	-	-	-
15 MENTAL HTL - SPEC	8590-6512	145,877	68,496	65,804	81,163	38,671	38,671	38,671
16 School Counselor	8590-0080	-	-	-	-	-	-	-
17 CSR 9-12	8590-0120	-	-	-	-	-	-	-
18 K-3 Class Size Reductio	8590-0130	-	-	-	-	-	-	-
19 GATE	8590-0140	-	-	-	-	-	-	-
20 Instructional Materials	8590-0156	-	-	-	-	-	-	-
21 PAR	8590-0271	-	-	-	-	-	-	-
22 CBET	8590-0285	-	-	-	-	-	-	-
23 Math and Reading	8590-0294	-	-	-	-	-	-	-
24 Math and Reading	8590-0296	-	-	-	-	-	-	-
25 Adminstrator Training	8590-0325	-	-	-	-	-	-	-
26 ROP (CTE)	8590-0350	-	-	-	-	112,373	87,772	178,700
27 Adult Education	8590-0390	-	-	-	-	-	-	-
28 Prof Development	8590-0393	-	-	-	-	-	-	-
29 TIIG	8590-0394	-	-	-	-	-	-	-
30 SIP	8590-0395	-	-	-	-	-	-	-
31 School Safety	8590-0405	-	-	-	-	-	-	-
32 Pupil Retention	8590-0739	-	-	-	-	-	-	-
33 CAHSEE	8590-0755	-	-	-	-	-	-	-
34 Art and Music Grant	8590-0760	-	-	-	-	-	-	-
35 Prop 39 Energy Efficiency	8590-6230	106,132	75,210	105,119	111,244	105,886	15,943	-
36 TUPE	8590-6690	652	2,307	1,016	1,694	941	-	-
37 Common Core	8590-7405	379,062	-	-	75,000	-	116,585	-
<b>Total</b>		<b>1,781,245</b>	<b>1,374,691</b>	<b>2,284,370</b>	<b>1,707,802</b>	<b>1,840,064</b>	<b>1,800,451</b>	<b>1,391,569</b>



## Site Allocations

	2012-13 actual	2013-14 actual	2014-15 actual	2015-16 actual	2016-17 actual	2017-18 actual	2018-19 actual	2019-20 budget
<b>Forest Grove</b>								
Enrollment (97% of estimate)	496	499	411	428	458	449	448	437
Allocation per Student	\$ 130.00	\$ 130.00	\$ 130.00	\$ 130.00	\$ 135.00	\$ 140.00	\$ 140.00	\$ 140.00
<b>Initial Allocation</b>	<b>\$ 64,480</b>	<b>\$ 64,870</b>	<b>\$ 53,380</b>	<b>\$ 55,575</b>	<b>\$ 61,830</b>	<b>\$ 62,875</b>	<b>\$ 62,740</b>	<b>\$ 61,246</b>
Enrollment (actual CBEDS)	489	458	460	470	472	463	448	437
<b>Final Allocation</b>	<b>\$ 63,570</b>	<b>\$ 59,540</b>	<b>\$ 59,800</b>	<b>\$ 61,100</b>	<b>\$ 63,720</b>	<b>\$ 64,820</b>	<b>\$ 62,740</b>	<b>\$ 61,246</b>
<b>Increase (Decrease)</b>	<b>\$ (910)</b>	<b>\$ (5,330)</b>	<b>\$ 6,420</b>	<b>\$ 5,525</b>	<b>\$ 1,890</b>	<b>\$ 1,945</b>	<b>\$ -</b>	<b>\$ -</b>
<b>Robert Down</b>								
Enrollment (97% of estimate)	486	522	437	447	458	474	458	463
Allocation per Student	\$ 130.00	\$ 130.00	\$ 130.00	\$ 130.00	\$ 135.00	\$ 140.00	\$ 140.00	\$ 140.00
<b>Initial Allocation</b>	<b>\$ 63,180</b>	<b>\$ 67,860</b>	<b>\$ 56,830</b>	<b>\$ 58,045</b>	<b>\$ 61,830</b>	<b>\$ 66,406</b>	<b>\$ 64,098</b>	<b>\$ 64,777</b>
Enrollment (actual CBEDS)	488	487	468	472	490	489	458	463
<b>Final Allocation</b>	<b>\$ 63,440</b>	<b>\$ 63,310</b>	<b>\$ 60,840</b>	<b>\$ 61,360</b>	<b>\$ 66,150</b>	<b>\$ 68,460</b>	<b>\$ 64,098</b>	<b>\$ 64,777</b>
<b>Increase (Decrease)</b>	<b>\$ 260</b>	<b>\$ (4,550)</b>	<b>\$ 4,011</b>	<b>\$ 3,315</b>	<b>\$ 4,320</b>	<b>\$ 2,054</b>	<b>\$ -</b>	<b>\$ -</b>
<b>Middle School</b>								
Enrollment (97% of estimate)	455	513	452	454	496	485	461	440
Allocation per Student	\$ 130.00	\$ 130.00	\$ 130.00	\$ 130.00	\$ 135.00	\$ 140.00	\$ 140.00	\$ 140.00
<b>Initial Allocation</b>	<b>\$ 59,150</b>	<b>\$ 66,690</b>	<b>\$ 58,788</b>	<b>\$ 59,033</b>	<b>\$ 66,960</b>	<b>\$ 67,900</b>	<b>\$ 64,505</b>	<b>\$ 61,653</b>
Enrollment (actual CBEDS)	469	484	472	512	495	500	461	440
<b>Final Allocation</b>	<b>\$ 60,970</b>	<b>\$ 62,920</b>	<b>\$ 61,360</b>	<b>\$ 66,560</b>	<b>\$ 66,825</b>	<b>\$ 70,000</b>	<b>\$ 64,505</b>	<b>\$ 61,653</b>
<b>Increase (Decrease)</b>	<b>\$ 1,820</b>	<b>\$ (3,770)</b>	<b>\$ 2,572</b>	<b>\$ 7,527</b>	<b>\$ (135)</b>	<b>\$ 2,100</b>	<b>\$ -</b>	<b>\$ -</b>
<b>High School</b>								
Enrollment (97% of estimate)	581	628	527	561	591	599	647	633
Allocation per Student	\$ 130.00	\$ 130.00	\$ 130.00	\$ 130.00	\$ 135.00	\$ 140.00	\$ 140.00	\$ 140.00
<b>Initial Allocation</b>	<b>\$ 75,530</b>	<b>\$ 81,640</b>	<b>\$ 68,558</b>	<b>\$ 72,865</b>	<b>\$ 79,785</b>	<b>\$ 83,924</b>	<b>\$ 90,579</b>	<b>\$ 88,677</b>
Enrollment (actual CBEDS)	597	595	596	613	602	618	647	633
<b>Final Allocation</b>	<b>\$ 77,610</b>	<b>\$ 77,350</b>	<b>\$ 77,480</b>	<b>\$ 79,690</b>	<b>\$ 81,270</b>	<b>\$ 86,520</b>	<b>\$ 90,579</b>	<b>\$ 88,677</b>
<b>Increase (Decrease)</b>	<b>\$ 2,080</b>	<b>\$ (4,290)</b>	<b>\$ 8,922</b>	<b>\$ 6,825</b>	<b>\$ 1,485</b>	<b>\$ 2,596</b>	<b>\$ -</b>	<b>\$ -</b>
<b>Community High School</b>								
Enrollment (97% of estimate)	20	20	23	18	14	17	17	19
Allocation per Student	\$ 250.00	\$ 330.00	\$ 330.00	\$ 330.00	\$ 335.00	\$ 340.00	\$ 340.00	\$ 340.00
<b>Initial Allocation</b>	<b>\$ 5,000</b>	<b>\$ 6,600</b>	<b>\$ 7,590</b>	<b>\$ 5,957</b>	<b>\$ 4,690</b>	<b>\$ 5,936</b>	<b>\$ 5,936</b>	<b>\$ 6,596</b>
Enrollment (actual CBEDS)	21	27	19	16	23	18	17	19
<b>Final Allocation</b>	<b>\$ 5,250</b>	<b>\$ 8,910</b>	<b>\$ 6,270</b>	<b>\$ 5,280</b>	<b>\$ 7,705</b>	<b>\$ 6,120</b>	<b>\$ 5,936</b>	<b>\$ 6,596</b>
<b>Increase (Decrease)</b>	<b>\$ 250</b>	<b>\$ 2,310</b>	<b>\$ (1,320)</b>	<b>\$ (677)</b>	<b>\$ 3,015</b>	<b>\$ 184</b>	<b>\$ -</b>	<b>\$ -</b>
<b>Total Final Allocations</b>	<b>\$ 270,840</b>	<b>\$ 272,030</b>	<b>\$ 265,750</b>	<b>\$ 273,990</b>	<b>\$ 285,670</b>	<b>\$ 295,920</b>	<b>\$ 287,858</b>	<b>\$ 282,949</b>



Allocations are adjusted at CBEDS. Starting 12-13, Health Permits & Copier Leases are excluded. SIP and Site Allocations are combined.

## Budget Details

	2012-13 actual	2013-14 actual	2014-15 actual	2015-16 actual	2016-17 actual	2017-18 actual	2018-19 estimate	2019-20 budgeted
<b>Categorical Funding</b>	3,015,012	1,781,245	1,374,691	2,284,370	1,707,802	1,840,064	1,800,451	<b>1,391,569</b>
change	(561,044)	(1,233,767)	(406,554)	909,679	(576,568)	132,262	(39,613)	(408,882)
<b>Enrollment (CBEDS)</b>	2,064	2,051	2,015	2,083	2,082	2,088	2,031	<b>2,055</b>
change	130	(13)	(36)	68	(1)	6	(57)	24
<b>Staffing</b>	200.3	212.6	211.4	221.8	230.1	236.2	247.5	247.5
change	3.6	12.3	(1.2)	10.4	8.3	6.1	11.4	-
<b>Class Size</b>	22.8	21.6	20.4	21.4	20.9	20.5	20.4	20.4
change	1.2	(1.3)	(1.1)	0.9	(0.5)	(0.4)	(0.1)	-
<b>Step-and-Column Costs</b>	137,714	31,741	39,483	54,999	147,368	100,911	100,911	181,576
change	150,714	(105,973)	7,742	15,516	92,369	(46,457)	-	<b>80,665</b>
<b>Health Care Plan (single)</b>	573.67	679.28	692.87	727.51	749.00	801.00	851.00	<b>902.06</b>
change	16.2%	18.4%	2.0%	5.0%	3.0%	6.9%	6.2%	6.0%
<b>Site Allocations</b>	270,840	272,030	265,750	273,990	285,670	295,920	287,858	<b>282,949</b>
change	12,196	1,190	(6,280)	8,240	11,680	10,250	(8,062)	(4,909)
<b>Property Tax Revenue</b>	19,407,223	20,283,021	21,005,314	22,231,404	23,542,062	24,945,648	26,583,586	<b>27,846,306</b>
change	342,236	875,798	722,293	1,226,089	1,310,658	1,403,586	1,637,938	1,262,720
<b>Contrib to Rest. Program</b>	4,485,081	4,321,146	3,773,938	3,845,174	4,236,292	4,480,719	5,343,772	<b>5,266,866</b>
change	(594,918)	(163,935)	(547,208)	71,236	391,118	244,428	863,052	(76,906)
<b>Mandated Costs</b>	59,186	71,314	133,812	1,033,242	445,293	293,305	443,730	<b>79,086</b>
change	25,362	12,128	62,498	899,430	(587,949)	(151,988)	150,425	(364,644)
<b>Bus Ridership</b>	291	299	288	326	233	253	196	<b>196</b>
change	(7)	8	(11)	38	(93)	20	(57)	-
<b>Meals Served</b>	107,209	111,579	111,672	123,629	122,102	123,336	121,516	<b>121,516</b>
change	10,985	4,370	93	11,957	(1,527)	1,234	(1,820)	-
<b>Free and Reduced Meals</b>	20.8%	18.0%	19.8%	19.3%	16.5%	20.0%	19.1%	<b>19.1%</b>
change	0.9%	-2.8%	1.8%	-0.5%	-2.9%	3.5%	-0.9%	0.0%
<b>General Fund Reserve %</b>	13.3%	12.4%	12.5%	16.7%	17.4%	12.6%	9.0%	<b>9.3%</b>
change	-5.0%	-1.0%	0.1%	4.2%	0.7%	-4.8%	-3.6%	0.3%
<b>Surplus (Deficit)</b>	(870,946)	262,613	241,697	1,607,862	58,291	(739,727)	(1,095,339)	<b>59,861</b>
change	(617,367)	1,133,559	(20,916)	1,366,165	(1,549,571)	(798,018)	(355,612)	1,155,200
<b>Ongoing Salary Increase</b>	2.00%	2.25%	2.25%	3.50%	3.50%	3.50%	3.20%	0.00%
<b>One-time Salary Increase</b>	2.00%							
<b>STRS Employer %</b>	8.00%	8.25%	8.88%	10.73%	12.58%	14.43%	<b>16.28%</b>	<b>18.13%</b>
<b>Cost</b>	1,023,443	1,077,240	1,127,512	2,575,674	2,961,704	3,502,696	<b>4,017,467</b>	<b>4,012,715</b>
change	(83,007)	53,797	50,272	1,448,162	386,031	540,992	<b>514,771</b>	<b>(4,752)</b>
<b>PERS Employer %</b>	11.42%	11.44%	11.77%	11.80%	13.90%	15.53%	<b>18.06%</b>	<b>20.73%</b>
<b>Cost</b>	661,554	456,473	478,676	544,430	673,279	810,393	<b>1,092,627</b>	<b>1,265,855</b>
change	27,792	(205,081)	22,203	65,754	128,849	137,114	<b>282,234</b>	<b>173,228</b>
<b>Ending Fund Balances</b>								
Fund 01 - General Fund	3,387,141	3,538,700	3,686,012	5,240,889	5,387,880	4,597,288	3,318,396	3,582,319
Fund 11 - Adult Education	-	78,414	34,670	774,914	1,693,433	2,336,590	1,895,429	1,343,317
Fund 12 - Child Development	232,638	279	4,590	63,531	83,284	108,280	129,082	130,163
Fund 13 - Cafeteria Fund	28,937	7,613	8,785	8,680	9,929	13,766	5,714	13,865
Fund 14 - Deferred Maintenance	958,347	883,527	462,580	380,180	94,526	26,040	4,733	69,105
Fund 20 - Post Employment	116,929	136,761	156,788	177,493	199,078	5,860	5,885	5,910
Fund 21 - Building Fund	3,558,778	730,364	2,060,698	542,106	1,864,324	1,504,309	588,557	10,779
Fund 40 - Capital Projects	1,177,586	548,627	636,191	571,955	376,097	10,636	79,952	176,991
<b>Total Ending Fund Balance</b>	<b>9,460,356</b>	<b>5,924,287</b>	<b>7,050,315</b>	<b>7,759,749</b>	<b>9,708,550</b>	<b>8,602,769</b>	<b>6,027,748</b>	<b>5,332,448</b>

**Fund 1 - General Fund**

	5.90%	5.96%	6.87%	6.57%	4.75%	4.00%	3.50%
	2016-17	2017-18	2018-19	2018-19	2019-20	2020-21	2021-22
	Actual	Audited Actuals	First Interim	Second Interim	Adopted Budget	Estimate	Estimate
Beginning Fund Balance - Rest	498,525	724,568	446,664	446,664	330,390	-	-
Beginning Fund Balance - Unre	4,742,364	4,663,312	4,151,404	4,151,404	3,192,068	3,582,319	3,508,312
<b>Beginning Fund Balance</b>	<b>5,240,889</b>	<b>5,387,880</b>	<b>4,598,068</b>	<b>4,598,068</b>	<b>3,522,458</b>	<b>3,582,319</b>	<b>3,508,312</b>
<b>Revenues:</b>							
LCFF Sources 8000	25,912,303	27,410,041	29,346,173	29,009,627	30,382,346	31,496,198	32,509,804
Federal Sources 8100	614,403	795,584	684,079	679,550	655,066	659,196	663,357
State Sources 8300	2,354,635	2,245,339	2,346,876	2,479,404	2,095,006	1,916,306	1,916,306
Local Sources 8600	1,612,235	1,583,927	1,311,836	1,432,512	1,425,748	1,425,748	1,425,748
<b>Total Revenues</b>	<b>30,493,576</b>	<b>32,034,891</b>	<b>33,688,964</b>	<b>33,601,093</b>	<b>34,558,166</b>	<b>35,497,448</b>	<b>36,515,215</b>
percent change	2.0%	5.1%	5.2%	-0.2%	2.8%	2.9%	5.7%
<b>Expenditures:</b>							
Certificated Salaries 1000	15,120,421	16,068,126	17,029,480	17,090,953	17,266,287	17,528,928	17,796,512
Classified Salaries 2000	5,478,317	5,892,951	6,364,397	6,605,049	6,613,175	6,729,271	6,845,090
Employee Benefits 3000	5,649,084	6,170,056	6,973,807	6,996,621	7,313,329	7,896,784	8,481,579
Books and Supplies 4000	1,098,576	1,414,682	1,456,934	1,527,577	1,122,411	1,128,023	1,133,663
Services and Other 5000	2,659,667	3,114,199	2,260,356	2,404,243	2,050,187	2,155,533	2,124,460
Capital Outlay 6000	178,164	74,062	46,479	53,785	-	-	-
Other Outgo 7000	251,056	40,543	119,362	18,203	132,916	132,916	132,916
<b>Total Expenditures</b>	<b>30,435,285</b>	<b>32,774,619</b>	<b>34,250,815</b>	<b>34,696,432</b>	<b>34,498,305</b>	<b>35,571,455</b>	<b>36,514,220</b>
percent change	7.6%	7.7%	4.5%	1.6%	-0.6%	2.4%	5.8%
<b>Surplus (Deficit)</b>	<b>58,291</b>	<b>(739,727)</b>	<b>(561,851)</b>	<b>(1,095,339)</b>	<b>59,861</b>	<b>(74,007)</b>	<b>995</b>
<b>Transfers In (Out)</b>							
		Structural Deficit:					
		\$518,407					
		c/o \$451,098 &					
		Trf. \$67309					
Fund 11 - Adult Education							
Fund 12 - Child Development							
Fund 13 - Cafeteria	(50,285)	(50,864)	(67,309)	(67,309)	(75,880)	(75,880)	(75,880)
Fund 14 - Deferred Maintenance							
Fund 20 - Postemployment B	(19,426)						
Other Sources (Uses) Bus	158,410		(117,024)	(117,024)	-	-	-
<b>Net Transfers In (Out)</b>	<b>88,699</b>	<b>(50,864)</b>	<b>(184,333)</b>	<b>(184,333)</b>	<b>(75,880)</b>	<b>(75,880)</b>	<b>(75,880)</b>
<b>Ending Fund Balance</b>	<b>5,387,880</b>	<b>4,597,288</b>	<b>3,851,885</b>	<b>3,318,396</b>	<b>3,582,319</b>	<b>3,508,312</b>	<b>3,509,307</b>
<b>Components of Ending Fund Balance</b>							
<b>a Nonspendable - Revolving</b>	5,000	5,000	5,000	5,000	5,000	5,000	5,000
<b>b Restricted</b> (restricted carryov	91,810	446,664	219,383	164,641	348,892	65,640	65,640
<b>c Committed</b>							
<b>d Assigned</b>							
Prop Tax Reserve (0.50%)	157,551	124,728	133,416	133,416	139,232	144,801	149,869
Basic Aid Reserve	945,304	1,028,873	1,027,101	701,699	601,190	734,470	668,508
Sick Leave Incentive Reser	40,000	40,000	40,000	40,000	40,000	40,000	40,000
Deferred Maintenance Reserve		819,346	685,016	518,304	689,966	711,429	730,284
STRS/PERS Reserve 2020	3,221,392	1,000,994	708,914	708,912	723,090	737,552	752,303
Carryover Funds to Fund 40		117,024					
<b>e 3% Resv for Econ Uncertain</b>	<b>926,824</b>	<b>1,015,438</b>	<b>1,033,054</b>	<b>1,046,423</b>	<b>1,034,949</b>	<b>1,069,420</b>	<b>1,097,703</b>
Unassigned/Unappropriated							
<b>subtotal Unrestricted Reserve</b>	<b>5,291,070</b>	<b>4,146,403</b>	<b>3,627,502</b>	<b>3,148,754</b>	<b>3,228,427</b>	<b>3,437,672</b>	<b>3,438,667</b>
Undesignated Resv Percent	17.4%	12.6%	10.5%	9.0%	9.3%	9.6%	9.4%
<b>Ending Fund Balance</b>	<b>5,387,880</b>	<b>4,598,067</b>	<b>3,851,885</b>	<b>3,318,395</b>	<b>3,582,319</b>	<b>3,508,312</b>	<b>3,509,307</b>

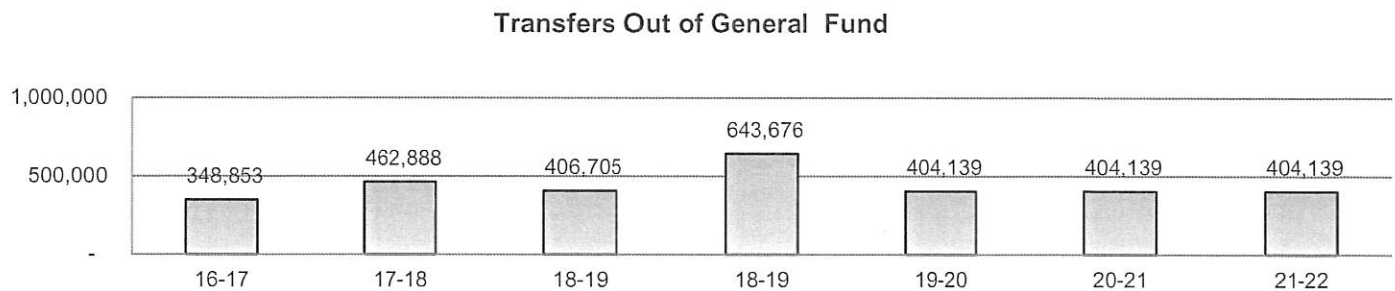
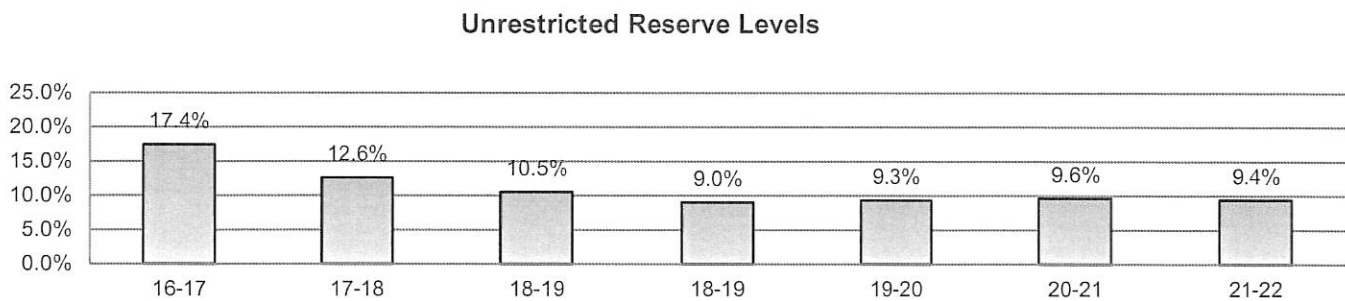
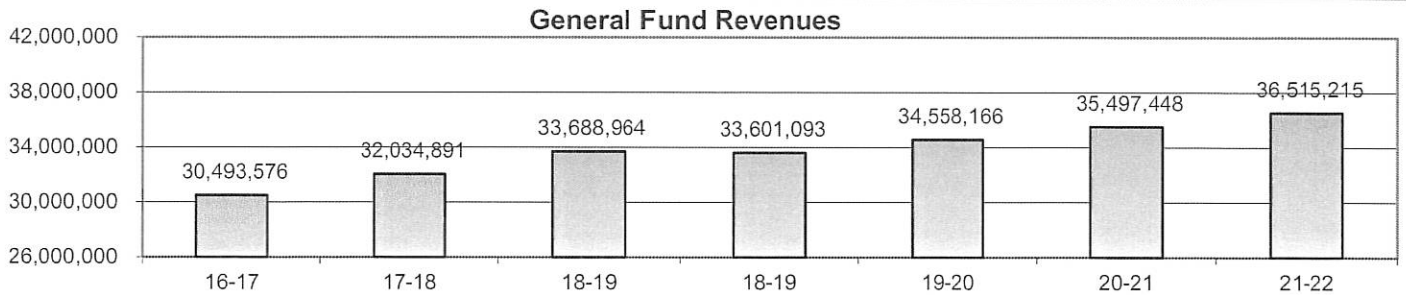


# Revenues - 8000

Public Hearing I

		2016-17	2017-18	2018-19	2018-19	2019-20	2020-21	2021-22
		Actual	Audited Actual	First Interim	Second Interim	Adopted Bdgt	Estimate	Estimate
<b>LCFF Sources:</b>	<b>8000</b>							
U LCFF - Current Year	8011	2,505,456	2,505,456	2,505,456	2,505,456	2,505,456	2,505,456	2,505,456
U Prop 30 EPA (thru 18-19)	8012	383,760	398,206	406,380	406,380	385,940	385,940	385,940
U Revenue Limit - Prior Y	8019	(196)	(794)	-	-	-	-	-
<b>Prop 30/Rev Limit subtotal</b>		<b>2,889,020</b>	<b>2,902,868</b>	<b>2,911,836</b>	<b>2,911,836</b>	<b>2,891,396</b>	<b>2,891,396</b>	<b>2,891,396</b>
U Home Owners Exempti	8021	118,059	117,789	133,903	133,903	140,263	145,874	150,979
U Secured Tax Roll	8041	22,375,109	23,718,095	25,426,516	25,326,941	26,529,971	27,591,170	28,556,861
U Unsecured Tax Roll	8042	832,094	883,521	943,760	943,760	988,589	1,028,133	1,064,117
U Prior Years Taxes	8043	157,805	168,097	178,982	178,982	187,484	194,983	201,808
U Delinquent Taxes	8048	58,995	58,146	-	-	-	-	-
<b>Property Tax subtotal</b>		<b>23,542,061</b>	<b>24,945,648</b>	<b>26,683,161</b>	<b>26,583,586</b>	<b>27,846,307</b>	<b>28,960,159</b>	<b>29,973,765</b>
U Transfer-Funds 11&14	8091	(437,552)	(412,024)	(222,372)	(459,343)	(328,259)	(328,259)	(328,259)
U Transfers to Charter Sc	8096	(81,226)	(26,451)	(26,452)	(26,452)	(27,098)	(27,098)	(27,098)
<b>Total LCFF Sources</b>		<b>25,912,303</b>	<b>27,410,041</b>	<b>29,346,173</b>	<b>29,009,627</b>	<b>30,382,346</b>	<b>31,496,198</b>	<b>32,509,804</b>
percent change		4.0%	5.8%	7.1%	-1.1%	4.7%	4.0%	7.0%
<b>Federal Sources:</b>	<b>8100</b>							
R Special Education-per l	8181	341,069	356,711	382,284	382,284	384,195	386,116	388,047
U Medical Adm Act (MAA	8290	16,518	150,579	50,000	51,500	50,000	50,000	50,000
R Title I	3010	128,253	162,825	130,934	124,888	126,137	127,398	128,672
R VEA	3550	21,511	21,112	21,510	21,510	21,725	21,942	22,162
R Drug Free Schools	3710	-	-	-	-	-	-	-
R Title II Teacher Quality	4035	53,221	33,429	32,076	31,476	31,791	32,109	32,430
R Title II Principal Trainin	4036	-	-	-	-	-	-	-
R Title III Immigrant Educ	4201	7,606	11,215	4,225	4,842	-	-	-
R Title III Limited English	4203	11,867	10,934	32,141	32,141	10,000	10,100	10,201
R Medi-Cal Billing	5640	34,358	48,778	30,909	30,909	31,218	31,530	31,845
<b>Total Federal Sources</b>		<b>614,403</b>	<b>795,584</b>	<b>684,079</b>	<b>679,550</b>	<b>655,066</b>	<b>659,196</b>	<b>663,357</b>
percent change		-6.1%	29.5%	-14.0%	-0.7%	-3.6%	-3.4%	0.6%
<b>State Sources:</b>	<b>8300</b>							
U EIA	8311	-	-	-	-	-	-	-
U Transportation	8311	-	-	-	-	-	-	-
U All other state	8590	-	5,841	-	-	-	-	-
U Mandated Costs/one tir	8550	445,293	293,305	443,730	443,730	79,086	79,086	79,086
R State Lottery - Restrict	8560	102,785	124,776	108,650	108,650	129,546	129,546	129,546
R STRS on Behalf	7690	1,093,580	1,239,530	1,358,503	1,358,503	1,358,503	1,358,503	1,358,503
U State Lottery - Unrestric	8560	310,578	324,015	309,550	309,550	310,500	310,500	310,500
U Fair Share Contribution	0000	-	-	-	-	-	-	-
U Arts and Music Block G	0760	-	-	-	-	-	-	-
R Prop 39 Energy Efficien	6230	111,244	105,886	-	15,943	-	-	-
R CTE Incentive Grant	6387	133,299	112,373	87,772	87,772	178,700	-	-
R Educator Effectiveness	6264	-	-	-	-	-	-	-
R Mental Health Sped	6512	81,163	38,671	38,671	38,671	38,671	38,671	38,671
R TUPE	6690	1,694	941	-	-	-	-	-
R CC/CRBG	7338	75,000	-	-	116,585	-	-	-
<b>Total State Sources</b>		<b>2,354,635</b>	<b>2,245,339</b>	<b>2,346,876</b>	<b>2,479,404</b>	<b>2,095,006</b>	<b>1,916,306</b>	<b>1,916,306</b>
percent change		-20.5%	-4.6%	4.5%	5.6%	-15.5%	-4.4%	0.0%

Revenues (continued)		2016-17	2017-18	2018-19	2018-19	2019-20	2020-21	2021-22
		Actual	Audited Actuals	First Interim	Second Interim	Adopted Budget	Public Hearing I Estimate	Estimate
<b>Local Sources:</b>	<b>8600</b>							
U Parcel Taxes	8621	1,004	165	-	-	-	-	-
U Sale of Equipment	8631	511	285	-	-	-	-	-
U Leases and Rentals	8650		-	-	-	-	-	-
R Interest - Restricted	8660		-	-	-	-	-	-
U Interest - Unrestricted	8660	97,178	112,287	25,000	34,946	99,946	99,946	99,946
U Gain or Loss on Investr	8662		-	-	-	-	-	-
U Transportation Fees	8675	15,438	16,574	15,000	15,000	15,000	15,000	15,000
R Interagency Fees betw	8677		-	-	-	-	-	-
U Other Fees and Contra	8689	16,989	-	-	21,842	-	-	-
R Other Local Revenue -	8699		214,106	318,811	303,270	330,221	330,221	330,221
U Local Rev (grants,dona	8699	291,791	565,930	116,544	220,973	144,100	144,100	144,100
U ACSA Stipend	7500	103,128	-	-	-	-	-	-
R Transfers-COE Sped	8792	1,086,196	674,580	836,481	836,481	836,481	836,481	836,481
U Proceeds from	8972		-	-	-	-	-	-
<b>Total Local Sources</b>		<b>1,612,235</b>	<b>1,583,927</b>	<b>1,311,836</b>	<b>1,432,512</b>	<b>1,425,748</b>	<b>1,425,748</b>	<b>1,425,748</b>
percent change		18.4%	-1.8%	-17.2%	9.2%	-0.5%	-6.5%	0.0%
<b>Total Revenues - Restricted</b>		<b>3,282,845</b>	<b>3,155,869</b>	<b>3,382,967</b>	<b>3,493,925</b>	<b>3,477,188</b>	<b>3,302,618</b>	<b>3,306,779</b>
<b>Total Revenues - Unrestricted</b>		<b>27,210,731</b>	<b>28,879,023</b>	<b>30,305,997</b>	<b>30,107,168</b>	<b>31,080,978</b>	<b>32,194,830</b>	<b>33,208,436</b>
<b>Total Revenues</b>		<b>30,493,576</b>	<b>32,034,891</b>	<b>33,688,964</b>	<b>33,601,093</b>	<b>34,558,166</b>	<b>35,497,448</b>	<b>36,515,215</b>
percent change		2.0%	5.1%	5.2%	-0.3%	2.8%	2.9%	2.9%

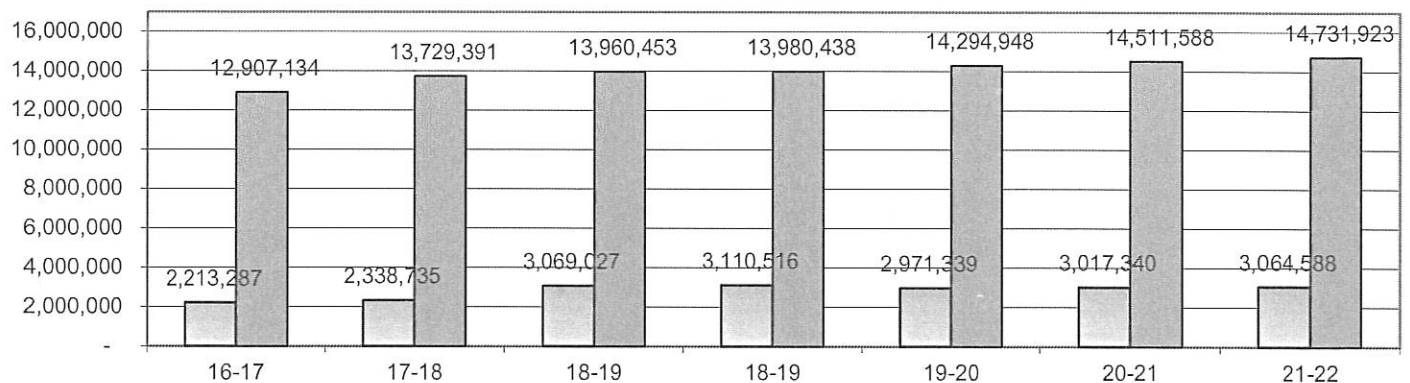


# Certificated Salaries - 1000

Public Hearing I

		2016-17	2017-18	2018-19	2018-19	2019-20	2020-21	2021-22
		Actual	Audited Actuals	First Interim	Second Interim	Adopted Budget	Estimate	Estimate
<b>Teacher Salaries</b>	1100							
Restricted		1,659,208	1,808,469	1,952,922	1,999,349	1,981,283	2,012,361	2,043,955
Unrestricted		10,079,516	10,783,748	11,251,769	11,247,617	11,422,594	11,601,929	11,784,079
<b>Total Teacher Salaries</b>		<b>11,738,725</b>	<b>12,592,216</b>	<b>13,204,691</b>	<b>13,246,966</b>	<b>13,403,877</b>	<b>13,614,290</b>	<b>13,828,034</b>
<b>Substitute Teachers</b>	1110							
Restricted		51,444	52,533	51,422	51,422	2,000	2,010	2,020
Unrestricted		217,733	225,122	214,215	226,243	239,704	240,903	242,107
<b>Total Substitute Teachers</b>		<b>269,177</b>	<b>277,655</b>	<b>265,637</b>	<b>277,665</b>	<b>241,704</b>	<b>242,913</b>	<b>244,127</b>
<b>Teachers Hourly</b>	1130							
Restricted		10,900	30,215	44,150	39,142	9,250	9,485	9,532
Unrestricted		77,522	76,918	99,238	110,955	164,630	165,125	165,951
<b>Total Teachers Hourly</b>		<b>88,422</b>	<b>107,134</b>	<b>143,388</b>	<b>150,097</b>	<b>173,880</b>	<b>174,610</b>	<b>175,483</b>
<b>Teachers Stipends</b>	1160							
Restricted		54,202	40,000	20,686	20,686	-	103	104
Unrestricted		110,472	100,302	99,567	95,067	97,613	98,111	98,601
<b>Total Teachers Stipends</b>		<b>164,674</b>	<b>140,302</b>	<b>120,253</b>	<b>115,753</b>	<b>97,613</b>	<b>98,214</b>	<b>98,705</b>
<b>Pupil Support</b>	1200							
Restricted		363,040	328,818	763,940	763,940	742,119	753,770	765,604
Unrestricted		840,939	870,537	660,528	660,528	707,031	718,131	729,406
<b>Total Pupil Support</b>		<b>1,203,979</b>	<b>1,199,356</b>	<b>1,424,468</b>	<b>1,424,468</b>	<b>1,449,150</b>	<b>1,471,902</b>	<b>1,495,011</b>
<b>Pupil Support Hrly &amp; sul 1210/1230</b>								
Restricted		-	-	-	-	-	-	-
Unrestricted		-	1,215	400	400	-	-	-
<b>Total Pupil Support Hourly</b>		<b>-</b>	<b>1,215</b>	<b>400</b>	<b>400</b>	<b>-</b>	<b>-</b>	<b>-</b>
<b>Supervisors and Administration</b>								
Restricted	1300/	74,492	78,700	235,907	235,977	236,687	239,611	243,373
Unrestricted		1,580,951	1,653,596	1,514,461	1,519,352	1,549,878	1,573,891	1,598,281
<b>Total Supervisors and Admin</b>		<b>1,655,443</b>	<b>1,732,296</b>	<b>1,750,368</b>	<b>1,755,329</b>	<b>1,786,565</b>	<b>1,813,502</b>	<b>1,841,654</b>
<b>Other Certificated</b>								
Restricted	1900	-	-	-	-	-	-	-
Unrestricted	1960	-	17,953	120,275	120,276	113,498	113,498	113,498
<b>Total Other Certificated</b>		<b>-</b>	<b>17,953</b>	<b>120,275</b>	<b>120,276</b>	<b>113,498</b>	<b>113,498</b>	<b>113,498</b>
<b>Total Restricted</b>		<b>2,213,287</b>	<b>2,338,735</b>	<b>3,069,027</b>	<b>3,110,516</b>	<b>2,971,339</b>	<b>3,017,340</b>	<b>3,064,588</b>
<b>Total Unrestricted</b>		<b>12,907,134</b>	<b>13,729,391</b>	<b>13,960,453</b>	<b>13,980,438</b>	<b>14,294,948</b>	<b>14,511,588</b>	<b>14,731,923</b>
<b>Total Certificated Salaries</b>		<b>15,120,421</b>	<b>16,068,126</b>	<b>17,029,480</b>	<b>17,090,953</b>	<b>17,266,287</b>	<b>17,528,928</b>	<b>17,796,512</b>
percent change		7.5%	6.3%	6.0%	0.4%	1.0%	1.1%	3.1%

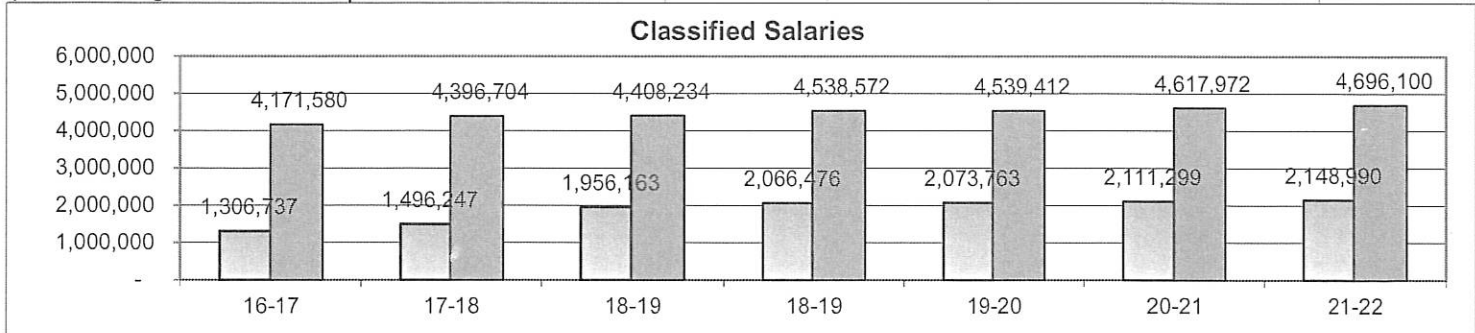
Certificated Salaries



# Classified Salaries - 2000

Public Hearing I

		2016-17	2017-18	2018-19	2018-19	2019-20	2020-21	2021-22
		Actual	Audited Act.	First Interim	Second Int.	Adopted Bdgt.	Estimate	Estimate
<b>Instructional Aides</b>	<b>2000</b>							
Restricted	2100	398,946	382,511	921,074	952,554	1,243,733	1,266,245	1,289,164
Unrestricted		672,718	672,743	722,544	718,254	690,748	703,251	715,979
<b>Total Instructional Aides</b>		<b>1,071,665</b>	<b>1,055,254</b>	<b>1,643,618</b>	<b>1,670,808</b>	<b>1,934,481</b>	<b>1,969,495</b>	<b>2,005,143</b>
<b>Instr. Aides Subs</b>	<b>2000</b>							
Restricted	2110	-	11,968	-	131,106	39,760	39,959	40,159
Unrestricted	50/60	-	51,898	17,200	140,609	140,306	141,008	141,713
<b>Total Instructional Aides</b>		<b>-</b>	<b>63,866</b>	<b>17,200</b>	<b>271,715</b>	<b>180,066</b>	<b>180,966</b>	<b>181,871</b>
<b>Instr. Aides Hourly</b>	<b>2000</b>							
Restricted	2230	-	30,867	33,079	300	150	674	687
Unrestricted		-	44,385	23,529	49,539	53,600	54,761	55,656
<b>Total Instructional Aides</b>		<b>-</b>	<b>75,251</b>	<b>56,608</b>	<b>49,839</b>	<b>53,750</b>	<b>55,435</b>	<b>56,343</b>
<b>Support Salaries</b>								
Restricted	2200	735,789	823,254	745,172	708,505	554,609	564,647	574,868
Unrestricted		1,272,583	1,320,953	1,341,388	1,341,960	1,335,975	1,360,156	1,384,775
<b>Total Support Salaries</b>		<b>2,008,372</b>	<b>2,144,206</b>	<b>2,086,560</b>	<b>2,050,465</b>	<b>1,890,584</b>	<b>1,924,804</b>	<b>1,959,643</b>
<b>Support Overtime</b>								
Restricted	2250	22,489	11,349	37,473	54,888	10,459	10,648	10,841
Unrestricted	2260	35,111	33,058	49,422	53,056	45,500	46,324	47,162
<b>Total Support Overtime</b>		<b>57,600</b>	<b>44,406</b>	<b>86,895</b>	<b>107,944</b>	<b>55,959</b>	<b>56,972</b>	<b>58,003</b>
<b>Supervisors &amp; Administrators</b>								
Restricted	2300	-	-	-	-	-	-	-
Unrestricted		510,983	510,343	518,824	518,434	534,711	543,106	551,633
<b>Total Supervisors &amp; Administ</b>		<b>510,983</b>	<b>510,343</b>	<b>518,824</b>	<b>518,434</b>	<b>534,711</b>	<b>543,106</b>	<b>551,633</b>
<b>Board of Trustees</b>								
Restricted	2360	-	-	-	-	-	-	-
Unrestricted		24,440	7,680	10,000	12,549	9,480	9,480	9,480
<b>Total Board of Trustees</b>		<b>24,440</b>	<b>7,680</b>	<b>10,000</b>	<b>12,549</b>	<b>9,480</b>	<b>9,480</b>	<b>9,480</b>
<b>Clerical &amp; Office</b>								
Restricted	2400	-	-	45,709	45,709	51,696	52,632	53,584
Unrestricted		1,374,109	1,397,369	1,438,679	1,435,460	1,442,241	1,468,346	1,494,923
<b>Total Clerical &amp; Office</b>		<b>1,374,109</b>	<b>1,397,369</b>	<b>1,484,388</b>	<b>1,481,169</b>	<b>1,493,937</b>	<b>1,520,977</b>	<b>1,548,507</b>
<b>Clerical &amp; Office Hourly/Overtime</b>								
Restricted	2450	-	-	-	-	-	-	-
Unrestricted		9,917	27,085	8,231	20,408	5,000	5,000	5,000
<b>Total Clerical &amp; Office Hourly</b>		<b>9,917</b>	<b>27,085</b>	<b>8,231</b>	<b>20,408</b>	<b>5,000</b>	<b>5,000</b>	<b>5,000</b>
<b>Other Classified Salaries</b>								
Restricted	2900	147,827	165,518	173,356	173,415	173,356	176,494	179,688
Unrestricted		234,605	150,876	228,878	248,303	281,851	286,542	289,780
<b>Total Other Classified Salaries</b>		<b>382,432</b>	<b>316,394</b>	<b>402,234</b>	<b>421,718</b>	<b>455,207</b>	<b>463,035</b>	<b>469,468</b>
<b>Total Restricted</b>		<b>1,306,737</b>	<b>1,496,247</b>	<b>1,956,163</b>	<b>2,066,476</b>	<b>2,073,763</b>	<b>2,111,299</b>	<b>2,148,990</b>
<b>Total Unrestricted</b>		<b>4,171,580</b>	<b>4,396,704</b>	<b>4,408,234</b>	<b>4,538,572</b>	<b>4,539,412</b>	<b>4,617,972</b>	<b>4,696,100</b>
<b>Total Classified Salaries</b>		<b>5,478,317</b>	<b>5,892,951</b>	<b>6,364,397</b>	<b>6,605,049</b>	<b>6,613,175</b>	<b>6,729,271</b>	<b>6,845,090</b>
percent change		8.3%	7.6%	8.0%	3.8%	0.1%	1.4%	1.7%



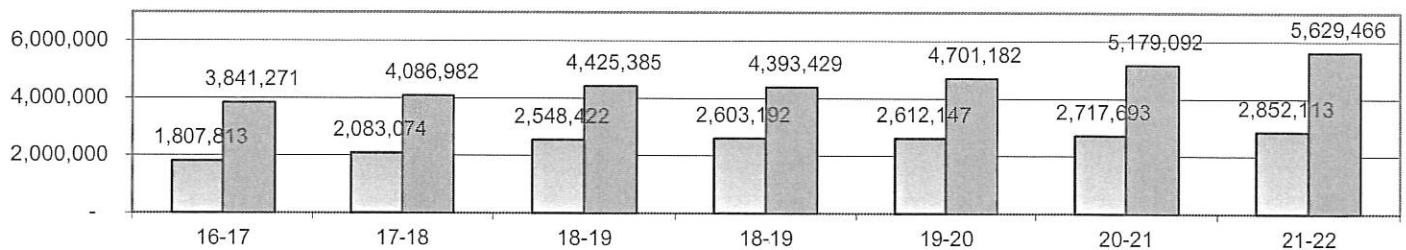


# Employee Benefits - 3000

Public Hearing I

		2016-17	2017-18	2018-19	2018-19	2019-20	2020-21	2021-22
		Actual	Audited Act.	First Interim	Second Int.	Adopted Bdgt.	Estimate	Estimate
<b>STRS</b>								
Restricted	3100	1,370,050	1,576,279	1,835,184	1,834,447	1,795,880	1,845,362	1,925,370
Unrestricted		1,591,654	1,926,417	2,185,675	2,183,020	2,216,835	2,471,533	2,740,138
<b>Total STRS</b>		<b>2,961,704</b>	<b>3,502,696</b>	<b>4,020,859</b>	<b>4,017,467</b>	<b>4,012,715</b>	<b>4,316,895</b>	<b>4,665,508</b>
Employee - STRS		10.25%	10.25%	10.25%	10.25%	10.25%	10.25%	10.25%
Employer - STRS		12.58%	14.43%	16.28%	16.28%	18.13%	19.10%	18.60%
<b>PERS</b>								
Restricted	3200	165,453	204,461	323,352	369,305	411,713	456,892	504,308
Unrestricted		507,825	605,932	724,412	723,322	854,142	999,344	1,158,776
<b>Total PERS</b>		<b>673,279</b>	<b>810,393</b>	<b>1,047,764</b>	<b>1,092,627</b>	<b>1,265,855</b>	<b>1,456,236</b>	<b>1,663,083</b>
Employee - PERS		7.00%	7.00%	7.00%	7.00%	7.00%	7.00%	7.00%
Employer - PERS		13.900%	15.531%	18.062%	18.062%	20.733%	23.400%	24.500%
<b>Social Security - Medicare</b>								
Restricted	3300	121,960	139,446	178,687	182,971	198,171	205,266	208,834
Unrestricted		443,737	480,451	477,500	481,181	497,654	563,693	572,865
<b>Total Social Security - Medica</b>		<b>565,697</b>	<b>619,897</b>	<b>656,187</b>	<b>664,153</b>	<b>695,825</b>	<b>768,959</b>	<b>781,699</b>
Employee - FICA		4.20%	4.20%	6.20%	6.20%	6.20%	6.20%	6.20%
Employer - FICA		6.20%	6.20%	6.20%	6.20%	6.20%	6.20%	6.20%
Employer/Employee - Medicare		1.45%	1.45%	1.45%	1.45%	1.45%	1.45%	1.45%
<b>Health and Welfare</b>								
Restricted	3400	90,890	92,098	123,194	128,020	119,849	121,833	123,851
Unrestricted		1,003,054	731,095	711,774	530,132	518,192	526,314	534,526
<b>Total Health and Welfare</b>		<b>1,093,944</b>	<b>823,193</b>	<b>834,968</b>	<b>658,152</b>	<b>638,041</b>	<b>648,147</b>	<b>658,377</b>
<b>SUI</b>								
Restricted	3500	1,755	1,909	2,538	2,581	2,537	2,564	2,607
Unrestricted		9,036	9,043	9,204	9,238	12,254	9,565	9,714
<b>Total SUI</b>		<b>10,791</b>	<b>10,952</b>	<b>11,742</b>	<b>11,818</b>	<b>14,791</b>	<b>12,129</b>	<b>12,321</b>
Employee - SUI		0.00%	0.00%	0.00%	0.00%	0.00%	0.00%	0.00%
Employer - SUI		1.10%	0.05%	0.05%	0.05%	0.05%	0.05%	0.05%
<b>Workers Comp</b>								
Restricted	3600	56,052	67,094	81,056	82,663	80,793	82,571	83,939
Unrestricted		271,660	318,743	303,788	304,588	301,448	307,986	312,791
<b>Total Workers Comp</b>		<b>327,712</b>	<b>385,837</b>	<b>384,844</b>	<b>387,252</b>	<b>382,241</b>	<b>390,557</b>	<b>396,730</b>
Experience Mod Rate		0.935	1.942	1.650	1.650	1.610	1.610	1.610
<b>Other Benefits</b>								
Restricted	3900	1,652	1,787	4,411	3,205	3,204	3,204	3,204
Unrestricted		14,305	15,301	13,032	161,948	300,657	300,657	300,657
<b>Total Workers Comp</b>		<b>15,957</b>	<b>17,088</b>	<b>17,443</b>	<b>165,153</b>	<b>303,861</b>	<b>303,861</b>	<b>303,861</b>
<b>Total Restricted</b>		<b>1,807,813</b>	<b>2,083,074</b>	<b>2,548,422</b>	<b>2,603,192</b>	<b>2,612,147</b>	<b>2,717,693</b>	<b>2,852,113</b>
<b>Total Unrestricted</b>		<b>3,841,271</b>	<b>4,086,982</b>	<b>4,425,385</b>	<b>4,393,429</b>	<b>4,701,182</b>	<b>5,179,092</b>	<b>5,629,466</b>
<b>Total Employee Benefits</b>		<b>5,649,084</b>	<b>6,170,056</b>	<b>6,973,807</b>	<b>6,996,621</b>	<b>7,313,329</b>	<b>7,896,784</b>	<b>8,481,579</b>
percent change		13.1%	9.2%	13.0%	0.3%	4.5%	6.2%	7.4%

Employee Benefits

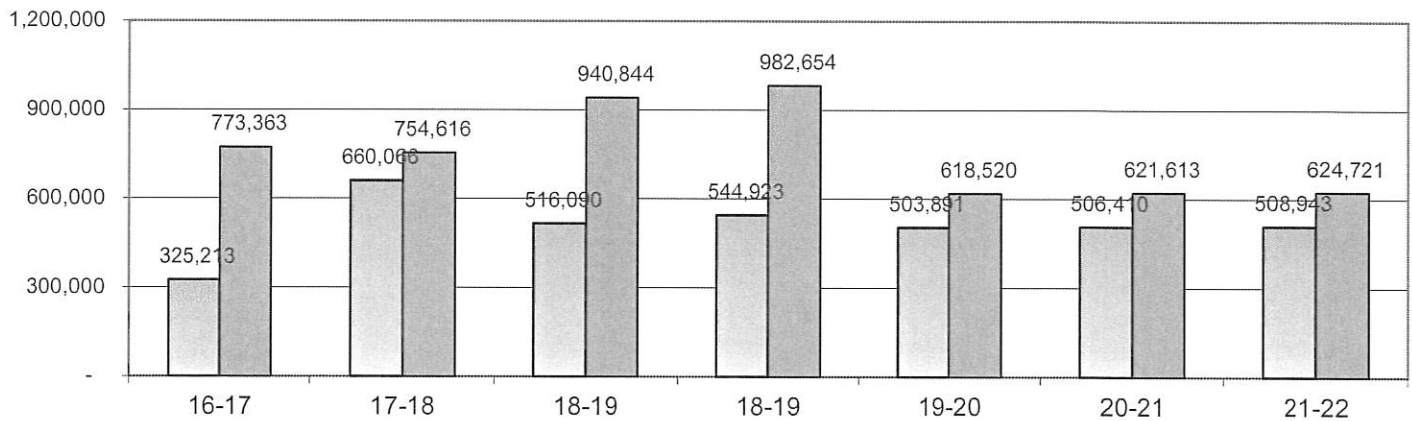


# Books and Supplies - 4000

Public Hearing I

	2016-17	2017-18	2018-19	2018-19	2019-20	2020-21	2021-22
	Actual	Audited Actuals	First Interim	Second Interim	Adopted Budget	Estimate	Estimate
<b>Books and Supplies</b>							
Restricted 4100	118,666	124,776	108,650	108,650	104,993	105,518	106,046
Unrestricted	125,897	80,679	143,658	143,658	44,007	44,227	44,448
<b>Total Books and Supplies</b>	<b>244,562</b>	<b>205,455</b>	<b>252,308</b>	<b>252,308</b>	<b>149,000</b>	<b>149,745</b>	<b>150,494</b>
<b>Books and Reference Materials</b>							
Restricted 4200	-	-	-	-	-	-	-
Unrestricted	25,693	31,798	84,066	82,372	20,921	21,026	21,131
<b>Total Books and Reference Materials</b>	<b>25,693</b>	<b>31,798</b>	<b>84,066</b>	<b>82,372</b>	<b>20,921</b>	<b>21,026</b>	<b>21,131</b>
<b>Materials and Supplies</b>							
Restricted 4300	206,548	535,290	402,831	425,250	387,056	388,991	390,936
Unrestricted	607,615	632,702	662,021	709,257	544,892	547,616	550,355
<b>Total Materials and Supplies</b>	<b>814,162</b>	<b>1,167,991</b>	<b>1,064,852</b>	<b>1,134,507</b>	<b>931,948</b>	<b>936,608</b>	<b>941,291</b>
<b>Noncapitalized Equipment</b>							
Restricted 4400	-	-	4,609	11,023	11,842	11,901	11,961
Unrestricted	14,159	9,437	51,099	47,368	8,700	8,744	8,787
<b>Total Noncapitalized Equipment</b>	<b>14,159</b>	<b>9,437</b>	<b>55,708</b>	<b>58,390</b>	<b>20,542</b>	<b>20,645</b>	<b>20,748</b>
<b>Total Restricted</b>	<b>325,213</b>	<b>660,066</b>	<b>516,090</b>	<b>544,923</b>	<b>503,891</b>	<b>506,410</b>	<b>508,943</b>
<b>Total Unrestricted</b>	<b>773,363</b>	<b>754,616</b>	<b>940,844</b>	<b>982,654</b>	<b>618,520</b>	<b>621,613</b>	<b>624,721</b>
<b>Total Books and Supplies</b>	<b>1,098,576</b>	<b>1,414,682</b>	<b>1,456,934</b>	<b>1,527,577</b>	<b>1,122,411</b>	<b>1,128,023</b>	<b>1,133,663</b>
percent change	3.7%	28.8%	3.0%	4.8%	-26.5%	20.5%	0.5%

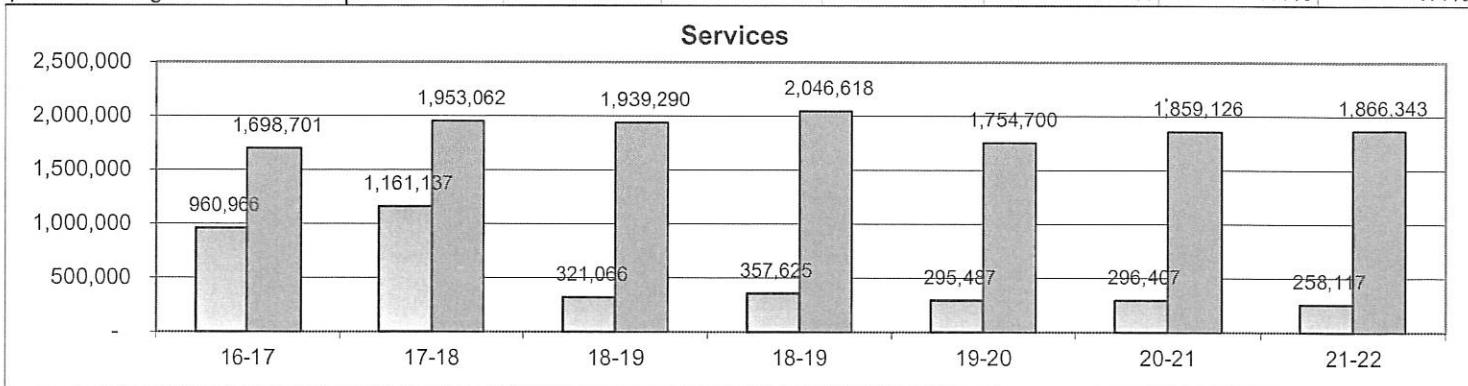
Books and Supplies



# Services and Other - 5000

Public Hearing I

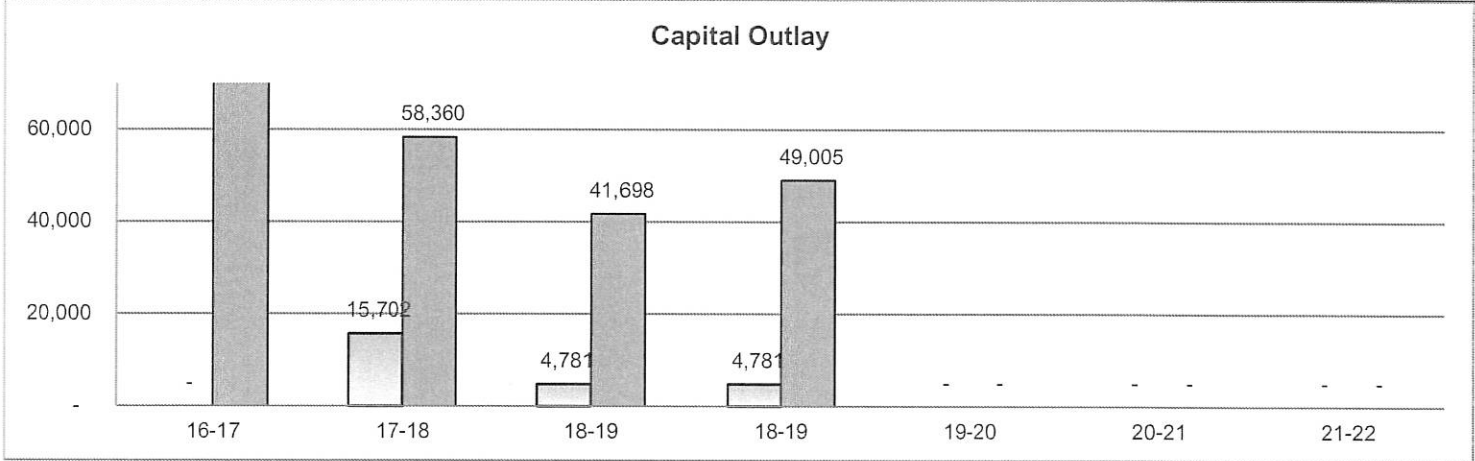
		2016-17 Actual	2017-18 Audited Act.	2018-19 First Interim	2018-19 Second Int.	2019-20 Adopted Bdgt	2020-21 Estimate	2021-22 Estimate
<b>Travel and Conferences</b>								
Restricted	5200	30,749	41,234	27,746	44,331	45,299	45,525	45,753
Unrestricted		63,819	48,892	93,966	94,152	65,782	66,111	66,441
<b>Total Travel and Conferences</b>		<b>94,568</b>	<b>90,127</b>	<b>121,712</b>	<b>138,484</b>	<b>111,081</b>	<b>111,636</b>	<b>112,195</b>
<b>Dues and Memberships</b>								
Restricted	5300	-	-	-	-	-	-	-
Unrestricted		36,793	16,478	26,440	27,329	36,087	36,267	36,449
<b>Total Dues and Memberships</b>		<b>36,793</b>	<b>16,478</b>	<b>26,440</b>	<b>27,329</b>	<b>36,087</b>	<b>36,267</b>	<b>36,449</b>
<b>Insurance</b>								
Restricted	5450	-	-	-	-	-	-	-
Unrestricted		197,508	204,617	183,451	219,750	241,725	258,646	276,751
<b>Total Insurance</b>		<b>197,508</b>	<b>204,617</b>	<b>183,451</b>	<b>219,750</b>	<b>241,725</b>	<b>258,646</b>	<b>276,751</b>
<b>Utilities</b>								
Restricted	5500	-	-	-	-	-	-	-
Unrestricted		712,695	753,588	781,143	781,143	827,700	860,808	895,240
<b>Total Utilities</b>		<b>712,695</b>	<b>753,588</b>	<b>781,143</b>	<b>781,143</b>	<b>827,700</b>	<b>860,808</b>	<b>895,240</b>
<b>Rentals, Leases &amp; Repairs</b>								
Restricted	5600	80,151	93,217	83,874	91,770	44,000	44,440	44,884
Unrestricted		100,245	107,568	102,723	118,917	134,632	135,978	137,338
<b>Total Rental Leases &amp; Repairs</b>		<b>180,396</b>	<b>200,785</b>	<b>186,597</b>	<b>210,687</b>	<b>178,632</b>	<b>180,418</b>	<b>182,223</b>
<b>Direct Costs</b>								
Restricted	5710	-	-	-	-	-	-	-
Unrestricted		-	-	-	-	-	-	-
<b>Total Direct Costs</b>		<b>-</b>	<b>-</b>	<b>-</b>	<b>-</b>	<b>-</b>	<b>-</b>	<b>-</b>
<b>Professional/Consulting Services</b>								
Restricted	5800	849,286	1,025,126	207,202	218,986	204,188	205,209	166,235
Unrestricted		529,362	763,782	681,594	735,073	389,148	441,094	393,299
<b>Total Professional/Consulting</b>		<b>1,378,648</b>	<b>1,788,908</b>	<b>888,796</b>	<b>954,060</b>	<b>593,336</b>	<b>646,303</b>	<b>559,534</b>
<b>Communications</b>								
Restricted	5900	780	780	2,244	2,497	1,220	1,232	1,245
Unrestricted		45,073	44,967	52,702	52,783	41,600	42,016	42,436
<b>Total Communications</b>		<b>45,853</b>	<b>45,747</b>	<b>54,946</b>	<b>55,280</b>	<b>42,820</b>	<b>43,248</b>	<b>43,681</b>
<b>Postage</b>								
Restricted	5930	-	780	-	40	780	-	-
Unrestricted		13,207	13,170	17,271	17,471	18,026	18,206	18,388
<b>Total Postage</b>		<b>13,207</b>	<b>13,950</b>	<b>17,271</b>	<b>17,511</b>	<b>18,806</b>	<b>18,206</b>	<b>18,388</b>
<b>Total Restricted</b>		<b>960,966</b>	<b>1,161,137</b>	<b>321,066</b>	<b>357,625</b>	<b>295,487</b>	<b>296,407</b>	<b>258,117</b>
<b>Total Unrestricted</b>		<b>1,698,701</b>	<b>1,953,062</b>	<b>1,939,290</b>	<b>2,046,618</b>	<b>1,754,700</b>	<b>1,859,126</b>	<b>1,866,343</b>
<b>Total Services and Other</b>		<b>2,659,667</b>	<b>3,114,199</b>	<b>2,260,356</b>	<b>2,404,243</b>	<b>2,050,187</b>	<b>2,155,533</b>	<b>2,124,460</b>
percent change		13.0%	17.1%	-27.4%	6.4%	-14.7%	-7.1%	-1.4%



## Capital Outlay - 6000

Public Hearing I

		2016-17	2017-18	2018-19	2018-19	2019-20	2020-21	2021-22
		Actual	Audited Act.	First Interim	Second Int.	Adopted Bdgt	Estimate	Estimate
<b>Capital Outlay</b>	<b>6400</b>							
Restricted			15,702	4,781	-	-	-	-
Unrestricted		165,635	45,831	-	-	-	-	-
<b>Total Capital Outlay</b>		<b>165,635</b>	<b>61,533</b>	<b>4,781</b>	<b>-</b>	<b>-</b>	<b>-</b>	<b>-</b>
<b>Other Capital</b>	<b>6500</b>							
Restricted			-	-	4,781	-	-	-
Unrestricted		12,529	12,529	41,698	49,005	-	-	-
<b>Total Other Capital</b>		<b>12,529</b>	<b>12,529</b>	<b>41,698</b>	<b>53,785</b>	<b>-</b>	<b>-</b>	<b>-</b>
<b>Total Restricted</b>		<b>-</b>	<b>15,702</b>	<b>4,781</b>	<b>4,781</b>	<b>-</b>	<b>-</b>	<b>-</b>
<b>Total Unrestricted</b>		<b>178,164</b>	<b>58,360</b>	<b>41,698</b>	<b>49,005</b>	<b>-</b>	<b>-</b>	<b>-</b>
<b>Total Capital Outlay</b>		<b>178,164</b>	<b>74,062</b>	<b>46,479</b>	<b>53,785</b>	<b>-</b>	<b>-</b>	<b>-</b>
percent change		213.4%	-58.4%	-37.2%	15.7%	-100.0%	-100.0%	#DIV/0!

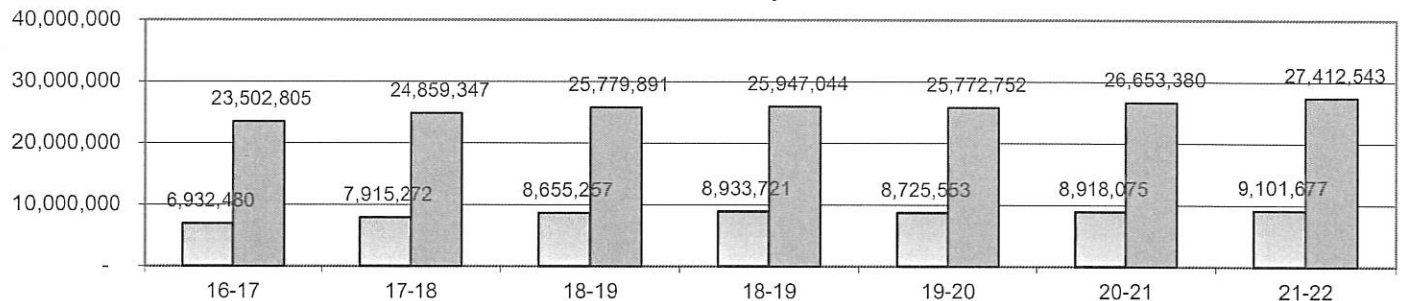


## Other Outgo - 7000

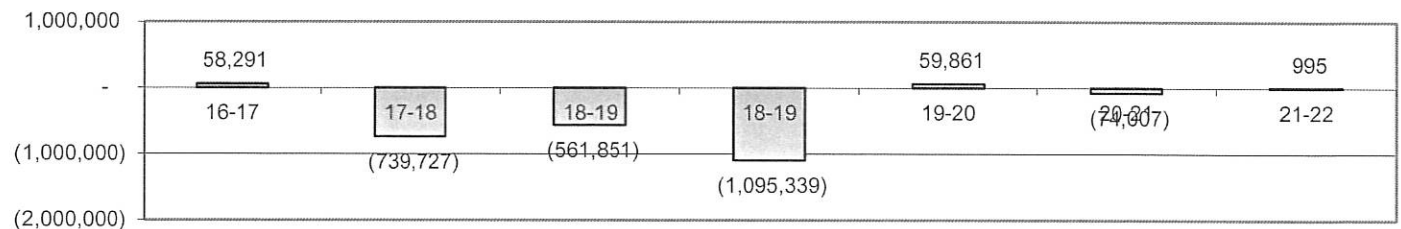
Public Hearing I

		2016-17	2017-18	2018-19	2018-19	2019-20	2020-21	2021-22
		Actual	Audited Act.	First Interim	Second Int.	Adopted Bdgt	Estimate	Estimate
<b>State Special Schools</b>								
Restricted	7130		-	-	-	-	-	-
Unrestricted			-	-	-	-	-	-
<b>Total</b>		-	-	-	-	-	-	-
<b>Other Tuition</b>								
Restricted	7142	206,587	55,064	136,751	136,751	138,000	138,000	138,000
Unrestricted		11,971	7,151	7,151	15,992	16,476	16,476	16,476
<b>Total</b>		<b>218,558</b>	<b>62,215</b>	<b>143,902</b>	<b>152,743</b>	<b>154,476</b>	<b>154,476</b>	<b>154,476</b>
<b>Indirect Costs</b>								
Restricted	7310	111,876	105,247	102,957	109,457	130,926	130,926	130,926
Unrestricted		(111,876)	(105,247)	(102,957)	(109,457)	(130,926)	(130,926)	(130,926)
<b>Total</b>		-	-	-	-	-	-	-
<b>Indirect Costs</b>								
Restricted	7350		-	-	-	-	-	-
Unrestricted		(21,672)	(21,672)	(24,540)	(134,540)	(97,440)	(97,440)	(97,440)
<b>Total</b>		<b>(21,672)</b>	<b>(21,672)</b>	<b>(24,540)</b>	<b>(134,540)</b>	<b>(97,440)</b>	<b>(97,440)</b>	<b>(97,440)</b>
<b>Debt Service - Interest</b>								
Restricted	7439		-	-	-	-	-	-
Unrestricted		54,170	-	-	-	-	-	-
<b>Total</b>		<b>54,170</b>	-	-	-	-	-	-
<b>Debt Service - Principal</b>								
Restricted	7600		-	-	-	-	-	-
Unrestricted			-	184,333	184,333	75,880	75,880	75,880
<b>Total</b>		-	-	<b>184,333</b>	<b>184,333</b>	<b>75,880</b>	<b>75,880</b>	<b>75,880</b>
<b>Total Restricted</b>		<b>318,463</b>	<b>160,311</b>	<b>239,708</b>	<b>246,208</b>	<b>268,926</b>	<b>268,926</b>	<b>268,926</b>
<b>Total Unrestricted</b>		<b>(67,407)</b>	<b>(119,768)</b>	<b>63,987</b>	<b>(43,672)</b>	<b>(136,010)</b>	<b>(136,010)</b>	<b>(136,010)</b>
<b>Total Other Outgo</b>		<b>251,056</b>	<b>40,543</b>	<b>303,695</b>	<b>202,536</b>	<b>132,916</b>	<b>132,916</b>	<b>132,916</b>
<b>TOTAL EXPENDITURES</b>		<b>30,435,285</b>	<b>32,774,619</b>	<b>34,435,148</b>	<b>34,880,765</b>	<b>34,498,305</b>	<b>35,571,455</b>	<b>36,514,220</b>

**Total General Fund Expenditures**



**Surplus (Deficit) Spending**



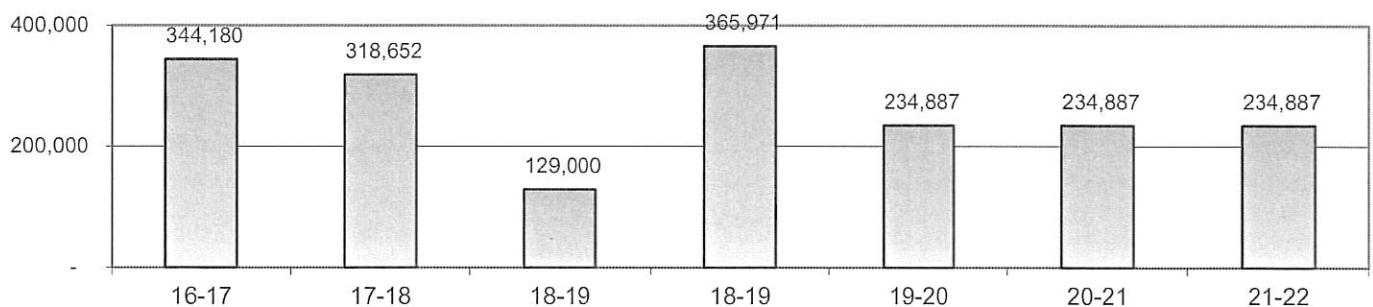


## Fund 11 - Adult Education Fund

	2016-17	2017-18	2018-19	2018-19	2019-20	2020-21	2021-22
	Actual	Audited Actuals	First Interim	Second Interim	Adopted Budget	Estimate	Estimate
<b>Beginning Fund Balance</b>	774,914	1,693,433	2,336,590	2,336,590	1,477,887	1,343,317	1,232,849
<b>Revenues:</b>							
Revenue Limit Sources 8000	344,180	318,652	129,000	365,971	234,887	234,887	234,887
Federal Revenue 8200	34,558	25,722	26,252	26,252	36,122	36,122	36,122
Other State Revenue 8091/4	1,354,433	1,883,967	1,163,845	1,486,502	1,459,657	1,459,657	1,459,657
Other Local Revenue 8600	546,770	520,314	550,000	409,473	145,000	145,500	145,500
<b>Total Revenues</b>	<b>2,279,942</b>	<b>2,748,654</b>	<b>1,869,097</b>	<b>2,288,198</b>	<b>1,875,666</b>	<b>1,876,166</b>	<b>1,876,166</b>
<b>Expenditures:</b>							
Certificated Salaries 1000	597,180	585,395	568,847	590,361	625,729	635,553	645,531
Classified Salaries 2000	351,803	377,762	608,642	617,675	757,793	769,690	781,774
Employee Benefits 3000	209,514	234,137	268,203	273,411	302,698	329,391	334,762
Books and Supplies 4000	165,189	170,778	476,647	479,063	169,225	170,000	170,000
Services & Other Oper: 5000	37,736	204,408	185,537	198,169	81,891	82,000	82,000
Capital Outlay 6000		533,017	379,000	460,681			
Other Outgo 7100							
Indirect Costs 7350				110,000	72,900		
<b>Total Expenditures</b>	<b>1,361,423</b>	<b>2,105,497</b>	<b>2,486,876</b>	<b>2,729,360</b>	<b>2,010,236</b>	<b>1,986,634</b>	<b>2,014,068</b>
<b>Surplus (Deficit)</b>	<b>918,518</b>	<b>643,157</b>	<b>(617,779)</b>	<b>(441,162)</b>	<b>(134,570)</b>	<b>(110,468)</b>	<b>(137,902)</b>
<b>Transfers In - Fund 1 8900</b>							
<b>Ending Fund Balance</b>	<b>1,693,433</b>	<b>2,336,590</b>	<b>1,718,812</b>	<b>1,895,429</b>	<b>1,343,317</b>	<b>1,232,849</b>	<b>1,094,947</b>
<b>Components of Ending Fund Balance:</b>							
a) Nonspendable - Revolv 9711							
b) Restricted - Donations 9740	1,188,902	1,688,778	1,262,622	1,302,992	610,530	500,062	362,160
c) Committed 9750							
d) Assigned 9780	504,531	647,812	456,190	592,437	732,787	732,787	732,787
e) Unassigned/Unappropri 9790							
<b>Ending Fund Balance</b>	<b>1,693,433</b>	<b>2,336,590</b>	<b>1,718,812</b>	<b>1,895,429</b>	<b>1,343,317</b>	<b>1,232,849</b>	<b>1,094,947</b>

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

**Fund 11 - Transfers In From General Fund**



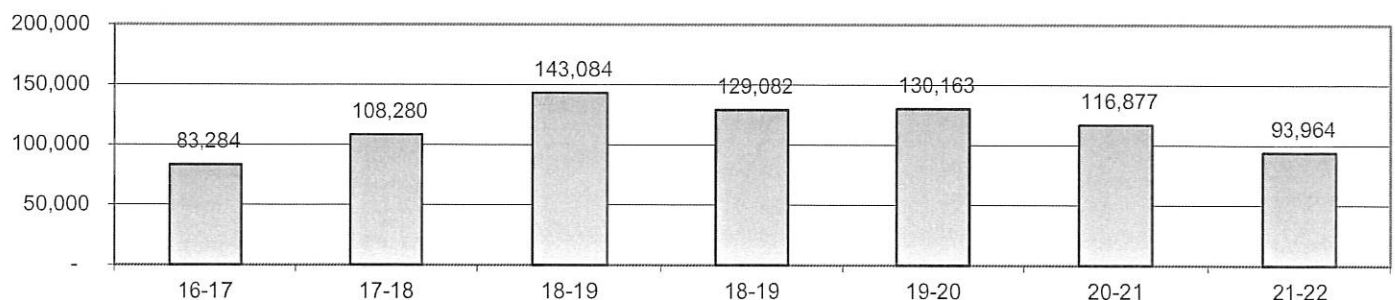
## Fund 12 - Child Development Fund

	2016-17	2017-18	2018-19	2018-19	2019-20	2020-21	2021-22
	Actual	Audited Actuals	First Interim	Second Interim	Adopted Budget	Estimate	Estimate
<b>Beginning Fund Balance</b>	63,531	83,284	108,280	108,280	129,082	130,163	116,877
<b>Revenues:</b>							
Revenue Limit Sources 8000							
Federal Revenue 8100							
State Revenue (Presch 8500	99,383	91,248	122,038	122,038	119,018	120,000	120,000
Local Revenue (BASRF 8600	418,184	419,342	430,000	430,000	408,000	408,000	408,000
<b>Total Revenues</b>	<b>517,567</b>	<b>510,590</b>	<b>552,038</b>	<b>552,038</b>	<b>527,018</b>	<b>528,000</b>	<b>528,000</b>
<b>Expenditures:</b>							
Certificated Salaries 1000	57,887	59,570	63,863	63,863	64,163	65,170	66,194
Classified Salaries 2000	263,017	279,529	271,436	280,725	295,330	300,794	306,358
Employee Benefits 3000	93,776	99,603	112,395	112,471	121,894	130,482	133,521
Books and Supplies 4000	6,667	11,798	20,000	20,000	9,810	9,800	9,800
Services & Other Oper 5000	50,293	13,422	15,000	15,000	10,200	10,500	10,500
Capital Outlay 6000	4,503	-	10,000	14,637	-	-	-
Other Outgo 7100							
Indirect Costs 7300	21,672	21,672	24,540	24,540	24,540	24,540	24,540
<b>Total Expenditures</b>	<b>497,814</b>	<b>485,594</b>	<b>517,234</b>	<b>531,236</b>	<b>525,937</b>	<b>541,286</b>	<b>550,913</b>
<b>Surplus (Deficit)</b>	<b>19,753</b>	<b>24,997</b>	<b>34,804</b>	<b>20,802</b>	<b>1,081</b>	<b>(13,286)</b>	<b>(22,913)</b>
<b>Transfers In from Fund 8900</b>							
<b>Ending Fund Balance</b>	<b>83,284</b>	<b>108,280</b>	<b>143,084</b>	<b>129,082</b>	<b>130,163</b>	<b>116,877</b>	<b>93,964</b>

### Components of Ending Fund Balance:

a) Nonspendable - Revolv 9711							
b) Restricted 9740							
c) Committed 9750							
d) Assigned 9780	83,284	108,280	143,084	129,082	130,163	116,877	93,964
e) Unassigned-Res for Ec 9789							
Unassigned/Unapprpr 9790							
<b>Ending Fund Balance</b>	<b>83,284</b>	<b>108,280</b>	<b>143,084</b>	<b>129,082</b>	<b>130,163</b>	<b>116,877</b>	<b>93,964</b>

Fund 12 - Ending Fund Balance



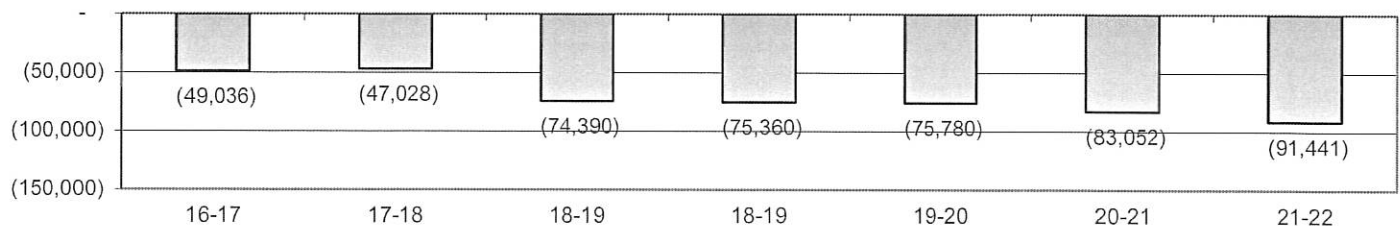
## Fund 13 - Cafeteria Fund

	2016-17	2017-18	2018-19	2018-19	2019-20	2020-21	2021-22
	Actual	Audited Actuals	First Interim	Second Interim	Adopted Budget	Estimate	Estimate
<b>Beginning Fund Balance</b>	<b>8,680</b>	<b>9,929</b>	<b>13,766</b>	<b>13,765</b>	<b>13,765</b>	<b>13,865</b>	<b>6,693</b>
<b>Revenues:</b>							
Revenue Limit Sources 8000							
Federal Revenue 8200	180,311	182,258	180,000	180,000	180,000	180,000	180,000
Other State Revenue 8500	12,680	16,862	28,326	28,326	11,600	11,600	11,600
Other Local Revenue 8600	393,762	415,716	390,000	390,000	395,000	400,000	400,000
<b>Total Revenues</b>	<b>586,753</b>	<b>614,836</b>	<b>598,326</b>	<b>598,326</b>	<b>586,600</b>	<b>591,600</b>	<b>591,600</b>
<b>Expenditures:</b>							
Certificated Salaries 1000							
Classified Salaries 2000	270,631	290,475	285,002	285,055	277,270	282,399	287,624
Employee Benefits 3000	60,640	71,608	90,164	91,081	88,835	96,378	99,542
Supplies 4000	295,336	287,011	283,101	283,101	284,000	283,600	283,600
Services 5000	9,182	12,770	14,449	14,449	12,275	12,275	12,275
Capital Outlay 6000							
Other Outgo 7100							
<b>Total Expenditures</b>	<b>635,789</b>	<b>661,863</b>	<b>672,716</b>	<b>673,686</b>	<b>662,380</b>	<b>674,652</b>	<b>683,041</b>
<b>Surplus (Deficit)</b>	<b>(49,036)</b>	<b>(47,028)</b>	<b>(74,390)</b>	<b>(75,360)</b>	<b>(75,780)</b>	<b>(83,052)</b>	<b>(91,441)</b>
<b>Transfers In - General F 8900</b>	<b>50,285</b>	<b>50,864</b>	<b>67,309</b>	<b>67,309</b>	<b>75,880</b>	<b>75,880</b>	<b>75,880</b>
<b>Ending Fund Balance</b>	<b>9,929</b>	<b>13,766</b>	<b>6,685</b>	<b>5,714</b>	<b>13,865</b>	<b>6,693</b>	<b>(8,868)</b>

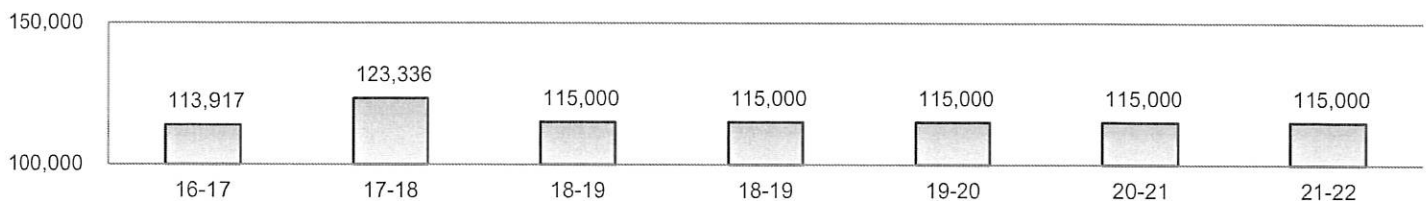
## Components of Ending Fund Balance:

a) Nonspendable - Stores 9711	9,929	8,645					
b) Restricted 9740		4,568	6,132	5,162	13,865	6,693	(8,868)
c) Committed							
d) Assigned		552	553	552			
e) Unassigned/Unappropri 9790							
<b>Ending Fund Balance</b>	<b>9,929</b>	<b>13,765</b>	<b>6,685</b>	<b>5,714</b>	<b>13,865</b>	<b>6,693</b>	<b>(8,868)</b>

## Fund 13 - Surplus (Deficit)



## Meals Served





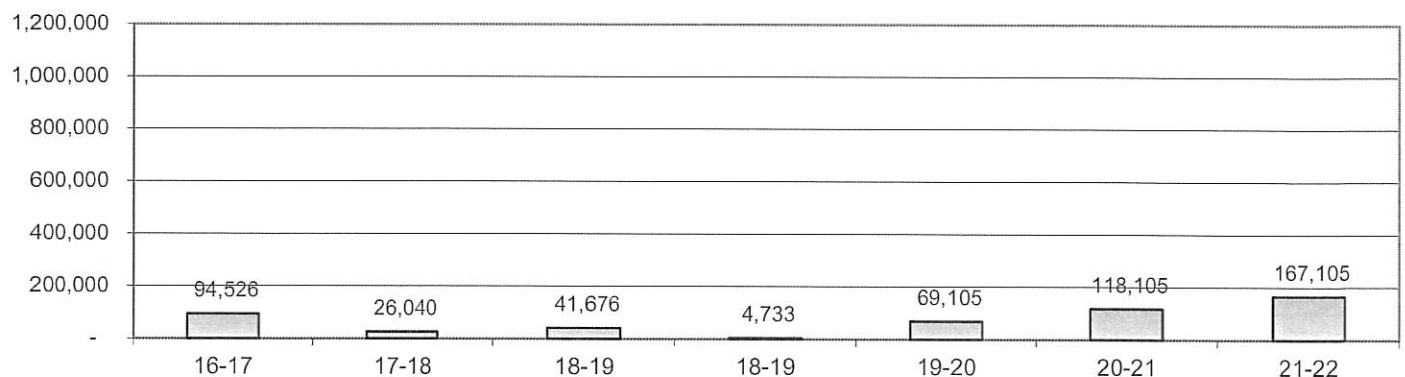
## Fund 14 - Deferred Maintenance Fund

	2016-17	2017-18	2018-19	2018-19	2019-20	2020-21	2021-22
	Actual	Audited Actuals	First Interim	Second Interim	Adopted Budget	Estimate	Estimate
<b>Beginning Fund Balance</b>	<b>380,180</b>	<b>94,526</b>	<b>26,040</b>	<b>26,040</b>	<b>4,733</b>	<b>69,105</b>	<b>118,105</b>
<b>Revenues:</b>							
Revenue Limit Sources 8000							
Federal Revenue 8100							
Other State Revenue 8590	93,372	93,372	93,372	93,372	93,372	93,000	93,000
Other Local Revenue 8660	2,948	402	1,000	300	1,000	1,000	1,000
<b>Total Revenues</b>	<b>96,320</b>	<b>93,774</b>	<b>94,372</b>	<b>93,672</b>	<b>94,372</b>	<b>94,000</b>	<b>94,000</b>
<b>Expenditures:</b>							
Certificated Salaries 1000							
Classified Salaries 2000							
Employee Benefits 3000							
Supplies 4300	31,640	6,572	2,000	-	-	-	-
Services 5800	350,335	155,688	76,737	114,979	30,000	45,000	45,000
Capital Outlay 6000							
Other Outgo 7100							
Indirect Costs 7300							
<b>Total Expenditures</b>	<b>381,975</b>	<b>162,260</b>	<b>78,737</b>	<b>114,979</b>	<b>30,000</b>	<b>45,000</b>	<b>45,000</b>
<b>Surplus (Deficit)</b>	<b>(285,655)</b>	<b>(68,486)</b>	<b>15,635</b>	<b>(21,307)</b>	<b>64,372</b>	<b>49,000</b>	<b>49,000</b>
<b>Transfers In (Out) - to G 8900</b>							
<b>Ending Fund Balance</b>	<b>94,526</b>	<b>26,040</b>	<b>41,676</b>	<b>4,733</b>	<b>69,105</b>	<b>118,105</b>	<b>167,105</b>

**Components of Ending Fund Balance:**

a) Nonspendable - Revolv 9711							
b) Restricted 9740							
c) Committed 9750							
d) Assigned 9780	94,526	26,040	41,676	4,733	69,105	118,105	167,105
e) Unassigned-Reserve fc 9789							
Unassigned/Unappropri 9790							
<b>Ending Fund Balance</b>	<b>94,526</b>	<b>26,040</b>	<b>41,676</b>	<b>4,733</b>	<b>69,105</b>	<b>118,105</b>	<b>167,105</b>

**Fund 14 - Ending Fund Balance**



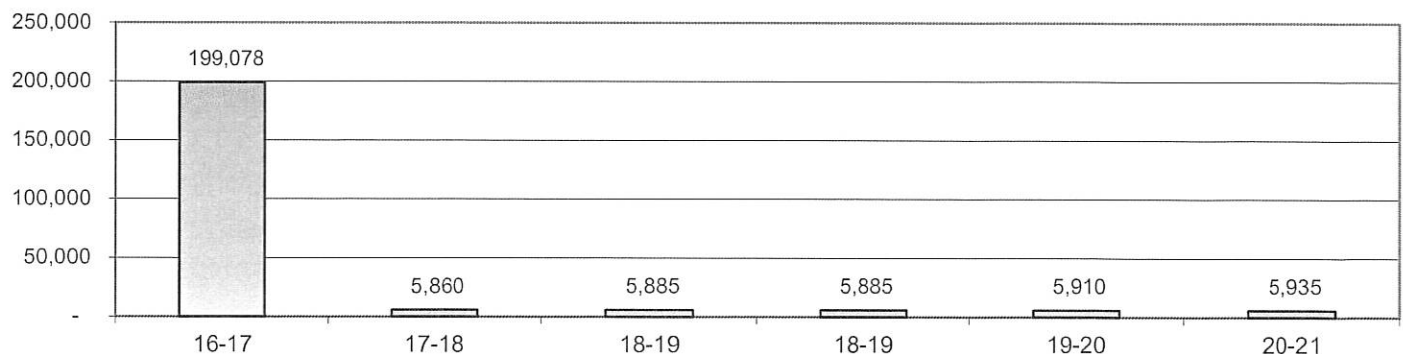
## Fund 20 - Postemployment Benefits Fund

	2016-17	2017-18	2018-19	2018-19	2019-20	2020-21	2021-22
	Actual	Audited Actuals	First Interim	Second Interim	Adopted Budget	Estimate	Estimate
<b>Beginning Fund Balance</b>	177,493	199,078	5,860	5,860	5,885	5,910	5,935
<b>Revenues:</b>							
Revenue Limit Sources 8000							
Federal Revenue 8100							
Other State Revenue 8300							
Other Local Revenue 8600	2,160	1,782	25	25	25	25	25
<b>Total Revenues</b>	<b>2,160</b>	<b>1,782</b>	<b>25</b>	<b>25</b>	<b>25</b>	<b>25</b>	<b>25</b>
<b>Expenditures:</b>							
Certificated Salaries 1000							
Classified Salaries 2000							
Employee Benefits 3000							
Supplies 4000							
Services 5000							
Capital Outlay 6000							
Other Outgo 7100							
Indirect Costs 7300							
<b>Total Expenditures</b>	<b>-</b>	<b>-</b>	<b>-</b>	<b>-</b>	<b>-</b>	<b>-</b>	<b>-</b>
<b>Surplus (Deficit)</b>	<b>2,160</b>	<b>1,782</b>	<b>25</b>	<b>25</b>	<b>25</b>	<b>25</b>	<b>25</b>
<b>Transfers In (Out) - from 8900</b>	19,426	(195,000)					
<b>Ending Fund Balance</b>	<b>199,078</b>	<b>5,860</b>	<b>5,885</b>	<b>5,885</b>	<b>5,910</b>	<b>5,935</b>	<b>5,960</b>

**Components of Ending Fund Balance:**

a) Nonspendable - Revolv 9711							
b) Restricted 9740							
c) Committed 9750							
d) Assigned - Medigap 9780	199,078	5,860	5,885	5,885	5,910	5,935	5,960
e) Unassigned-Reserve fc 9789							
Unassigned/Unappropri 9790							
<b>Ending Fund Balance</b>	<b>199,078</b>	<b>5,860</b>	<b>5,885</b>	<b>5,885</b>	<b>5,910</b>	<b>5,935</b>	<b>5,960</b>

**Fund 20 - Ending Fund Balance**



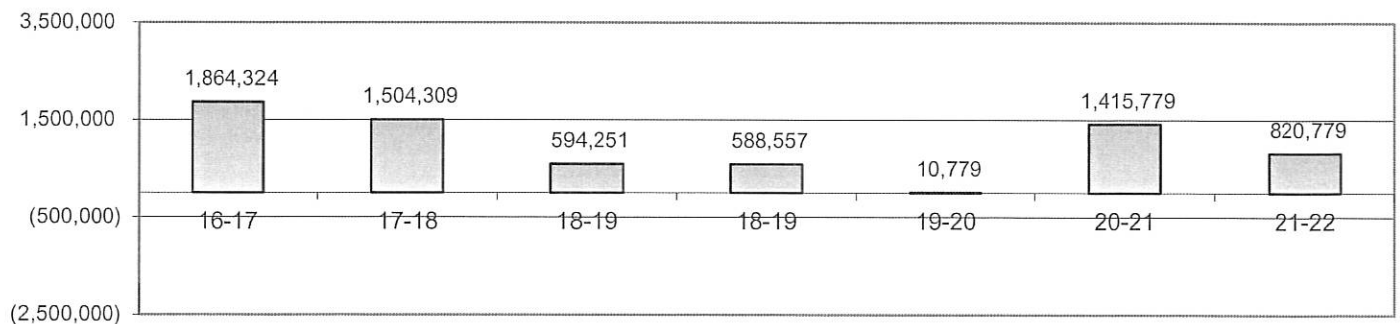
## Fund 21 - Building Fund (Education Technology)

	2016-17	2017-18	2018-19	2018-19	2019-20	2020-21	2021-22
	Actual	Audited Actuals	First Interim	Second Interim	Adopted Budget	Estimate	Estimate
<b>Beginning Fund Balance</b>	<b>542,106</b>	<b>1,864,324</b>	<b>1,504,309</b>	<b>1,504,309</b>	<b>655,779</b>	<b>10,779</b>	<b>1,415,779</b>
<b>Revenues:</b>							
Revenue Limit Sources 8000							
Federal Revenue 8100							
Other State Revenue 8300							
Other Local Revenue 8600	2,076,395	22,929	5,000	6,394	5,000	2,005,000	5,000
<b>Total Revenues</b>	<b>2,076,395</b>	<b>22,929</b>	<b>5,000</b>	<b>6,394</b>	<b>5,000</b>	<b>2,005,000</b>	<b>5,000</b>
<b>Expenditures:</b>							
Certificated Salaries 1000							
Classified Salaries 2000							
Employee Benefits 3000							
Supplies 4400	161,231	254,111	645,773	645,773	450,000	400,000	400,000
Services 5800	134,492	128,833	169,285	176,373	100,000	100,000	100,000
Capital Outlay 6000	458,454	-	100,000	100,000	100,000	100,000	100,000
Other Outgo 7100							
Indirect Costs 7300							
<b>Total Expenditures</b>	<b>754,177</b>	<b>382,944</b>	<b>915,058</b>	<b>922,146</b>	<b>650,000</b>	<b>600,000</b>	<b>600,000</b>
<b>Surplus (Deficit)</b>	<b>1,322,218</b>	<b>(360,015)</b>	<b>(910,058)</b>	<b>(915,752)</b>	<b>(645,000)</b>	<b>1,405,000</b>	<b>(595,000)</b>
<b>Transfers In (Out) 8900</b>							
<b>Ending Fund Balance</b>	<b>1,864,324</b>	<b>1,504,309</b>	<b>594,251</b>	<b>588,557</b>	<b>10,779</b>	<b>1,415,779</b>	<b>820,779</b>

**Components of Ending Fund Balance:**

a) Nonspendable - Revolv 9711							
b) Restricted 9740		1,493,530	583,472	577,778			
c) Committed 9750							
d) Assigned 9780	1,864,324	10,779	10,779	10,779	10,779	1,415,779	820,779
e) Unassigned-Reserve for 9789							
Unassigned/Unappropriated 9790							
<b>Ending Fund Balance</b>	<b>1,864,324</b>	<b>1,504,309</b>	<b>594,251</b>	<b>588,557</b>	<b>10,779</b>	<b>1,415,779</b>	<b>820,779</b>

**Fund 21 - Ending Fund Balance**



## Fund 40 - Capital Outlay Projects Fund

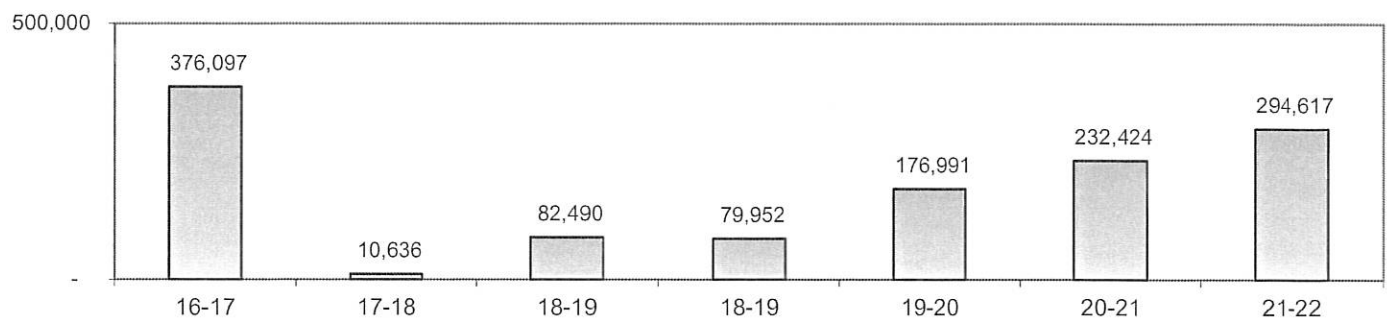
	2016-17	2017-18	2018-19	2018-19	2019-20	2020-21	2021-22
	Actual	Audited Actuals	First Interim	Second Interim	Adopted Budget	Estimate	Estimate
<b>Beginning Fund Balance</b>	571,955	376,097	10,636	10,636	118,121	176,991	232,424
<b>Revenues:</b>							
Revenue Limit Sources 8000							
Federal Revenue 8100							
Other State Revenue 8300							
Other Local Revenue 8600	285,922	904,725	220,770	220,770	218,770	225,333	232,093
<b>Total Revenues</b>	<b>285,922</b>	<b>904,725</b>	<b>220,770</b>	<b>220,770</b>	<b>218,770</b>	<b>225,333</b>	<b>232,093</b>
<b>Expenditures:</b>							
Certificated Salaries 1000							
Classified Salaries 2000							
Employee Benefits 3000							
Supplies 4000	124,197	107,904	25,655	45,655	-	10,000	10,000
Services 5000	91,094	781,825	39,654	18,300	30,000	30,000	30,000
Capital Outlay - Equipm 6000	237,355	374,818	-	3,882			
Other Outgo 7100		200,640	200,630	200,640	129,900	129,900	129,900
Indirect Costs 7300	29,135	-	-	-	-	-	-
<b>Total Expenditures</b>	<b>481,781</b>	<b>1,465,187</b>	<b>265,939</b>	<b>268,477</b>	<b>159,900</b>	<b>169,900</b>	<b>169,900</b>
<b>Surplus (Deficit)</b>	<b>(195,858)</b>	<b>(560,462)</b>	<b>(45,170)</b>	<b>(47,707)</b>	<b>58,870</b>	<b>55,433</b>	<b>62,193</b>
<b>Transfers In (Out) 8900</b>		195,000	117,024	117,024			
<b>Ending Fund Balance</b>	<b>376,097</b>	<b>10,636</b>	<b>82,490</b>	<b>79,952</b>	<b>176,991</b>	<b>232,424</b>	<b>294,617</b>

### Components of Ending Fund Balance:

a) Nonspendable - Revolv 9711							
b) Restricted 9740							
c) Committed 9750							
d) Assigned 9780	376,097	10,636	82,490	79,952	176,991	232,424	294,617
e) Unassigned/Unappropri 9790							
<b>Ending Fund Balance</b>	<b>376,097</b>	<b>10,636</b>	<b>82,490</b>	<b>79,952</b>	<b>176,991</b>	<b>232,424</b>	<b>294,617</b>

Fund 40 includes revenues collected from David Avenue leases, expenditures authorized by the Board, and maintenance department expenses in excess of the program 6220 allocation. The Board approved \$500,000 to help with the cost of construction of the High School swimming pool. In 2017-18, Fund 40 was used to fund the construction of three portable classrooms at Robert Down, and two portable classrooms at Forest Grove.

### Fund 40 - Ending Fund Balance



District: Pacific Grove Unified School District  
 CDS #: 27-66134

Adopted Budget  
 2019-20 Budget Attachment  
 Balances in Excess of Minimum Reserve Requirements

Reasons for Assigned and Unassigned Ending Fund Balances in Excess of Minimum Recommended Reserves

Education Code Section 42127(a)(2)(B) requires a statement of the reasons that substantiates the need for assigned and unassigned ending fund balances in excess of the minimum reserve standard for economic uncertainties for each fiscal year identified in the budget.

Combined Assigned and Unassigned/unappropriated Fund Balances		
Form	Fund	2019-20 Budget
01	General Fund	
17	Special Reserve Fund for Other Than Capital Outlay Projects	
Total Assigned and Unassigned Ending Fund Balances		\$0.00
District Standard Reserve Level		3%
Less District Minimum Reserve for Economic Uncertainties		
Remaining Balance to Substantiate Need		\$0.00

Objects 9780/9789/9790

Form 01

Form 17

Form 01CS Line 10B-4

Form 01CS Line 10B-7

Reasons for Fund Balances in Excess of Minimum Reserve for Economic Uncertainties			
Form	Fund	2019-20 Budget	Description of Need
These are samples-Please change description accordingly			
01	General Fund	\$139,232.00	Property Tax Reserve (0.50%) for Basic Aid district
01	General Fund	\$601,190.00	Additional Reserve for Basic Aid school district
01	General Fund	\$40,000.00	Set aside for sick leave incentive stipends
01	General Fund	\$689,966.00	Set aside for Deferred Maintenance Reserve
01	General Fund	\$723,090.00	Set aside for STRS and PERS cost increases
17	Special Reserve Fund for Other Than Capital Outlay Projects		
17	Special Reserve Fund for Other Than Capital Outlay Projects		
Insert Lines above as needed			
Total of Substantiated Needs		\$2,193,478.00	

Remaining Unsubstantiated Balance (\$2,193,478.00) Balance should be Zero

Education Code Section 42127 (d)(1) requires a county superintendent to either conditionally approve or disapprove a school district budget if the district does not provide for EC 42127 (a)(2)(B) public review and discussion at its public budget hearing.

Public Hearing I

Description	Resource Codes	Object Codes	2018-19 Estimated Actuals			2019-20 Budget			% Diff Column C & F
			Unrestricted (A)	Restricted (B)	Total Fund col. A + B (C)	Unrestricted (D)	Restricted (E)	Total Fund col. D + E (F)	
A. REVENUES									
1) LCFF Sources		8010-8099	29,217,024.73	0.00	29,217,024.73	30,382,346.00	0.00	30,382,346.00	4.0%
2) Federal Revenue		8100-8299	51,500.00	640,746.77	692,246.77	50,000.00	605,066.00	655,066.00	-5.4%
3) Other State Revenue		8300-8599	753,280.00	1,726,124.51	2,479,404.51	389,586.00	1,705,420.00	2,095,006.00	-15.5%
4) Other Local Revenue		8600-8799	330,760.36	1,201,343.02	1,532,103.38	259,046.00	1,166,702.00	1,425,748.00	-6.9%
5) TOTAL, REVENUES			30,352,565.09	3,568,214.30	33,920,779.39	31,080,978.00	3,477,188.00	34,558,166.00	1.9%
B. EXPENDITURES									
1) Certificated Salaries		1000-1999	13,996,511.35	3,094,063.17	17,090,574.52	14,294,948.00	2,971,339.00	17,266,287.00	1.0%
2) Classified Salaries		2000-2999	4,599,359.37	2,038,801.93	6,638,161.30	4,539,412.00	2,073,763.00	6,613,175.00	-0.4%
3) Employee Benefits		3000-3999	4,399,259.15	2,593,645.86	6,992,905.01	4,701,182.00	2,612,147.00	7,313,329.00	4.6%
4) Books and Supplies		4000-4999	854,823.82	566,706.12	1,421,529.94	618,520.00	503,891.00	1,122,411.00	-21.0%
5) Services and Other Operating Expenditures		5000-5999	2,104,611.87	478,246.18	2,582,858.05	1,754,700.00	295,487.00	2,050,187.00	-20.6%
6) Capital Outlay		6000-6999	36,475.52	4,780.65	41,256.17	0.00	0.00	0.00	-100.0%
7) Other Outgo (excluding Transfers of Indirect Costs)		7100-7299 7400-7499	16,476.00	138,059.00	154,535.00	16,476.00	138,000.00	154,476.00	0.0%
8) Other Outgo - Transfers of Indirect Costs		7300-7399	(243,997.00)	109,457.00	(134,540.00)	(228,366.00)	130,926.00	(97,440.00)	-27.6%
9) TOTAL, EXPENDITURES			25,763,520.08	9,023,759.91	34,787,279.99	25,696,872.00	8,725,553.00	34,422,425.00	-1.0%
C. EXCESS (DEFICIENCY) OF REVENUES OVER EXPENDITURES BEFORE OTHER FINANCING SOURCES AND USES (A5 - B9)			4,589,045.01	(5,455,545.61)	(866,500.60)	5,384,106.00	(5,248,365.00)	135,741.00	-115.7%
D. OTHER FINANCING SOURCES/USES									
1) Interfund Transfers									
a) Transfers In		8900-8929	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
b) Transfers Out		7600-7629	209,110.00	0.00	209,110.00	75,880.00	0.00	75,880.00	-63.7%
2) Other Sources/Uses									
a) Sources		8930-8979	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
b) Uses		7630-7699	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
3) Contributions		8980-8999	(5,339,271.53)	5,339,271.53	0.00	(5,266,866.00)	5,266,866.00	0.00	0.0%
4) TOTAL, OTHER FINANCING SOURCES/USES			(5,548,381.53)	5,339,271.53	(209,110.00)	(5,342,746.00)	5,266,866.00	(75,880.00)	-63.7%

Public Hearing I

Description	Resource Codes	Object Codes	2018-19 Estimated Actuals			2019-20 Budget			% Diff Column C & F
			Unrestricted (A)	Restricted (B)	Total Fund col. A + B (C)	Unrestricted (D)	Restricted (E)	Total Fund col. D + E (F)	
<b>E. NET INCREASE (DECREASE) IN FUND BALANCE (C + D4)</b>			(959,336.52)	(116,274.08)	(1,075,610.60)	41,360.00	18,501.00	59,861.00	-105.6%
<b>F. FUND BALANCE, RESERVES</b>									
1) Beginning Fund Balance									
a) As of July 1 - Unaudited		9791	4,146,019.14	452,843.01	4,598,862.15	3,192,067.59	330,389.97	3,522,457.56	-23.4%
b) Audit Adjustments		9793	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
c) As of July 1 - Audited (F1a + F1b)			4,146,019.14	452,843.01	4,598,862.15	3,192,067.59	330,389.97	3,522,457.56	-23.4%
d) Other Restatements		9795	5,384.97	(6,178.96)	(793.99)	0.00	0.00	0.00	-100.0%
e) Adjusted Beginning Balance (F1c + F1d)			4,151,404.11	446,664.05	4,598,068.16	3,192,067.59	330,389.97	3,522,457.56	-23.4%
2) Ending Balance, June 30 (E + F1e)			3,192,067.59	330,389.97	3,522,457.56	3,233,427.59	348,890.97	3,582,318.56	1.7%
Components of Ending Fund Balance									
a) Nonspendable									
Revolving Cash		9711	5,000.00	0.00	5,000.00	5,000.00	0.00	5,000.00	0.0%
Stores		9712	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Prepaid Items		9713	3,220.00	0.00	3,220.00	0.00	0.00	0.00	-100.0%
All Others		9719	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
b) Restricted		9740	0.00	330,389.97	330,389.97	0.00	348,890.97	348,890.97	5.6%
c) Committed									
Stabilization Arrangements		9750	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Other Commitments		9760	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
d) Assigned									
Other Assignments		9780	2,133,955.59	0.00	2,133,955.59	2,193,478.44	0.00	2,193,478.44	2.8%
Property Tax reserve (0.50%)	0000	9780				139,232.00		139,232.00	
Basic Aid Reserve	0000	9780				601,190.00		601,190.00	
Sick Leave Incentive	0000	9780				30,554.34		30,554.34	
Sick Leave Incentive	1100	9780				9,445.66		9,445.66	
Deferred Maintenance Reserve	1100	9780				598,113.00		598,113.00	
Restricted Maintenance Reserve	1100	9780				91,854.00		91,854.00	
STRS/PERS Reserve	1100	9780				723,083.44		723,083.44	
STRS/PERS Reserve	1400	9780				6.00		6.00	
Sick Leave Incentive	0000	9780	40,000.00		40,000.00				
Property Tax Reserve (0.50%)	0000	9780	132,918.00		132,918.00				
Basic Aid Reserve	0000	9780	701,699.00		701,699.00				
Deferred Maintenance Reserve	0000	9780	44,131.49		44,131.49				
Deferred Maintenance Reserve	1100	9780	631,280.00		631,280.00				
STRS/PERS Reserve	1100	9780	583,921.10		583,921.10				
STRS/PERS Reserve	1400	9780	6.00		6.00				
e) Unassigned/Unappropriated									
Reserve for Economic Uncertainties		9789	1,049,892.00	0.00	1,049,892.00	1,034,949.15	0.00	1,034,949.15	-1.4%
Unassigned/Unappropriated Amount		9790	0.00	0.00	0.00	0.00	0.00	0.00	0.0%

Public Hearing I

Description	Resource Codes	Object Codes	2018-19 Estimated Actuals			2019-20 Budget			% Diff Column C & F
			Unrestricted (A)	Restricted (B)	Total Fund col. A + B (C)	Unrestricted (D)	Restricted (E)	Total Fund col. D + E (F)	
G. ASSETS									
1) Cash									
a) in County Treasury		9110	12,724,930.48	(4,702,725.53)	8,022,204.95				
1) Fair Value Adjustment to Cash in County Treasury		9111	0.00	0.00	0.00				
b) in Banks		9120	0.00	0.00	0.00				
c) in Revolving Cash Account		9130	5,000.00	0.00	5,000.00				
d) with Fiscal Agent/Trustee		9135	5,144,166.67	0.00	5,144,166.67				
e) Collections Awaiting Deposit		9140	0.00	0.00	0.00				
2) Investments		9150	0.00	0.00	0.00				
3) Accounts Receivable		9200	0.00	11,158.00	11,158.00				
4) Due from Grantor Government		9290	0.00	0.00	0.00				
5) Due from Other Funds		9310	0.00	0.00	0.00				
6) Stores		9320	0.00	0.00	0.00				
7) Prepaid Expenditures		9330	3,220.00	0.00	3,220.00				
8) Other Current Assets		9340	0.00	0.00	0.00				
9) TOTAL, ASSETS			17,877,317.15	(4,691,567.53)	13,185,749.62				
H. DEFERRED OUTFLOWS OF RESOURCES									
1) Deferred Outflows of Resources		9490	0.00	0.00	0.00				
2) TOTAL, DEFERRED OUTFLOWS			0.00	0.00	0.00				
I. LIABILITIES									
1) Accounts Payable		9500	1,447,288.27	0.00	1,447,288.27				
2) Due to Grantor Governments		9590	0.00	0.00	0.00				
3) Due to Other Funds		9610	0.00	0.00	0.00				
4) Current Loans		9640	5,066,250.00	0.00	5,066,250.00				
5) Unearned Revenue		9650	0.00	0.00	0.00				
6) TOTAL, LIABILITIES			6,513,538.27	0.00	6,513,538.27				
J. DEFERRED INFLOWS OF RESOURCES									
1) Deferred Inflows of Resources		9690	0.00	0.00	0.00				
2) TOTAL, DEFERRED INFLOWS			0.00	0.00	0.00				
K. FUND EQUITY									
Ending Fund Balance, June 30 (G9 + H2) - (I6 + J2)			11,363,778.88	(4,691,567.53)	6,672,211.35				



Public Hearing I

			2018-19 Estimated Actuals			2019-20 Budget			% Diff Column C & F
			Unrestricted (A)	Restricted (B)	Total Fund col. A + B (C)	Unrestricted (D)	Restricted (E)	Total Fund col. D + E (F)	
Description	Resource Codes	Object Codes							
LCFF SOURCES									
Principal Apportionment									
State Aid - Current Year		8011	2,505,456.00	0.00	2,505,456.00	2,505,456.00	0.00	2,505,456.00	0.0%
Education Protection Account State Aid - Current Year		8012	397,116.00	0.00	397,116.00	385,940.00	0.00	385,940.00	-2.8%
State Aid - Prior Years		8019	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Tax Relief Subventions									
Homeowners' Exemptions		8021	133,903.00	0.00	133,903.00	140,263.00	0.00	140,263.00	4.7%
Timber Yield Tax		8022	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Other Subventions/In-Lieu Taxes		8029	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
County & District Taxes									
Secured Roll Taxes		8041	25,326,941.00	0.00	25,326,941.00	26,529,971.00	0.00	26,529,971.00	4.8%
Unsecured Roll Taxes		8042	943,760.00	0.00	943,760.00	988,589.00	0.00	988,589.00	4.8%
Prior Years' Taxes		8043	178,982.00	0.00	178,982.00	187,484.00	0.00	187,484.00	4.8%
Supplemental Taxes		8044	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Education Revenue Augmentation Fund (ERAF)		8045	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Community Redevelopment Funds (SB 617/699/1992)		8047	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Penalties and Interest from Delinquent Taxes		8048	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Miscellaneous Funds (EC 41604)									
Royalties and Bonuses		8081	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Other In-Lieu Taxes		8082	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Less: Non-LCFF (50%) Adjustment		8089	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Subtotal, LCFF Sources			29,486,158.00	0.00	29,486,158.00	30,737,703.00	0.00	30,737,703.00	4.2%
LCFF Transfers									
Unrestricted LCFF Transfers - Current Year	0000	8091	(242,035.27)		(242,035.27)	(328,259.00)		(328,259.00)	35.6%
All Other LCFF Transfers - Current Year	All Other	8091	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Transfers to Charter Schools in Lieu of Property Taxes		8096	(27,098.00)	0.00	(27,098.00)	(27,098.00)	0.00	(27,098.00)	0.0%
Property Taxes Transfers		8097	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
LCFF/Revenue Limit Transfers - Prior Years		8099	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
TOTAL, LCFF SOURCES			29,217,024.73	0.00	29,217,024.73	30,382,346.00	0.00	30,382,346.00	4.0%
FEDERAL REVENUE									
Maintenance and Operations		8110	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Special Education Entitlement		8181	0.00	394,981.11	394,981.11	0.00	384,195.00	384,195.00	-2.7%
Special Education Discretionary Grants		8182	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Child Nutrition Programs		8220	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Donated Food Commodities		8221	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Forest Reserve Funds		8260	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Flood Control Funds		8270	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Wildlife Reserve Funds		8280	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
FEMA		8281	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Interagency Contracts Between LEAs		8285	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Pass-Through Revenues from Federal Sources		8287	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Title I, Part A, Basic	3010	8290		124,888.00	124,888.00		126,137.00	126,137.00	1.0%
Title I, Part D, Local Delinquent Programs	3025	8290		0.00	0.00		0.00	0.00	0.0%
Title II, Part A, Supporting Effective Instruction	4035	8290		31,476.00	31,476.00		31,791.00	31,791.00	1.0%
Title III, Part A, Immigrant Student Program	4201	8290		4,841.66	4,841.66		0.00	0.00	-100.0%

Public Hearing I

Description	Resource Codes	Object Codes	2018-19 Estimated Actuals			2019-20 Budget			% Diff Column C & F
			Unrestricted (A)	Restricted (B)	Total Fund col. A + B (C)	Unrestricted (D)	Restricted (E)	Total Fund col. D + E (F)	
Title III, Part A, English Learner Program	4203	8290		32,141.00	32,141.00		0.00	0.00	-100.0%
Public Charter Schools Grant Program (PCSGP)	4610	8290		0.00	0.00		0.00	0.00	0.0%
	3020, 3040, 3041, 3045, 3060, 3061, 3110, 3150, 3155, 3177, 3180, 3181, 3182, 3183, 3185, 4050, 4123, 4124, 4126, 4127, 4128, 5510, 5630	8290		0.00	0.00		10,000.00	10,000.00	New
Other NCLB / Every Student Succeeds Act		8290							
Career and Technical Education	3500-3599	8290		21,510.00	21,510.00		21,725.00	21,725.00	1.0%
All Other Federal Revenue	All Other	8290	51,500.00	30,909.00	82,409.00	50,000.00	31,218.00	81,218.00	-1.4%
TOTAL, FEDERAL REVENUE			51,500.00	640,746.77	692,246.77	50,000.00	605,066.00	655,066.00	-5.4%
<b>OTHER STATE REVENUE</b>									
Other State Apportionments									
ROC/P Entitlement Prior Years	6360	8319		0.00	0.00		0.00	0.00	0.0%
Special Education Master Plan Current Year	6500	8311		0.00	0.00		0.00	0.00	0.0%
Prior Years	6500	8319		0.00	0.00		0.00	0.00	0.0%
All Other State Apportionments - Current Year	All Other	8311	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
All Other State Apportionments - Prior Years	All Other	8319	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Child Nutrition Programs		8520	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Mandated Costs Reimbursements		8550	443,730.00	0.00	443,730.00	79,086.00	0.00	79,086.00	-82.2%
Lottery - Unrestricted and Instructional Materials		8560	309,550.00	108,650.00	418,200.00	310,500.00	129,546.00	440,046.00	5.2%
Tax Relief Subventions Restricted Levies - Other									
Homeowners' Exemptions		8575	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Other Subventions/In-Lieu Taxes		8576	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Pass-Through Revenues from State Sources		8587	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
After School Education and Safety (ASES)	6010	8590		0.00	0.00		0.00	0.00	0.0%
Charter School Facility Grant	6030	8590		0.00	0.00		0.00	0.00	0.0%
Drug/Alcohol/Tobacco Funds	6650, 6690, 6695	8590		0.00	0.00		0.00	0.00	0.0%
California Clean Energy Jobs Act	6230	8590		0.00	0.00		0.00	0.00	0.0%
Career Technical Education Incentive Grant Program	6387	8590		87,772.13	87,772.13		178,700.00	178,700.00	103.6%
American Indian Early Childhood Education	7210	8590		0.00	0.00		0.00	0.00	0.0%
Specialized Secondary	7370	8590		0.00	0.00		0.00	0.00	0.0%
Quality Education Investment Act	7400	8590		0.00	0.00		0.00	0.00	0.0%
All Other State Revenue	All Other	8590	0.00	1,529,702.38	1,529,702.38	0.00	1,397,174.00	1,397,174.00	-8.7%
TOTAL, OTHER STATE REVENUE			753,280.00	1,726,124.51	2,479,404.51	389,586.00	1,705,420.00	2,095,006.00	-15.5%

Public Hearing I

Description	Resource Codes	Object Codes	2018-19 Estimated Actuals			2019-20 Budget			% Diff Column C & F
			Unrestricted (A)	Restricted (B)	Total Fund col. A + B (C)	Unrestricted (D)	Restricted (E)	Total Fund col. D + E (F)	
OTHER LOCAL REVENUE									
Other Local Revenue									
County and District Taxes									
Other Restricted Levies									
Secured Roll		8615	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Unsecured Roll		8616	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Prior Years' Taxes		8617	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Supplemental Taxes		8618	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Non-Ad Valorem Taxes									
Parcel Taxes		8621	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Other		8622	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Community Redevelopment Funds									
Not Subject to LCFF Deduction		8625	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Penalties and Interest from Delinquent Non-LCFF Taxes		8629	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Sales									
Sale of Equipment/Supplies		8631	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Sale of Publications		8632	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Food Service Sales		8634	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
All Other Sales		8639	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Leases and Rentals		8650	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Interest		8660	90,867.34	0.00	90,867.34	99,946.00	0.00	99,946.00	10.0%
Net Increase (Decrease) in the Fair Value of Investments		8662	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Fees and Contracts									
Adult Education Fees		8671	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Non-Resident Students		8672	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Transportation Fees From Individuals		8675	15,000.00	0.00	15,000.00	15,000.00	0.00	15,000.00	0.0%
Interagency Services		8677	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Mitigation/Developer Fees		8681	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
All Other Fees and Contracts		8689	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Other Local Revenue									
Plus: Misc Funds Non-LCFF (50%) Adjustment		8691	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Pass-Through Revenues From Local Sources		8697	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
All Other Local Revenue		8699	224,893.02	364,862.02	589,755.04	144,100.00	330,221.00	474,321.00	-19.6%
Tuition		8710	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
All Other Transfers In		8781-8783	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Transfers of Apportionments									
Special Education SELPA Transfers									
From Districts or Charter Schools	6500	8791		0.00	0.00		0.00	0.00	0.0%
From County Offices	6500	8792		836,481.00	836,481.00		836,481.00	836,481.00	0.0%
From JPAs	6500	8793		0.00	0.00		0.00	0.00	0.0%
ROC/P Transfers									
From Districts or Charter Schools	6360	8791		0.00	0.00		0.00	0.00	0.0%
From County Offices	6360	8792		0.00	0.00		0.00	0.00	0.0%
From JPAs	6360	8793		0.00	0.00		0.00	0.00	0.0%
Other Transfers of Apportionments									
From Districts or Charter Schools	All Other	8791	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
From County Offices	All Other	8792	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
From JPAs	All Other	8793	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
All Other Transfers In from All Others		8799	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
TOTAL, OTHER LOCAL REVENUE			330,760.36	1,201,343.02	1,532,103.38	259,046.00	1,166,702.00	1,425,748.00	-6.9%
TOTAL, REVENUES			30,352,565.09	3,568,214.30	33,920,779.39	31,080,978.00	3,477,188.00	34,558,166.00	1.9%

Public Hearing I

Description	Resource Codes	Object Codes	2018-19 Estimated Actuals			2019-20 Budget			% Diff Column C & F
			Unrestricted (A)	Restricted (B)	Total Fund col. A + B (C)	Unrestricted (D)	Restricted (E)	Total Fund col. D + E (F)	
CERTIFICATED SALARIES									
Certificated Teachers' Salaries		1100	11,677,808.58	2,094,896.17	13,772,704.75	11,924,541.00	1,992,533.00	13,917,074.00	1.0%
Certificated Pupil Support Salaries		1200	660,928.00	763,190.00	1,424,118.00	707,031.00	742,119.00	1,449,150.00	1.8%
Certificated Supervisors' and Administrators' Salaries		1300	1,529,349.37	235,977.00	1,765,326.37	1,549,878.00	236,687.00	1,786,565.00	1.2%
Other Certificated Salaries		1900	128,425.40	0.00	128,425.40	113,498.00	0.00	113,498.00	-11.6%
TOTAL, CERTIFICATED SALARIES			13,996,511.35	3,094,063.17	17,090,574.52	14,294,948.00	2,971,339.00	17,266,287.00	1.0%
CLASSIFIED SALARIES									
Classified Instructional Salaries		2100	883,845.02	1,149,125.78	2,032,970.80	831,054.00	1,283,493.00	2,114,547.00	4.0%
Classified Support Salaries		2200	1,477,201.49	670,552.53	2,147,754.02	1,435,075.00	565,218.00	2,000,293.00	-6.9%
Classified Supervisors' and Administrators' Salaries		2300	531,383.02	0.00	531,383.02	544,191.00	0.00	544,191.00	2.4%
Clerical, Technical and Office Salaries		2400	1,459,163.64	45,709.00	1,504,872.64	1,447,241.00	51,696.00	1,498,937.00	-0.4%
Other Classified Salaries		2900	247,766.20	173,414.62	421,180.82	281,851.00	173,356.00	455,207.00	8.1%
TOTAL, CLASSIFIED SALARIES			4,599,359.37	2,038,801.93	6,638,161.30	4,539,412.00	2,073,763.00	6,613,175.00	-0.4%
EMPLOYEE BENEFITS									
STRS		3101-3102	2,184,154.29	1,839,484.60	4,023,638.89	2,216,835.00	1,795,880.00	4,012,715.00	-0.3%
PERS		3201-3202	723,809.29	358,948.74	1,082,758.03	854,142.00	411,713.00	1,265,855.00	16.9%
OASDI/Medicare/Alternative		3301-3302	485,175.43	181,961.28	667,136.71	497,654.00	198,171.00	695,825.00	4.3%
Health and Welfare Benefits		3401-3402	530,131.73	124,621.72	654,753.45	518,192.00	119,849.00	638,041.00	-2.6%
Unemployment Insurance		3501-3502	9,245.24	2,568.90	11,814.14	12,254.00	2,537.00	14,791.00	25.2%
Workers' Compensation		3601-3602	304,842.48	82,855.62	387,698.10	301,448.00	80,793.00	382,241.00	-1.4%
OPEB, Allocated		3701-3702	148,914.77	0.00	148,914.77	287,628.00	0.00	287,628.00	93.1%
OPEB, Active Employees		3751-3752	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Other Employee Benefits		3901-3902	12,985.92	3,205.00	16,190.92	13,029.00	3,204.00	16,233.00	0.3%
TOTAL, EMPLOYEE BENEFITS			4,399,259.15	2,593,645.86	6,992,905.01	4,701,182.00	2,612,147.00	7,313,329.00	4.6%
BOOKS AND SUPPLIES									
Approved Textbooks and Core Curricula Materials		4100	30,985.35	108,650.00	139,635.35	44,007.00	104,993.00	149,000.00	6.7%
Books and Other Reference Materials		4200	82,371.99	0.00	82,371.99	20,921.00	0.00	20,921.00	-74.6%
Materials and Supplies		4300	696,891.35	447,033.18	1,143,924.53	544,892.00	387,056.00	931,948.00	-18.5%
Noncapitalized Equipment		4400	44,575.13	11,022.94	55,598.07	8,700.00	11,842.00	20,542.00	-63.1%
Food		4700	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
TOTAL, BOOKS AND SUPPLIES			854,823.82	566,706.12	1,421,529.94	618,520.00	503,891.00	1,122,411.00	-21.0%
SERVICES AND OTHER OPERATING EXPENDITURES									
Subagreements for Services		5100	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Travel and Conferences		5200	96,898.06	46,018.13	142,916.19	65,782.00	45,299.00	111,081.00	-22.3%
Dues and Memberships		5300	31,949.00	0.00	31,949.00	36,087.00	0.00	36,087.00	13.0%
Insurance		5400 - 5450	219,750.00	0.00	219,750.00	241,725.00	0.00	241,725.00	10.0%
Operations and Housekeeping Services		5500	781,143.00	0.00	781,143.00	827,700.00	0.00	827,700.00	6.0%
Rentals, Leases, Repairs, and Noncapitalized Improvements		5600	127,828.81	90,135.76	217,964.57	134,632.00	44,000.00	178,632.00	-18.0%
Transfers of Direct Costs		5710	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Transfers of Direct Costs - Interfund		5750	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Professional/Consulting Services and Operating Expenditures		5800	788,952.26	339,555.29	1,128,507.55	389,148.00	204,188.00	593,336.00	-47.4%
Communications		5900	58,090.74	2,537.00	60,627.74	59,626.00	2,000.00	61,626.00	1.6%
TOTAL, SERVICES AND OTHER OPERATING EXPENDITURES			2,104,611.87	478,246.18	2,582,858.05	1,754,700.00	295,487.00	2,050,187.00	-20.6%

Public Hearing I

Description	Resource Codes	Object Codes	2018-19 Estimated Actuals			2019-20 Budget			% Diff Column C & F
			Unrestricted (A)	Restricted (B)	Total Fund col. A + B (C)	Unrestricted (D)	Restricted (E)	Total Fund col. D + E (F)	
CAPITAL OUTLAY									
Land		6100	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Land Improvements		6170	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Buildings and Improvements of Buildings		6200	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Books and Media for New School Libraries or Major Expansion of School Libraries		6300	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Equipment		6400	36,475.52	4,780.65	41,256.17	0.00	0.00	0.00	-100.0%
Equipment Replacement		6500	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
TOTAL, CAPITAL OUTLAY			36,475.52	4,780.65	41,256.17	0.00	0.00	0.00	-100.0%
OTHER OUTGO (excluding Transfers of Indirect Costs)									
Tuition									
Tuition for Instruction Under Interdistrict Attendance Agreements		7110	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
State Special Schools		7130	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Tuition, Excess Costs, and/or Deficit Payments									
Payments to Districts or Charter Schools		7141	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Payments to County Offices		7142	16,476.00	138,059.00	154,535.00	16,476.00	138,000.00	154,476.00	0.0%
Payments to JPAs		7143	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Transfers of Pass-Through Revenues									
To Districts or Charter Schools		7211	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
To County Offices		7212	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
To JPAs		7213	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Special Education SELPA Transfers of Apportionments									
To Districts or Charter Schools	6500	7221		0.00	0.00		0.00	0.00	0.0%
To County Offices	6500	7222		0.00	0.00		0.00	0.00	0.0%
To JPAs	6500	7223		0.00	0.00		0.00	0.00	0.0%
ROC/P Transfers of Apportionments									
To Districts or Charter Schools	6360	7221		0.00	0.00		0.00	0.00	0.0%
To County Offices	6360	7222		0.00	0.00		0.00	0.00	0.0%
To JPAs	6360	7223		0.00	0.00		0.00	0.00	0.0%
Other Transfers of Apportionments	All Other	7221-7223	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
All Other Transfers		7281-7283	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
All Other Transfers Out to All Others		7299	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Debt Service									
Debt Service - Interest		7438	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Other Debt Service - Principal		7439	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
TOTAL, OTHER OUTGO (excluding Transfers of Indirect Costs)			16,476.00	138,059.00	154,535.00	16,476.00	138,000.00	154,476.00	0.0%
OTHER OUTGO - TRANSFERS OF INDIRECT COSTS									
Transfers of Indirect Costs		7310	(109,457.00)	109,457.00	0.00	(130,926.00)	130,926.00	0.00	0.0%
Transfers of Indirect Costs - Interfund		7350	(134,540.00)	0.00	(134,540.00)	(97,440.00)	0.00	(97,440.00)	-27.6%
TOTAL, OTHER OUTGO - TRANSFERS OF INDIRECT COSTS			(243,997.00)	109,457.00	(134,540.00)	(228,366.00)	130,926.00	(97,440.00)	-27.6%
TOTAL, EXPENDITURES									
			25,763,520.08	9,023,759.91	34,787,279.99	25,696,872.00	8,725,553.00	34,422,425.00	-1.0%

Public Hearing I

Description	Resource Codes	Object Codes	2018-19 Estimated Actuals			2019-20 Budget			% Diff Column C & F
			Unrestricted (A)	Restricted (B)	Total Fund col. A + B (C)	Unrestricted (D)	Restricted (E)	Total Fund col. D + E (F)	
INTERFUND TRANSFERS									
INTERFUND TRANSFERS IN									
From: Special Reserve Fund		8912	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
From: Bond Interest and Redemption Fund		8914	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Other Authorized Interfund Transfers In		8919	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
(a) TOTAL, INTERFUND TRANSFERS IN			0.00	0.00	0.00	0.00	0.00	0.00	0.0%
INTERFUND TRANSFERS OUT									
To: Child Development Fund		7611	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
To: Special Reserve Fund		7612	117,024.00	0.00	117,024.00	0.00	0.00	0.00	-100.0%
To: State School Building Fund/ County School Facilities Fund		7613	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
To: Cafeteria Fund		7616	92,086.00	0.00	92,086.00	75,880.00	0.00	75,880.00	-17.6%
Other Authorized Interfund Transfers Out		7619	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
(b) TOTAL, INTERFUND TRANSFERS OUT			209,110.00	0.00	209,110.00	75,880.00	0.00	75,880.00	-63.7%
OTHER SOURCES/USES									
SOURCES									
State Apportionments Emergency Apportionments		8931	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Proceeds									
Proceeds from Disposal of Capital Assets		8953	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Other Sources									
Transfers from Funds of Lapsed/Reorganized LEAs		8965	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Long-Term Debt Proceeds									
Proceeds from Certificates of Participation		8971	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Proceeds from Capital Leases		8972	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Proceeds from Lease Revenue Bonds		8973	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
All Other Financing Sources		8979	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
(c) TOTAL, SOURCES			0.00	0.00	0.00	0.00	0.00	0.00	0.0%
USES									
Transfers of Funds from Lapsed/Reorganized LEAs		7651	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
All Other Financing Uses		7699	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
(d) TOTAL, USES			0.00	0.00	0.00	0.00	0.00	0.00	0.0%
CONTRIBUTIONS									
Contributions from Unrestricted Revenues		8980	(5,339,271.53)	5,339,271.53	0.00	(5,266,866.00)	5,266,866.00	0.00	0.0%
Contributions from Restricted Revenues		8990	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
(e) TOTAL, CONTRIBUTIONS			(5,339,271.53)	5,339,271.53	0.00	(5,266,866.00)	5,266,866.00	0.00	0.0%
TOTAL, OTHER FINANCING SOURCES/USES (a - b + c - d + e)									
			(5,548,381.53)	5,339,271.53	(209,110.00)	(5,342,746.00)	5,266,866.00	(75,880.00)	-63.7%

Resource	Description	2018-19 Estimated Actuals	2019-20 Budget
6300	Lottery: Instructional Materials	0.00	24,553.00
6500	Special Education	165,748.69	159,696.69
6512	Special Ed: Mental Health Services	150,859.53	150,859.53
7311	Classified School Employee Professional Development Block Grant	13,781.75	13,781.75
Total, Restricted Balance		330,389.97	348,890.97

Description	Resource Codes	Object Codes	2018-19 Estimated Actuals	2019-20 Budget	Percent Difference
<b>A. REVENUES</b>					
1) LCFF Sources		8010-8099	148,663.27	234,887.00	58.0%
2) Federal Revenue		8100-8299	36,122.00	36,122.00	0.0%
3) Other State Revenue		8300-8599	1,486,502.00	1,459,657.00	-1.8%
4) Other Local Revenue		8600-8799	418,724.75	145,000.00	-65.4%
5) TOTAL, REVENUES			2,090,012.02	1,875,666.00	-10.3%
<b>B. EXPENDITURES</b>					
1) Certificated Salaries		1000-1999	457,830.45	625,729.00	36.7%
2) Classified Salaries		2000-2999	469,062.38	757,793.00	61.6%
3) Employee Benefits		3000-3999	196,895.43	302,698.00	53.7%
4) Books and Supplies		4000-4999	583,114.17	169,225.00	-71.0%
5) Services and Other Operating Expenditures		5000-5999	215,332.19	81,891.00	-62.0%
6) Capital Outlay		6000-6999	916,481.12	0.00	-100.0%
7) Other Outgo (excluding Transfers of Indirect Costs)		7100-7299, 7400-7499	0.00	0.00	0.0%
8) Other Outgo - Transfers of Indirect Costs		7300-7399	110,000.00	72,900.00	-33.7%
9) TOTAL, EXPENDITURES			2,948,715.74	2,010,236.00	-31.8%
<b>C. EXCESS (DEFICIENCY) OF REVENUES OVER EXPENDITURES BEFORE OTHER FINANCING SOURCES AND USES (A5 - B9)</b>			(858,703.72)	(134,570.00)	-84.3%
<b>D. OTHER FINANCING SOURCES/USES</b>					
1) Interfund Transfers					
a) Transfers In		8900-8929	0.00	0.00	0.0%
b) Transfers Out		7600-7629	0.00	0.00	0.0%
2) Other Sources/Uses					
a) Sources		8930-8979	0.00	0.00	0.0%
b) Uses		7630-7699	0.00	0.00	0.0%
3) Contributions		8980-8999	0.00	0.00	0.0%
4) TOTAL, OTHER FINANCING SOURCES/USES			0.00	0.00	0.0%



Description	Resource Codes	Object Codes	2018-19 Estimated Actuals	2019-20 Budget	Percent Difference
<b>E. NET INCREASE (DECREASE) IN FUND BALANCE (C + D4)</b>			(858,703.72)	(134,570.00)	-84.3%
<b>F. FUND BALANCE, RESERVES</b>					
1) Beginning Fund Balance					
a) As of July 1 - Unaudited		9791	2,336,590.24	1,477,886.52	-36.8%
b) Audit Adjustments		9793	0.00	0.00	0.0%
c) As of July 1 - Audited (F1a + F1b)			2,336,590.24	1,477,886.52	-36.8%
d) Other Restatements		9795	0.00	0.00	0.0%
e) Adjusted Beginning Balance (F1c + F1d)			2,336,590.24	1,477,886.52	-36.8%
2) Ending Balance, June 30 (E + F1e)			1,477,886.52	1,343,316.52	-9.1%
Components of Ending Fund Balance					
a) Nonspendable					
Revolving Cash		9711	0.00	0.00	0.0%
Stores		9712	0.00	0.00	0.0%
Prepaid Items		9713	0.00	0.00	0.0%
All Others		9719	0.00	0.00	0.0%
b) Restricted		9740	745,099.94	610,529.94	-18.1%
c) Committed					
Stabilization Arrangements		9750	0.00	0.00	0.0%
Other Commitments		9760	0.00	0.00	0.0%
d) Assigned					
Other Assignments		9780	732,786.58	732,786.58	0.0%
Assigned for Adult Education	0000	9780		732,786.58	
Assigned for AE Capital Projects	0000	9780	732,786.58		
e) Unassigned/Unappropriated					
Reserve for Economic Uncertainties		9789	0.00	0.00	0.0%
Unassigned/Unappropriated Amount		9790	0.00	0.00	0.0%

Description	Resource Codes	Object Codes	2018-19 Estimated Actuals	2019-20 Budget	Percent Difference
<b>G. ASSETS</b>					
1) Cash					
a) in County Treasury		9110	1,988,642.83		
1) Fair Value Adjustment to Cash in County Treasury		9111	0.00		
b) in Banks		9120	3,832.00		
c) in Revolving Cash Account		9130	0.00		
d) with Fiscal Agent/Trustee		9135	0.00		
e) Collections Awaiting Deposit		9140	0.00		
2) Investments		9150	0.00		
3) Accounts Receivable		9200	(7,901.91)		
4) Due from Grantor Government		9290	0.00		
5) Due from Other Funds		9310	0.00		
6) Stores		9320	0.00		
7) Prepaid Expenditures		9330	0.00		
8) Other Current Assets		9340	0.00		
9) TOTAL, ASSETS			1,984,572.92		
<b>H. DEFERRED OUTFLOWS OF RESOURCES</b>					
1) Deferred Outflows of Resources		9490	0.00		
2) TOTAL, DEFERRED OUTFLOWS			0.00		
<b>I. LIABILITIES</b>					
1) Accounts Payable		9500	22.93		
2) Due to Grantor Governments		9590	0.00		
3) Due to Other Funds		9610	0.00		
4) Current Loans		9640			
5) Unearned Revenue		9650	0.00		
6) TOTAL, LIABILITIES			22.93		
<b>J. DEFERRED INFLOWS OF RESOURCES</b>					
1) Deferred Inflows of Resources		9690	0.00		
2) TOTAL, DEFERRED INFLOWS			0.00		
<b>K. FUND EQUITY</b>					
Ending Fund Balance, June 30 (G9 + H2) - (I6 + J2)			1,984,549.99		

Description	Resource Codes	Object Codes	2018-19 Estimated Actuals	2019-20 Budget	Percent Difference
<b>LCFF SOURCES</b>					
LCFF Transfers					
LCFF Transfers - Current Year		8091	148,663.27	234,887.00	58.0%
LCFF/Revenue Limit Transfers - Prior Years		8099	0.00	0.00	0.0%
TOTAL, LCFF SOURCES			148,663.27	234,887.00	58.0%
<b>FEDERAL REVENUE</b>					
Interagency Contracts Between LEAs		8285	0.00	0.00	0.0%
Career and Technical Education	3500-3599	8290	0.00	0.00	0.0%
All Other Federal Revenue	All Other	8290	36,122.00	36,122.00	0.0%
TOTAL, FEDERAL REVENUE			36,122.00	36,122.00	0.0%
<b>OTHER STATE REVENUE</b>					
Other State Apportionments					
All Other State Apportionments - Current Year		8311	0.00	0.00	0.0%
All Other State Apportionments - Prior Years		8319	0.00	0.00	0.0%
Pass-Through Revenues from State Sources		8587	0.00	0.00	0.0%
Adult Education Program	6391	8590	1,459,657.00	1,459,657.00	0.0%
All Other State Revenue	All Other	8590	26,845.00	0.00	-100.0%
TOTAL, OTHER STATE REVENUE			1,486,502.00	1,459,657.00	-1.8%

Description	Resource Codes	Object Codes	2018-19 Estimated Actuals	2019-20 Budget	Percent Difference
<b>OTHER LOCAL REVENUE</b>					
Other Local Revenue					
Sales					
Sale of Equipment/Supplies		8631	0.00	0.00	0.0%
Leases and Rentals		8650	0.00	0.00	0.0%
Interest		8660	0.00	0.00	0.0%
Net Increase (Decrease) in the Fair Value of Investments		8662	0.00	0.00	0.0%
Fees and Contracts					
Adult Education Fees		8671	242,935.00	145,000.00	-40.3%
Interagency Services		8677	0.00	0.00	0.0%
Other Local Revenue					
All Other Local Revenue		8699	175,789.75	0.00	-100.0%
Tuition		8710	0.00	0.00	0.0%
<b>TOTAL, OTHER LOCAL REVENUE</b>			<b>418,724.75</b>	<b>145,000.00</b>	<b>-65.4%</b>
<b>TOTAL, REVENUES</b>			<b>2,090,012.02</b>	<b>1,875,666.00</b>	<b>-10.3%</b>

Description	Resource Codes	Object Codes	2018-19 Estimated Actuals	2019-20 Budget	Percent Difference
<b>CERTIFICATED SALARIES</b>					
Certificated Teachers' Salaries		1100	444,590.61	486,223.00	9.4%
Certificated Pupil Support Salaries		1200	0.00	0.00	0.0%
Certificated Supervisors' and Administrators' Salaries		1300	13,239.84	139,506.00	953.7%
Other Certificated Salaries		1900	0.00	0.00	0.0%
TOTAL, CERTIFICATED SALARIES			457,830.45	625,729.00	36.7%
<b>CLASSIFIED SALARIES</b>					
Classified Instructional Salaries		2100	384,252.95	334,593.00	-12.9%
Classified Support Salaries		2200	0.00	69,600.00	New
Classified Supervisors' and Administrators' Salaries		2300	0.00	0.00	0.0%
Clerical, Technical and Office Salaries		2400	84,809.43	353,600.00	316.9%
Other Classified Salaries		2900	0.00	0.00	0.0%
TOTAL, CLASSIFIED SALARIES			469,062.38	757,793.00	61.6%
<b>EMPLOYEE BENEFITS</b>					
STRS		3101-3102	102,399.28	67,060.00	-34.5%
PERS		3201-3202	29,695.76	111,229.00	274.6%
OASDI/Medicare/Alternative		3301-3302	32,367.74	61,324.00	89.5%
Health and Welfare Benefits		3401-3402	15,125.92	39,537.00	161.4%
Unemployment Insurance		3501-3502	447.35	684.00	52.9%
Workers' Compensation		3601-3602	15,694.38	21,698.00	38.3%
OPEB, Allocated		3701-3702	0.00	0.00	0.0%
OPEB, Active Employees		3751-3752	0.00	0.00	0.0%
Other Employee Benefits		3901-3902	1,165.00	1,166.00	0.1%
TOTAL, EMPLOYEE BENEFITS			196,895.43	302,698.00	53.7%
<b>BOOKS AND SUPPLIES</b>					
Approved Textbooks and Core Curricula Materials		4100	0.00	0.00	0.0%
Books and Other Reference Materials		4200	0.00	0.00	0.0%
Materials and Supplies		4300	545,526.68	169,225.00	-69.0%
Noncapitalized Equipment		4400	37,587.49	0.00	-100.0%
TOTAL, BOOKS AND SUPPLIES			583,114.17	169,225.00	-71.0%

Description	Resource Codes	Object Codes	2018-19 Estimated Actuals	2019-20 Budget	Percent Difference
<b>SERVICES AND OTHER OPERATING EXPENDITURES</b>					
Subagreements for Services		5100	0.00	0.00	0.0%
Travel and Conferences		5200	19,630.00	34,266.00	74.6%
Dues and Memberships		5300	1,500.00	300.00	-80.0%
Insurance		5400-5450	0.00	0.00	0.0%
Operations and Housekeeping Services		5500	1,500.00	0.00	-100.0%
Rentals, Leases, Repairs, and Noncapitalized Improvements		5600	15,532.00	2,500.00	-83.9%
Transfers of Direct Costs		5710	0.00	0.00	0.0%
Transfers of Direct Costs - Interfund		5750	0.00	0.00	0.0%
Professional/Consulting Services and Operating Expenditures		5800	147,715.19	30,040.00	-79.7%
Communications		5900	29,455.00	14,785.00	-49.8%
TOTAL, SERVICES AND OTHER OPERATING EXPENDITURES			215,332.19	81,891.00	-62.0%
<b>CAPITAL OUTLAY</b>					
Land		6100	0.00	0.00	0.0%
Land Improvements		6170	0.00	0.00	0.0%
Buildings and Improvements of Buildings		6200	401,065.00	0.00	-100.0%
Equipment		6400	515,416.12	0.00	-100.0%
Equipment Replacement		6500	0.00	0.00	0.0%
TOTAL, CAPITAL OUTLAY			916,481.12	0.00	-100.0%
<b>OTHER OUTGO (excluding Transfers of Indirect Costs)</b>					
Tuition					
Tuition, Excess Costs, and/or Deficit Payments Payments to Districts or Charter Schools		7141	0.00	0.00	0.0%
Payments to County Offices		7142	0.00	0.00	0.0%
Payments to JPAs		7143	0.00	0.00	0.0%
Other Transfers Out					
Transfers of Pass-Through Revenues To Districts or Charter Schools		7211	0.00	0.00	0.0%
To County Offices		7212	0.00	0.00	0.0%
To JPAs		7213	0.00	0.00	0.0%
Debt Service					
Debt Service - Interest		7438	0.00	0.00	0.0%
Other Debt Service - Principal		7439	0.00	0.00	0.0%
TOTAL, OTHER OUTGO (excluding Transfers of Indirect Costs)			0.00	0.00	0.0%

			2018-19	2019-20	Percent
Description	Resource Codes	Object Codes	Estimated Actuals	Budget	Difference
<b>OTHER OUTGO - TRANSFERS OF INDIRECT COSTS</b>					
Transfers of Indirect Costs - Interfund		7350	110,000.00	72,900.00	-33.7%
TOTAL, OTHER OUTGO - TRANSFERS OF INDIRECT COSTS			110,000.00	72,900.00	-33.7%
TOTAL, EXPENDITURES			2,948,715.74	2,010,236.00	-31.8%

Description	Resource Codes	Object Codes	2018-19 Estimated Actuals	2019-20 Budget	Percent Difference
<b>INTERFUND TRANSFERS</b>					
<b>INTERFUND TRANSFERS IN</b>					
Other Authorized Interfund Transfers In		8919	0.00	0.00	0.0%
(a) TOTAL, INTERFUND TRANSFERS IN			0.00	0.00	0.0%
<b>INTERFUND TRANSFERS OUT</b>					
To: State School Building Fund/ County School Facilities Fund		7613	0.00	0.00	0.0%
Other Authorized Interfund Transfers Out		7619	0.00	0.00	0.0%
(b) TOTAL, INTERFUND TRANSFERS OUT			0.00	0.00	0.0%
<b>OTHER SOURCES/USES</b>					
<b>SOURCES</b>					
Other Sources					
Transfers from Funds of Lapsed/Reorganized LEAs		8965	0.00	0.00	0.0%
Long-Term Debt Proceeds					
Proceeds from Certificates of Participation		8971	0.00	0.00	0.0%
Proceeds from Capital Leases		8972	0.00	0.00	0.0%
All Other Financing Sources		8979	0.00	0.00	0.0%
(c) TOTAL, SOURCES			0.00	0.00	0.0%
<b>USES</b>					
Transfers of Funds from Lapsed/Reorganized LEAs		7651	0.00	0.00	0.0%
All Other Financing Uses		7699	0.00	0.00	0.0%
(d) TOTAL, USES			0.00	0.00	0.0%
<b>CONTRIBUTIONS</b>					
Contributions from Unrestricted Revenues		8980	0.00	0.00	0.0%
Contributions from Restricted Revenues		8990	0.00	0.00	0.0%
(e) TOTAL, CONTRIBUTIONS			0.00	0.00	0.0%
<b>TOTAL, OTHER FINANCING SOURCES/USES</b> (a - b + c - d + e)			0.00	0.00	0.0%



Resource	Description	2018-19	2019-20
		Estimated Actuals	Budget
6391	Adult Education Program	745,099.94	610,529.94
Total, Restricted Balance		745,099.94	610,529.94

Description	Resource Codes	Object Codes	2018-19 Estimated Actuals	2019-20 Budget	Percent Difference
<b>A. REVENUES</b>					
1) LCFF Sources		8010-8099	0.00	0.00	0.0%
2) Federal Revenue		8100-8299	0.00	0.00	0.0%
3) Other State Revenue		8300-8599	122,038.00	119,018.00	-2.5%
4) Other Local Revenue		8600-8799	430,000.00	408,000.00	-5.1%
5) TOTAL, REVENUES			552,038.00	527,018.00	-4.5%
<b>B. EXPENDITURES</b>					
1) Certificated Salaries		1000-1999	63,863.00	64,163.00	0.5%
2) Classified Salaries		2000-2999	280,725.06	295,330.00	5.2%
3) Employee Benefits		3000-3999	112,471.13	121,894.00	8.4%
4) Books and Supplies		4000-4999	19,650.00	9,810.00	-50.1%
5) Services and Other Operating Expenditures		5000-5999	15,350.00	10,200.00	-33.6%
6) Capital Outlay		6000-6999	14,636.96	0.00	-100.0%
7) Other Outgo (excluding Transfers of Indirect Costs)		7100-7299, 7400-7499	0.00	0.00	0.0%
8) Other Outgo - Transfers of Indirect Costs		7300-7399	24,540.00	24,540.00	0.0%
9) TOTAL, EXPENDITURES			531,236.15	525,937.00	-1.0%
<b>C. EXCESS (DEFICIENCY) OF REVENUES OVER EXPENDITURES BEFORE OTHER FINANCING SOURCES AND USES (A5 - B9)</b>			20,801.85	1,081.00	-94.8%
<b>D. OTHER FINANCING SOURCES/USES</b>					
1) Interfund Transfers					
a) Transfers In		8900-8929	0.00	0.00	0.0%
b) Transfers Out		7600-7629	0.00	0.00	0.0%
2) Other Sources/Uses					
a) Sources		8930-8979	0.00	0.00	0.0%
b) Uses		7630-7699	0.00	0.00	0.0%
3) Contributions		8980-8999	0.00	0.00	0.0%
4) TOTAL, OTHER FINANCING SOURCES/USES			0.00	0.00	0.0%

Description	Resource Codes	Object Codes	2018-19 Estimated Actuals	2019-20 Budget	Percent Difference
<b>E. NET INCREASE (DECREASE) IN FUND BALANCE (C + D4)</b>			20,801.85	1,081.00	-94.8%
<b>F. FUND BALANCE, RESERVES</b>					
1) Beginning Fund Balance					
a) As of July 1 - Unaudited		9791	108,280.44	129,082.29	19.2%
b) Audit Adjustments		9793	0.00	0.00	0.0%
c) As of July 1 - Audited (F1a + F1b)			108,280.44	129,082.29	19.2%
d) Other Restatements		9795	0.00	0.00	0.0%
e) Adjusted Beginning Balance (F1c + F1d)			108,280.44	129,082.29	19.2%
2) Ending Balance, June 30 (E + F1e)			129,082.29	130,163.29	0.8%
Components of Ending Fund Balance					
a) Nonspendable					
Revolving Cash		9711	0.00	0.00	0.0%
Stores		9712	0.00	0.00	0.0%
Prepaid Items		9713	0.00	0.00	0.0%
All Others		9719	0.00	0.00	0.0%
b) Restricted		9740	0.00	0.00	0.0%
c) Committed					
Stabilization Arrangements		9750	0.00	0.00	0.0%
Other Commitments		9760	0.00	0.00	0.0%
d) Assigned					
Other Assignments		9780	129,082.29	130,163.29	0.8%
Assigned for BASRP	0000	9780		130,163.29	
Assigned for BASRP	0000	9780	129,082.29		
e) Unassigned/Unappropriated					
Reserve for Economic Uncertainties		9789	0.00	0.00	0.0%
Unassigned/Unappropriated Amount		9790	0.00	0.00	0.0%

Description	Resource Codes	Object Codes	2018-19 Estimated Actuals	2019-20 Budget	Percent Difference
<b>G. ASSETS</b>					
1) Cash					
a) in County Treasury		9110	(17,605.06)		
1) Fair Value Adjustment to Cash in County Treasury		9111	0.00		
b) in Banks		9120	0.00		
c) in Revolving Cash Account		9130	0.00		
d) with Fiscal Agent/Trustee		9135	0.00		
e) Collections Awaiting Deposit		9140	0.00		
2) Investments		9150	0.00		
3) Accounts Receivable		9200	652.31		
4) Due from Grantor Government		9290	0.00		
5) Due from Other Funds		9310	0.00		
6) Stores		9320	0.00		
7) Prepaid Expenditures		9330	0.00		
8) Other Current Assets		9340	0.00		
9) TOTAL, ASSETS			(16,952.75)		
<b>H. DEFERRED OUTFLOWS OF RESOURCES</b>					
1) Deferred Outflows of Resources		9490	0.00		
2) TOTAL, DEFERRED OUTFLOWS			0.00		
<b>I. LIABILITIES</b>					
1) Accounts Payable		9500	0.00		
2) Due to Grantor Governments		9590	0.00		
3) Due to Other Funds		9610	0.00		
4) Current Loans		9640			
5) Unearned Revenue		9650	0.00		
6) TOTAL, LIABILITIES			0.00		
<b>J. DEFERRED INFLOWS OF RESOURCES</b>					
1) Deferred Inflows of Resources		9690	0.00		
2) TOTAL, DEFERRED INFLOWS			0.00		
<b>K. FUND EQUITY</b>					
Ending Fund Balance, June 30 (G9 + H2) - (I6 + J2)			(16,952.75)		

Description	Resource Codes	Object Codes	2018-19 Estimated Actuals	2019-20 Budget	Percent Difference
<b>FEDERAL REVENUE</b>					
Child Nutrition Programs		8220	0.00	0.00	0.0%
Interagency Contracts Between LEAs		8285	0.00	0.00	0.0%
Title I, Part A, Basic	3010	8290	0.00	0.00	0.0%
All Other Federal Revenue	All Other	8290	0.00	0.00	0.0%
TOTAL, FEDERAL REVENUE			0.00	0.00	0.0%
<b>OTHER STATE REVENUE</b>					
Child Nutrition Programs		8520	0.00	0.00	0.0%
Child Development Apportionments		8530	0.00	0.00	0.0%
Pass-Through Revenues from State Sources		8587	0.00	0.00	0.0%
State Preschool	6105	8590	119,018.00	119,018.00	0.0%
All Other State Revenue	All Other	8590	3,020.00	0.00	-100.0%
TOTAL, OTHER STATE REVENUE			122,038.00	119,018.00	-2.5%
<b>OTHER LOCAL REVENUE</b>					
Other Local Revenue					
Sales					
Sale of Equipment/Supplies		8631	0.00	0.00	0.0%
Food Service Sales		8634	0.00	0.00	0.0%
Interest		8660	0.00	0.00	0.0%
Net Increase (Decrease) in the Fair Value of Investments		8662	0.00	0.00	0.0%
Fees and Contracts					
Child Development Parent Fees		8673	430,000.00	408,000.00	-5.1%
Interagency Services		8677	0.00	0.00	0.0%
All Other Fees and Contracts		8689	0.00	0.00	0.0%
Other Local Revenue					
All Other Local Revenue		8699	0.00	0.00	0.0%
All Other Transfers In from All Others		8799	0.00	0.00	0.0%
TOTAL, OTHER LOCAL REVENUE			430,000.00	408,000.00	-5.1%
TOTAL, REVENUES			552,038.00	527,018.00	-4.5%

Description	Resource Codes	Object Codes	2018-19 Estimated Actuals	2019-20 Budget	Percent Difference
<b>CERTIFICATED SALARIES</b>					
Certificated Teachers' Salaries		1100	63,863.00	64,163.00	0.5%
Certificated Pupil Support Salaries		1200	0.00	0.00	0.0%
Certificated Supervisors' and Administrators' Salaries		1300	0.00	0.00	0.0%
Other Certificated Salaries		1900	0.00	0.00	0.0%
TOTAL, CERTIFICATED SALARIES			63,863.00	64,163.00	0.5%
<b>CLASSIFIED SALARIES</b>					
Classified Instructional Salaries		2100	34,795.00	35,763.00	2.8%
Classified Support Salaries		2200	0.00	0.00	0.0%
Classified Supervisors' and Administrators' Salaries		2300	0.00	0.00	0.0%
Clerical, Technical and Office Salaries		2400	0.00	0.00	0.0%
Other Classified Salaries		2900	245,930.06	259,567.00	5.5%
TOTAL, CLASSIFIED SALARIES			280,725.06	295,330.00	5.2%
<b>EMPLOYEE BENEFITS</b>					
STRS		3101-3102	12,895.00	14,999.00	16.3%
PERS		3201-3202	49,918.58	56,747.00	13.7%
OASDI/Medicare/Alternative		3301-3302	19,817.84	20,938.00	5.7%
Health and Welfare Benefits		3401-3402	23,999.00	23,113.00	-3.7%
Unemployment Insurance		3501-3502	173.00	296.00	71.1%
Workers' Compensation		3601-3602	5,667.71	5,801.00	2.4%
OPEB, Allocated		3701-3702	0.00	0.00	0.0%
OPEB, Active Employees		3751-3752	0.00	0.00	0.0%
Other Employee Benefits		3901-3902	0.00	0.00	0.0%
TOTAL, EMPLOYEE BENEFITS			112,471.13	121,894.00	8.4%
<b>BOOKS AND SUPPLIES</b>					
Approved Textbooks and Core Curricula Materials		4100	0.00	0.00	0.0%
Books and Other Reference Materials		4200	0.00	0.00	0.0%
Materials and Supplies		4300	19,650.00	9,810.00	-50.1%
Noncapitalized Equipment		4400	0.00	0.00	0.0%
Food		4700	0.00	0.00	0.0%
TOTAL, BOOKS AND SUPPLIES			19,650.00	9,810.00	-50.1%

Description	Resource Codes	Object Codes	2018-19 Estimated Actuals	2019-20 Budget	Percent Difference
<b>SERVICES AND OTHER OPERATING EXPENDITURES</b>					
Subagreements for Services		5100	0.00	0.00	0.0%
Travel and Conferences		5200	1,108.00	0.00	-100.0%
Dues and Memberships		5300	242.00	0.00	-100.0%
Insurance		5400-5450	0.00	0.00	0.0%
Operations and Housekeeping Services		5500	0.00	0.00	0.0%
Rentals, Leases, Repairs, and Noncapitalized Improvements		5600	0.00	0.00	0.0%
Transfers of Direct Costs		5710	0.00	0.00	0.0%
Transfers of Direct Costs - Interfund		5750	0.00	0.00	0.0%
Professional/Consulting Services and Operating Expenditures		5800	12,050.00	10,100.00	-16.2%
Communications		5900	1,950.00	100.00	-94.9%
TOTAL, SERVICES AND OTHER OPERATING EXPENDITURES			15,350.00	10,200.00	-33.6%
<b>CAPITAL OUTLAY</b>					
Land		6100	0.00	0.00	0.0%
Land Improvements		6170	0.00	0.00	0.0%
Buildings and Improvements of Buildings		6200	14,636.96	0.00	-100.0%
Equipment		6400	0.00	0.00	0.0%
Equipment Replacement		6500	0.00	0.00	0.0%
TOTAL, CAPITAL OUTLAY			14,636.96	0.00	-100.0%
<b>OTHER OUTGO (excluding Transfers of Indirect Costs)</b>					
Other Transfers Out					
All Other Transfers Out to All Others		7299	0.00	0.00	0.0%
Debt Service					
Debt Service - Interest		7438	0.00	0.00	0.0%
Other Debt Service - Principal		7439	0.00	0.00	0.0%
TOTAL, OTHER OUTGO (excluding Transfers of Indirect Costs)			0.00	0.00	0.0%
<b>OTHER OUTGO - TRANSFERS OF INDIRECT COSTS</b>					
Transfers of Indirect Costs - Interfund		7350	24,540.00	24,540.00	0.0%
TOTAL, OTHER OUTGO - TRANSFERS OF INDIRECT COSTS			24,540.00	24,540.00	0.0%
<b>TOTAL, EXPENDITURES</b>			531,236.15	525,937.00	-1.0%

Description	Resource Codes	Object Codes	2018-19 Estimated Actuals	2019-20 Budget	Percent Difference
<b>INTERFUND TRANSFERS</b>					
<b>INTERFUND TRANSFERS IN</b>					
From: General Fund		8911	0.00	0.00	0.0%
Other Authorized Interfund Transfers In		8919	0.00	0.00	0.0%
(a) TOTAL, INTERFUND TRANSFERS IN			0.00	0.00	0.0%
<b>INTERFUND TRANSFERS OUT</b>					
Other Authorized Interfund Transfers Out		7619	0.00	0.00	0.0%
(b) TOTAL, INTERFUND TRANSFERS OUT			0.00	0.00	0.0%
<b>OTHER SOURCES/USES</b>					
<b>SOURCES</b>					
Other Sources					
Transfers from Funds of Lapsed/Reorganized LEAs		8965	0.00	0.00	0.0%
Long-Term Debt Proceeds					
Proceeds from Certificates of Participation		8971	0.00	0.00	0.0%
Proceeds from Capital Leases		8972	0.00	0.00	0.0%
All Other Financing Sources		8979	0.00	0.00	0.0%
(c) TOTAL, SOURCES			0.00	0.00	0.0%
<b>USES</b>					
Transfers of Funds from Lapsed/Reorganized LEAs		7651	0.00	0.00	0.0%
All Other Financing Uses		7699	0.00	0.00	0.0%
(d) TOTAL, USES			0.00	0.00	0.0%
<b>CONTRIBUTIONS</b>					
Contributions from Unrestricted Revenues		8980	0.00	0.00	0.0%
Contributions from Restricted Revenues		8990	0.00	0.00	0.0%
(e) TOTAL, CONTRIBUTIONS			0.00	0.00	0.0%
<b>TOTAL, OTHER FINANCING SOURCES/USES</b> (a - b + c - d + e)			0.00	0.00	0.0%



Description	Resource Codes	Object Codes	2018-19 Estimated Actuals	2019-20 Budget	Percent Difference
<b>A. REVENUES</b>					
1) LCFF Sources		8010-8099	0.00	0.00	0.0%
2) Federal Revenue		8100-8299	180,000.00	180,000.00	0.0%
3) Other State Revenue		8300-8599	11,600.00	11,600.00	0.0%
4) Other Local Revenue		8600-8799	390,000.00	395,000.00	1.3%
5) TOTAL, REVENUES			581,600.00	586,600.00	0.9%
<b>B. EXPENDITURES</b>					
1) Certificated Salaries		1000-1999	0.00	0.00	0.0%
2) Classified Salaries		2000-2999	285,055.00	277,270.00	-2.7%
3) Employee Benefits		3000-3999	91,081.00	88,835.00	-2.5%
4) Books and Supplies		4000-4999	283,101.10	284,000.00	0.3%
5) Services and Other Operating Expenditures		5000-5999	14,448.90	12,275.00	-15.0%
6) Capital Outlay		6000-6999	0.00	0.00	0.0%
7) Other Outgo (excluding Transfers of Indirect Costs)		7100-7299, 7400-7499	0.00	0.00	0.0%
8) Other Outgo - Transfers of Indirect Costs		7300-7399	0.00	0.00	0.0%
9) TOTAL, EXPENDITURES			673,686.00	662,380.00	-1.7%
<b>C. EXCESS (DEFICIENCY) OF REVENUES OVER EXPENDITURES BEFORE OTHER FINANCING SOURCES AND USES (A5 - B9)</b>			(92,086.00)	(75,780.00)	-17.7%
<b>D. OTHER FINANCING SOURCES/USES</b>					
1) Interfund Transfers					
a) Transfers In		8900-8929	92,086.00	75,880.00	-17.6%
b) Transfers Out		7600-7629	0.00	0.00	0.0%
2) Other Sources/Uses					
a) Sources		8930-8979	0.00	0.00	0.0%
b) Uses		7630-7699	0.00	0.00	0.0%
3) Contributions		8980-8999	0.00	0.00	0.0%
4) TOTAL, OTHER FINANCING SOURCES/USES			92,086.00	75,880.00	-17.6%

Description	Resource Codes	Object Codes	2018-19 Estimated Actuals	2019-20 Budget	Percent Difference
<b>E. NET INCREASE (DECREASE) IN FUND BALANCE (C + D4)</b>			0.00	100.00	New
<b>F. FUND BALANCE, RESERVES</b>					
1) Beginning Fund Balance					
a) As of July 1 - Unaudited		9791	13,765.35	13,765.35	0.0%
b) Audit Adjustments		9793	0.00	0.00	0.0%
c) As of July 1 - Audited (F1a + F1b)			13,765.35	13,765.35	0.0%
d) Other Restatements		9795	0.00	0.00	0.0%
e) Adjusted Beginning Balance (F1c + F1d)			13,765.35	13,765.35	0.0%
2) Ending Balance, June 30 (E + F1e)			13,765.35	13,865.35	0.7%
Components of Ending Fund Balance					
a) Nonspendable					
Revolving Cash		9711	0.00	0.00	0.0%
Stores		9712	8,645.35	0.00	-100.0%
Prepaid Items		9713	0.00	0.00	0.0%
All Others		9719	0.00	0.00	0.0%
b) Restricted		9740	4,568.00	13,313.35	191.4%
c) Committed					
Stabilization Arrangements		9750	0.00	0.00	0.0%
Other Commitments		9760	0.00	0.00	0.0%
d) Assigned					
Other Assignments		9780	552.00	552.00	0.0%
Assigned for Cash in drawers	0000	9780		552.00	
Assigned for Cash in Drawers	0000	9780	552.00		
e) Unassigned/Unappropriated					
Reserve for Economic Uncertainties		9789	0.00	0.00	0.0%
Unassigned/Unappropriated Amount		9790	0.00	0.00	0.0%

Description	Resource Codes	Object Codes	2018-19 Estimated Actuals	2019-20 Budget	Percent Difference
<b>G. ASSETS</b>					
1) Cash					
a) in County Treasury		9110	(118,254.87)		
1) Fair Value Adjustment to Cash in County Treasury		9111	0.00		
b) in Banks		9120	0.00		
c) in Revolving Cash Account		9130	0.00		
d) with Fiscal Agent/Trustee		9135	0.00		
e) Collections Awaiting Deposit		9140	0.00		
2) Investments		9150	0.00		
3) Accounts Receivable		9200	(318.18)		
4) Due from Grantor Government		9290	0.00		
5) Due from Other Funds		9310	0.00		
6) Stores		9320	8,645.35		
7) Prepaid Expenditures		9330	0.00		
8) Other Current Assets		9340	0.00		
9) TOTAL, ASSETS			(109,927.70)		
<b>H. DEFERRED OUTFLOWS OF RESOURCES</b>					
1) Deferred Outflows of Resources		9490	0.00		
2) TOTAL, DEFERRED OUTFLOWS			0.00		
<b>I. LIABILITIES</b>					
1) Accounts Payable		9500	0.00		
2) Due to Grantor Governments		9590	0.00		
3) Due to Other Funds		9610	0.00		
4) Current Loans		9640			
5) Unearned Revenue		9650	0.00		
6) TOTAL, LIABILITIES			0.00		
<b>J. DEFERRED INFLOWS OF RESOURCES</b>					
1) Deferred Inflows of Resources		9690	0.00		
2) TOTAL, DEFERRED INFLOWS			0.00		
<b>K. FUND EQUITY</b>					
Ending Fund Balance, June 30 (G9 + H2) - (I6 + J2)			(109,927.70)		

Description	Resource Codes	Object Codes	2018-19 Estimated Actuals	2019-20 Budget	Percent Difference
<b>FEDERAL REVENUE</b>					
Child Nutrition Programs		8220	180,000.00	180,000.00	0.0%
Donated Food Commodities		8221	0.00	0.00	0.0%
All Other Federal Revenue		8290	0.00	0.00	0.0%
TOTAL, FEDERAL REVENUE			180,000.00	180,000.00	0.0%
<b>OTHER STATE REVENUE</b>					
Child Nutrition Programs		8520	11,600.00	11,600.00	0.0%
All Other State Revenue		8590	0.00	0.00	0.0%
TOTAL, OTHER STATE REVENUE			11,600.00	11,600.00	0.0%
<b>OTHER LOCAL REVENUE</b>					
Other Local Revenue					
Sales					
Sale of Equipment/Supplies		8631	0.00	0.00	0.0%
Food Service Sales		8634	390,000.00	395,000.00	1.3%
Leases and Rentals		8650	0.00	0.00	0.0%
Interest		8660	0.00	0.00	0.0%
Net Increase (Decrease) in the Fair Value of Investments		8662	0.00	0.00	0.0%
Fees and Contracts					
Interagency Services		8677	0.00	0.00	0.0%
Other Local Revenue					
All Other Local Revenue		8699	0.00	0.00	0.0%
TOTAL, OTHER LOCAL REVENUE			390,000.00	395,000.00	1.3%
TOTAL, REVENUES			581,600.00	586,600.00	0.9%

Description	Resource Codes	Object Codes	2018-19 Estimated Actuals	2019-20 Budget	Percent Difference
<b>CERTIFICATED SALARIES</b>					
Certificated Supervisors' and Administrators' Salaries		1300	0.00	0.00	0.0%
Other Certificated Salaries		1900	0.00	0.00	0.0%
TOTAL, CERTIFICATED SALARIES			0.00	0.00	0.0%
<b>CLASSIFIED SALARIES</b>					
Classified Support Salaries		2200	169,336.00	180,823.00	6.8%
Classified Supervisors' and Administrators' Salaries		2300	115,719.00	96,447.00	-16.7%
Clerical, Technical and Office Salaries		2400	0.00	0.00	0.0%
Other Classified Salaries		2900	0.00	0.00	0.0%
TOTAL, CLASSIFIED SALARIES			285,055.00	277,270.00	-2.7%
<b>EMPLOYEE BENEFITS</b>					
STRS		3101-3102	0.00	0.00	0.0%
PERS		3201-3202	44,689.00	53,583.00	19.9%
OASDI/Medicare/Alternative		3301-3302	19,252.00	19,494.00	1.3%
Health and Welfare Benefits		3401-3402	21,283.00	10,537.00	-50.5%
Unemployment Insurance		3501-3502	146.00	145.00	-0.7%
Workers' Compensation		3601-3602	4,748.00	4,479.00	-5.7%
OPEB, Allocated		3701-3702	0.00	0.00	0.0%
OPEB, Active Employees		3751-3752	0.00	0.00	0.0%
Other Employee Benefits		3901-3902	963.00	597.00	-38.0%
TOTAL, EMPLOYEE BENEFITS			91,081.00	88,835.00	-2.5%
<b>BOOKS AND SUPPLIES</b>					
Books and Other Reference Materials		4200	0.00	0.00	0.0%
Materials and Supplies		4300	18,563.10	19,000.00	2.4%
Noncapitalized Equipment		4400	0.00	0.00	0.0%
Food		4700	264,538.00	265,000.00	0.2%
TOTAL, BOOKS AND SUPPLIES			283,101.10	284,000.00	0.3%

Description	Resource Codes	Object Codes	2018-19 Estimated Actuals	2019-20 Budget	Percent Difference
<b>SERVICES AND OTHER OPERATING EXPENDITURES</b>					
Subagreements for Services		5100	0.00	0.00	0.0%
Travel and Conferences		5200	200.00	200.00	0.0%
Dues and Memberships		5300	325.00	325.00	0.0%
Insurance		5400-5450	0.00	0.00	0.0%
Operations and Housekeeping Services		5500	0.00	0.00	0.0%
Rentals, Leases, Repairs, and Noncapitalized Improvements		5600	8,175.00	6,000.00	-26.6%
Transfers of Direct Costs		5710	0.00	0.00	0.0%
Transfers of Direct Costs - Interfund		5750	0.00	0.00	0.0%
Professional/Consulting Services and Operating Expenditures		5800	5,525.00	5,500.00	-0.5%
Communications		5900	223.90	250.00	11.7%
TOTAL, SERVICES AND OTHER OPERATING EXPENDITURES			14,448.90	12,275.00	-15.0%
<b>CAPITAL OUTLAY</b>					
Buildings and Improvements of Buildings		6200	0.00	0.00	0.0%
Equipment		6400	0.00	0.00	0.0%
Equipment Replacement		6500	0.00	0.00	0.0%
TOTAL, CAPITAL OUTLAY			0.00	0.00	0.0%
<b>OTHER OUTGO (excluding Transfers of Indirect Costs)</b>					
Debt Service					
Debt Service - Interest		7438	0.00	0.00	0.0%
Other Debt Service - Principal		7439	0.00	0.00	0.0%
TOTAL, OTHER OUTGO (excluding Transfers of Indirect Costs)			0.00	0.00	0.0%
<b>OTHER OUTGO - TRANSFERS OF INDIRECT COSTS</b>					
Transfers of Indirect Costs - Interfund		7350	0.00	0.00	0.0%
TOTAL, OTHER OUTGO - TRANSFERS OF INDIRECT COSTS			0.00	0.00	0.0%
<b>TOTAL, EXPENDITURES</b>			673,686.00	662,380.00	-1.7%

Description	Resource Codes	Object Codes	2018-19 Estimated Actuals	2019-20 Budget	Percent Difference
<b>INTERFUND TRANSFERS</b>					
<b>INTERFUND TRANSFERS IN</b>					
From: General Fund		8916	92,086.00	75,880.00	-17.6%
Other Authorized Interfund Transfers In		8919	0.00	0.00	0.0%
(a) TOTAL, INTERFUND TRANSFERS IN			92,086.00	75,880.00	-17.6%
<b>INTERFUND TRANSFERS OUT</b>					
Other Authorized Interfund Transfers Out		7619	0.00	0.00	0.0%
(b) TOTAL, INTERFUND TRANSFERS OUT			0.00	0.00	0.0%
<b>OTHER SOURCES/USES</b>					
<b>SOURCES</b>					
Other Sources					
Transfers from Funds of Lapsed/Reorganized LEAs		8965	0.00	0.00	0.0%
Long-Term Debt Proceeds					
Proceeds from Capital Leases		8972	0.00	0.00	0.0%
All Other Financing Sources		8979	0.00	0.00	0.0%
(c) TOTAL, SOURCES			0.00	0.00	0.0%
<b>USES</b>					
Transfers of Funds from Lapsed/Reorganized LEAs		7651	0.00	0.00	0.0%
All Other Financing Uses		7699	0.00	0.00	0.0%
(d) TOTAL, USES			0.00	0.00	0.0%
<b>CONTRIBUTIONS</b>					
Contributions from Unrestricted Revenues		8980	0.00	0.00	0.0%
Contributions from Restricted Revenues		8990	0.00	0.00	0.0%
(e) TOTAL, CONTRIBUTIONS			0.00	0.00	0.0%
<b>TOTAL, OTHER FINANCING SOURCES/USES</b> (a - b + c - d + e)			92,086.00	75,880.00	-17.6%

Resource	Description	2018-19 Estimated Actuals	2019-20 Budget
5310	Child Nutrition: School Programs (e.g., School Lunch, School	4,568.00	13,313.35
Total, Restricted Balance		4,568.00	13,313.35



Description	Resource Codes	Object Codes	2018-19 Estimated Actuals	2019-20 Budget	Percent Difference
<b>A. REVENUES</b>					
1) LCFF Sources		8010-8099	93,372.00	93,372.00	0.0%
2) Federal Revenue		8100-8299	0.00	0.00	0.0%
3) Other State Revenue		8300-8599	0.00	0.00	0.0%
4) Other Local Revenue		8600-8799	300.00	1,000.00	233.3%
5) TOTAL, REVENUES			93,672.00	94,372.00	0.7%
<b>B. EXPENDITURES</b>					
1) Certificated Salaries		1000-1999	0.00	0.00	0.0%
2) Classified Salaries		2000-2999	0.00	0.00	0.0%
3) Employee Benefits		3000-3999	0.00	0.00	0.0%
4) Books and Supplies		4000-4999	0.00	0.00	0.0%
5) Services and Other Operating Expenditures		5000-5999	114,979.26	30,000.00	-73.9%
6) Capital Outlay		6000-6999	0.00	0.00	0.0%
7) Other Outgo (excluding Transfers of Indirect Costs)		7100-7299, 7400-7499	0.00	0.00	0.0%
8) Other Outgo - Transfers of Indirect Costs		7300-7399	0.00	0.00	0.0%
9) TOTAL, EXPENDITURES			114,979.26	30,000.00	-73.9%
<b>C. EXCESS (DEFICIENCY) OF REVENUES OVER EXPENDITURES BEFORE OTHER FINANCING SOURCES AND USES (A5 - B9)</b>			(21,307.26)	64,372.00	-402.1%
<b>D. OTHER FINANCING SOURCES/USES</b>					
1) Interfund Transfers					
a) Transfers In		8900-8929	0.00	0.00	0.0%
b) Transfers Out		7600-7629	0.00	0.00	0.0%
2) Other Sources/Uses					
a) Sources		8930-8979	0.00	0.00	0.0%
b) Uses		7630-7699	0.00	0.00	0.0%
3) Contributions		8980-8999	0.00	0.00	0.0%
4) TOTAL, OTHER FINANCING SOURCES/USES			0.00	0.00	0.0%

Description	Resource Codes	Object Codes	2018-19 Estimated Actuals	2019-20 Budget	Percent Difference
<b>E. NET INCREASE (DECREASE) IN FUND BALANCE (C + D4)</b>			(21,307.26)	64,372.00	-402.1%
<b>F. FUND BALANCE, RESERVES</b>					
1) Beginning Fund Balance					
a) As of July 1 - Unaudited		9791	26,040.13	4,732.87	-81.8%
b) Audit Adjustments		9793	0.00	0.00	0.0%
c) As of July 1 - Audited (F1a + F1b)			26,040.13	4,732.87	-81.8%
d) Other Restatements		9795	0.00	0.00	0.0%
e) Adjusted Beginning Balance (F1c + F1d)			26,040.13	4,732.87	-81.8%
2) Ending Balance, June 30 (E + F1e)			4,732.87	69,104.87	1360.1%
Components of Ending Fund Balance					
a) Nonspendable					
Revolving Cash		9711	0.00	0.00	0.0%
Stores		9712	0.00	0.00	0.0%
Prepaid Items		9713	0.00	0.00	0.0%
All Others		9719	0.00	0.00	0.0%
b) Restricted		9740	0.00	0.00	0.0%
c) Committed					
Stabilization Arrangements		9750	0.00	0.00	0.0%
Other Commitments		9760	0.00	0.00	0.0%
d) Assigned					
Other Assignments		9780	4,732.87	69,104.87	1360.1%
Assigned for Deferred Maintenance	0000	9780		69,104.87	
Assigned for deferred maintenance	0000	9780	4,732.87		
e) Unassigned/Unappropriated					
Reserve for Economic Uncertainties		9789	0.00	0.00	0.0%
Unassigned/Unappropriated Amount		9790	0.00	0.00	0.0%

Description	Resource Codes	Object Codes	2018-19 Estimated Actuals	2019-20 Budget	Percent Difference
<b>G. ASSETS</b>					
1) Cash					
a) in County Treasury		9110	21,883.82		
1) Fair Value Adjustment to Cash in County Treasury		9111	0.00		
b) in Banks		9120	0.00		
c) in Revolving Cash Account		9130	0.00		
d) with Fiscal Agent/Trustee		9135	0.00		
e) Collections Awaiting Deposit		9140	0.00		
2) Investments		9150	0.00		
3) Accounts Receivable		9200	0.00		
4) Due from Grantor Government		9290	0.00		
5) Due from Other Funds		9310	0.00		
6) Stores		9320	0.00		
7) Prepaid Expenditures		9330	0.00		
8) Other Current Assets		9340	0.00		
9) TOTAL, ASSETS			21,883.82		
<b>H. DEFERRED OUTFLOWS OF RESOURCES</b>					
1) Deferred Outflows of Resources		9490	0.00		
2) TOTAL, DEFERRED OUTFLOWS			0.00		
<b>I. LIABILITIES</b>					
1) Accounts Payable		9500	(109.70)		
2) Due to Grantor Governments		9590	0.00		
3) Due to Other Funds		9610	0.00		
4) Current Loans		9640			
5) Unearned Revenue		9650	0.00		
6) TOTAL, LIABILITIES			(109.70)		
<b>J. DEFERRED INFLOWS OF RESOURCES</b>					
1) Deferred Inflows of Resources		9690	0.00		
2) TOTAL, DEFERRED INFLOWS			0.00		
<b>K. FUND EQUITY</b>					
Ending Fund Balance, June 30 (G9 + H2) - (I6 + J2)			21,993.52		

Description	Resource Codes	Object Codes	2018-19 Estimated Actuals	2019-20 Budget	Percent Difference
<b>LCFF SOURCES</b>					
LCFF Transfers					
LCFF Transfers - Current Year		8091	93,372.00	93,372.00	0.0%
LCFF/Revenue Limit Transfers - Prior Years		8099	0.00	0.00	0.0%
TOTAL, LCFF SOURCES			93,372.00	93,372.00	0.0%
<b>OTHER STATE REVENUE</b>					
All Other State Revenue		8590	0.00	0.00	0.0%
TOTAL, OTHER STATE REVENUE			0.00	0.00	0.0%
<b>OTHER LOCAL REVENUE</b>					
Other Local Revenue					
Community Redevelopment Funds Not Subject to LCFF Deduction		8625	0.00	0.00	0.0%
Sales					
Sale of Equipment/Supplies		8631	0.00	0.00	0.0%
Interest		8660	300.00	1,000.00	233.3%
Net Increase (Decrease) in the Fair Value of Investments		8662	0.00	0.00	0.0%
Other Local Revenue					
All Other Local Revenue		8699	0.00	0.00	0.0%
All Other Transfers In from All Others		8799	0.00	0.00	0.0%
TOTAL, OTHER LOCAL REVENUE			300.00	1,000.00	233.3%
TOTAL, REVENUES			93,672.00	94,372.00	0.7%

Description	Resource Codes	Object Codes	2018-19 Estimated Actuals	2019-20 Budget	Percent Difference
<b>CLASSIFIED SALARIES</b>					
Classified Support Salaries		2200	0.00	0.00	0.0%
Other Classified Salaries		2900	0.00	0.00	0.0%
TOTAL, CLASSIFIED SALARIES			0.00	0.00	0.0%
<b>EMPLOYEE BENEFITS</b>					
STRS		3101-3102	0.00	0.00	0.0%
PERS		3201-3202	0.00	0.00	0.0%
OASDI/Medicare/Alternative		3301-3302	0.00	0.00	0.0%
Health and Welfare Benefits		3401-3402	0.00	0.00	0.0%
Unemployment Insurance		3501-3502	0.00	0.00	0.0%
Workers' Compensation		3601-3602	0.00	0.00	0.0%
OPEB, Allocated		3701-3702	0.00	0.00	0.0%
OPEB, Active Employees		3751-3752	0.00	0.00	0.0%
Other Employee Benefits		3901-3902	0.00	0.00	0.0%
TOTAL, EMPLOYEE BENEFITS			0.00	0.00	0.0%
<b>BOOKS AND SUPPLIES</b>					
Books and Other Reference Materials		4200	0.00	0.00	0.0%
Materials and Supplies		4300	0.00	0.00	0.0%
Noncapitalized Equipment		4400	0.00	0.00	0.0%
TOTAL, BOOKS AND SUPPLIES			0.00	0.00	0.0%

Description	Resource Codes	Object Codes	2018-19 Estimated Actuals	2019-20 Budget	Percent Difference
<b>SERVICES AND OTHER OPERATING EXPENDITURES</b>					
Subagreements for Services		5100	0.00	0.00	0.0%
Travel and Conferences		5200	0.00	0.00	0.0%
Rentals, Leases, Repairs, and Noncapitalized Improvements		5600	51,736.63	25,000.00	-51.7%
Transfers of Direct Costs		5710	0.00	0.00	0.0%
Transfers of Direct Costs - Interfund		5750	0.00	0.00	0.0%
Professional/Consulting Services and Operating Expenditures		5800	63,242.63	5,000.00	-92.1%
TOTAL, SERVICES AND OTHER OPERATING EXPENDITURES			114,979.26	30,000.00	-73.9%
<b>CAPITAL OUTLAY</b>					
Land Improvements		6170	0.00	0.00	0.0%
Buildings and Improvements of Buildings		6200	0.00	0.00	0.0%
Equipment		6400	0.00	0.00	0.0%
Equipment Replacement		6500	0.00	0.00	0.0%
TOTAL, CAPITAL OUTLAY			0.00	0.00	0.0%
<b>OTHER OUTGO (excluding Transfers of Indirect Costs)</b>					
Debt Service					
Debt Service - Interest		7438	0.00	0.00	0.0%
Other Debt Service - Principal		7439	0.00	0.00	0.0%
TOTAL, OTHER OUTGO (excluding Transfers of Indirect Costs)			0.00	0.00	0.0%
TOTAL, EXPENDITURES			114,979.26	30,000.00	-73.9%

Description	Resource Codes	Object Codes	2018-19 Estimated Actuals	2019-20 Budget	Percent Difference
<b>INTERFUND TRANSFERS</b>					
<b>INTERFUND TRANSFERS IN</b>					
Other Authorized Interfund Transfers In		8919	0.00	0.00	0.0%
(a) TOTAL, INTERFUND TRANSFERS IN			0.00	0.00	0.0%
<b>INTERFUND TRANSFERS OUT</b>					
Other Authorized Interfund Transfers Out		7619	0.00	0.00	0.0%
(b) TOTAL, INTERFUND TRANSFERS OUT			0.00	0.00	0.0%
<b>OTHER SOURCES/USES</b>					
<b>SOURCES</b>					
Other Sources					
Transfers from Funds of Lapsed/Reorganized LEAs		8965	0.00	0.00	0.0%
Long-Term Debt Proceeds					
Proceeds from Capital Leases		8972	0.00	0.00	0.0%
All Other Financing Sources		8979	0.00	0.00	0.0%
(c) TOTAL, SOURCES			0.00	0.00	0.0%
<b>USES</b>					
Transfers of Funds from Lapsed/Reorganized LEAs		7651	0.00	0.00	0.0%
All Other Financing Uses		7699	0.00	0.00	0.0%
(d) TOTAL, USES			0.00	0.00	0.0%
<b>CONTRIBUTIONS</b>					
Contributions from Unrestricted Revenues		8980	0.00	0.00	0.0%
Contributions from Restricted Revenues		8990	0.00	0.00	0.0%
(e) TOTAL, CONTRIBUTIONS			0.00	0.00	0.0%
<b>TOTAL, OTHER FINANCING SOURCES/USES</b> (a - b + c - d + e)			0.00	0.00	0.0%

Description	Resource Codes	Object Codes	2018-19 Estimated Actuals	2019-20 Budget	Percent Difference
<b>A. REVENUES</b>					
1) LCFF Sources		8010-8099	0.00	0.00	0.0%
2) Federal Revenue		8100-8299	0.00	0.00	0.0%
3) Other State Revenue		8300-8599	0.00	0.00	0.0%
4) Other Local Revenue		8600-8799	25.00	25.00	0.0%
5) TOTAL, REVENUES			25.00	25.00	0.0%
<b>B. EXPENDITURES</b>					
1) Certificated Salaries		1000-1999	0.00	0.00	0.0%
2) Classified Salaries		2000-2999	0.00	0.00	0.0%
3) Employee Benefits		3000-3999	0.00	0.00	0.0%
4) Books and Supplies		4000-4999	0.00	0.00	0.0%
5) Services and Other Operating Expenditures		5000-5999	0.00	0.00	0.0%
6) Capital Outlay		6000-6999	0.00	0.00	0.0%
7) Other Outgo (excluding Transfers of Indirect Costs)		7100-7299, 7400-7499	0.00	0.00	0.0%
8) Other Outgo - Transfers of Indirect Costs		7300-7399	0.00	0.00	0.0%
9) TOTAL, EXPENDITURES			0.00	0.00	0.0%
<b>C. EXCESS (DEFICIENCY) OF REVENUES OVER EXPENDITURES BEFORE OTHER FINANCING SOURCES AND USES (A5 - B9)</b>			25.00	25.00	0.0%
<b>D. OTHER FINANCING SOURCES/USES</b>					
1) Interfund Transfers					
a) Transfers In		8900-8929	0.00	0.00	0.0%
b) Transfers Out		7600-7629	0.00	0.00	0.0%
2) Other Sources/Uses					
a) Sources		8930-8979	0.00	0.00	0.0%
b) Uses		7630-7699	0.00	0.00	0.0%
3) Contributions		8980-8999	0.00	0.00	0.0%
4) TOTAL, OTHER FINANCING SOURCES/USES			0.00	0.00	0.0%



Description	Resource Codes	Object Codes	2018-19 Estimated Actuals	2019-20 Budget	Percent Difference
<b>E. NET INCREASE (DECREASE) IN FUND BALANCE (C + D4)</b>			25.00	25.00	0.0%
<b>F. FUND BALANCE, RESERVES</b>					
1) Beginning Fund Balance					
a) As of July 1 - Unaudited		9791	5,859.68	5,884.68	0.4%
b) Audit Adjustments		9793	0.00	0.00	0.0%
c) As of July 1 - Audited (F1a + F1b)			5,859.68	5,884.68	0.4%
d) Other Restatements		9795	0.00	0.00	0.0%
e) Adjusted Beginning Balance (F1c + F1d)			5,859.68	5,884.68	0.4%
2) Ending Balance, June 30 (E + F1e)			5,884.68	5,909.68	0.4%
Components of Ending Fund Balance					
a) Nonspendable					
Revolving Cash		9711	0.00	0.00	0.0%
Stores		9712	0.00	0.00	0.0%
Prepaid Items		9713	0.00	0.00	0.0%
All Others		9719	0.00	0.00	0.0%
b) Restricted		9740	0.00	0.00	0.0%
c) Committed					
Stabilization Arrangements		9750	0.00	0.00	0.0%
Other Commitments		9760	0.00	0.00	0.0%
d) Assigned					
Other Assignments		9780	5,884.68	5,909.68	0.4%
Assigned for Postemployment benefits	0000	9780		5,909.68	
Assigned for post-employment benefits	0000	9780	5,884.68		
e) Unassigned/Unappropriated					
Reserve for Economic Uncertainties		9789	0.00	0.00	0.0%
Unassigned/Unappropriated Amount		9790	0.00	0.00	0.0%

Description	Resource Codes	Object Codes	2018-19 Estimated Actuals	2019-20 Budget	Percent Difference
<b>G. ASSETS</b>					
1) Cash					
a) in County Treasury		9110	5,944.33		
1) Fair Value Adjustment to Cash in County Treasury		9111	0.00		
b) in Banks		9120	0.00		
c) in Revolving Cash Account		9130	0.00		
d) with Fiscal Agent/Trustee		9135	0.00		
e) Collections Awaiting Deposit		9140	0.00		
2) Investments		9150	0.00		
3) Accounts Receivable		9200	(24.69)		
4) Due from Grantor Government		9290	0.00		
5) Due from Other Funds		9310	0.00		
6) Stores		9320	0.00		
7) Prepaid Expenditures		9330	0.00		
8) Other Current Assets		9340	0.00		
9) TOTAL, ASSETS			5,919.64		
<b>H. DEFERRED OUTFLOWS OF RESOURCES</b>					
1) Deferred Outflows of Resources		9490	0.00		
2) TOTAL, DEFERRED OUTFLOWS			0.00		
<b>I. LIABILITIES</b>					
1) Accounts Payable		9500	0.00		
2) Due to Grantor Governments		9590	0.00		
3) Due to Other Funds		9610	0.00		
4) Current Loans		9640			
5) Unearned Revenue		9650	0.00		
6) TOTAL, LIABILITIES			0.00		
<b>J. DEFERRED INFLOWS OF RESOURCES</b>					
1) Deferred Inflows of Resources		9690	0.00		
2) TOTAL, DEFERRED INFLOWS			0.00		
<b>K. FUND EQUITY</b>					
Ending Fund Balance, June 30 (G9 + H2) - (I6 + J2)			5,919.64		

Description	Resource Codes	Object Codes	2018-19 Estimated Actuals	2019-20 Budget	Percent Difference
<b>OTHER LOCAL REVENUE</b>					
Other Local Revenue					
Interest		8660	25.00	25.00	0.0%
Net Increase (Decrease) in the Fair Value of Investments		8662	0.00	0.00	0.0%
<b>TOTAL, OTHER LOCAL REVENUE</b>			25.00	25.00	0.0%
<b>TOTAL, REVENUES</b>			25.00	25.00	0.0%

Description	Resource Codes	Object Codes	2018-19 Estimated Actuals	2019-20 Budget	Percent Difference
<b>INTERFUND TRANSFERS</b>					
<b>INTERFUND TRANSFERS IN</b>					
From: General Fund/CSSF		8912	0.00	0.00	0.0%
Other Authorized Interfund Transfers In		8919	0.00	0.00	0.0%
(a) TOTAL, INTERFUND TRANSFERS IN			0.00	0.00	0.0%
<b>INTERFUND TRANSFERS OUT</b>					
To: General Fund/CSSF		7612	0.00	0.00	0.0%
To: State School Building Fund/ County School Facilities Fund		7613	0.00	0.00	0.0%
Other Authorized Interfund Transfers Out		7619	0.00	0.00	0.0%
(b) TOTAL, INTERFUND TRANSFERS OUT			0.00	0.00	0.0%
<b>OTHER SOURCES/USES</b>					
<b>SOURCES</b>					
Other Sources					
Transfers from Funds of Lapsed/Reorganized LEAs		8965	0.00	0.00	0.0%
(c) TOTAL, SOURCES			0.00	0.00	0.0%
<b>USES</b>					
Transfers of Funds from Lapsed/Reorganized LEAs		7651	0.00	0.00	0.0%
(d) TOTAL, USES			0.00	0.00	0.0%
<b>CONTRIBUTIONS</b>					
Contributions from Restricted Revenues		8990	0.00	0.00	0.0%
(e) TOTAL, CONTRIBUTIONS			0.00	0.00	0.0%
<b>TOTAL, OTHER FINANCING SOURCES/USES (a - b + c - d + e)</b>			0.00	0.00	0.0%

Description	Resource Codes	Object Codes	2018-19 Estimated Actuals	2019-20 Budget	Percent Difference
<b>A. REVENUES</b>					
1) LCFF Sources		8010-8099	0.00	0.00	0.0%
2) Federal Revenue		8100-8299	0.00	0.00	0.0%
3) Other State Revenue		8300-8599	0.00	0.00	0.0%
4) Other Local Revenue		8600-8799	6,394.27	5,000.00	-21.8%
5) TOTAL, REVENUES			6,394.27	5,000.00	-21.8%
<b>B. EXPENDITURES</b>					
1) Certificated Salaries		1000-1999	0.00	0.00	0.0%
2) Classified Salaries		2000-2999	0.00	0.00	0.0%
3) Employee Benefits		3000-3999	0.00	0.00	0.0%
4) Books and Supplies		4000-4999	574,551.46	450,000.00	-21.7%
5) Services and Other Operating Expenditures		5000-5999	180,372.80	100,000.00	-44.6%
6) Capital Outlay		6000-6999	100,000.00	100,000.00	0.0%
7) Other Outgo (excluding Transfers of Indirect Costs)		7100-7299, 7400-7499	0.00	0.00	0.0%
8) Other Outgo - Transfers of Indirect Costs		7300-7399	0.00	0.00	0.0%
9) TOTAL, EXPENDITURES			854,924.26	650,000.00	-24.0%
<b>C. EXCESS (DEFICIENCY) OF REVENUES OVER EXPENDITURES BEFORE OTHER FINANCING SOURCES AND USES (A5 - B9)</b>			(848,529.99)	(645,000.00)	-24.0%
<b>D. OTHER FINANCING SOURCES/USES</b>					
1) Interfund Transfers					
a) Transfers In		8900-8929	0.00	0.00	0.0%
b) Transfers Out		7600-7629	0.00	0.00	0.0%
2) Other Sources/Uses					
a) Sources		8930-8979	0.00	0.00	0.0%
b) Uses		7630-7699	0.00	0.00	0.0%
3) Contributions		8980-8999	0.00	0.00	0.0%
4) TOTAL, OTHER FINANCING SOURCES/USES			0.00	0.00	0.0%

Description	Resource Codes	Object Codes	2018-19 Estimated Actuals	2019-20 Budget	Percent Difference
<b>E. NET INCREASE (DECREASE) IN FUND BALANCE (C + D4)</b>			(848,529.99)	(645,000.00)	-24.0%
<b>F. FUND BALANCE, RESERVES</b>					
1) Beginning Fund Balance					
a) As of July 1 - Unaudited		9791	1,504,308.68	655,778.69	-56.4%
b) Audit Adjustments		9793	0.00	0.00	0.0%
c) As of July 1 - Audited (F1a + F1b)			1,504,308.68	655,778.69	-56.4%
d) Other Restatements		9795	0.00	0.00	0.0%
e) Adjusted Beginning Balance (F1c + F1d)			1,504,308.68	655,778.69	-56.4%
2) Ending Balance, June 30 (E + F1e)			655,778.69	10,778.69	-98.4%
Components of Ending Fund Balance					
a) Nonspendable					
Revolving Cash		9711	0.00	0.00	0.0%
Stores		9712	0.00	0.00	0.0%
Prepaid Items		9713	0.00	0.00	0.0%
All Others		9719	0.00	0.00	0.0%
b) Restricted		9740	645,000.00	0.00	-100.0%
c) Committed					
Stabilization Arrangements		9750	0.00	0.00	0.0%
Other Commitments		9760	0.00	0.00	0.0%
d) Assigned					
Other Assignments		9780	10,778.69	10,778.69	0.0%
Assigned for technology purchases	0000	9780		10,778.69	
Assigned for Technology	0000	9780	10,778.69		
e) Unassigned/Unappropriated					
Reserve for Economic Uncertainties		9789	0.00	0.00	0.0%
Unassigned/Unappropriated Amount		9790	0.00	0.00	0.0%

Description	Resource Codes	Object Codes	2018-19 Estimated Actuals	2019-20 Budget	Percent Difference
<b>G. ASSETS</b>					
1) Cash					
a) in County Treasury		9110	1,001,854.67		
1) Fair Value Adjustment to Cash in County Treasury		9111	0.00		
b) in Banks		9120	0.00		
c) in Revolving Cash Account		9130	0.00		
d) with Fiscal Agent/Trustee		9135	0.00		
e) Collections Awaiting Deposit		9140	0.00		
2) Investments		9150	0.00		
3) Accounts Receivable		9200	0.00		
4) Due from Grantor Government		9290	0.00		
5) Due from Other Funds		9310	0.00		
6) Stores		9320	0.00		
7) Prepaid Expenditures		9330	0.00		
8) Other Current Assets		9340	0.00		
9) TOTAL, ASSETS			1,001,854.67		
<b>H. DEFERRED OUTFLOWS OF RESOURCES</b>					
1) Deferred Outflows of Resources		9490	0.00		
2) TOTAL, DEFERRED OUTFLOWS			0.00		
<b>I. LIABILITIES</b>					
1) Accounts Payable		9500	157.47		
2) Due to Grantor Governments		9590	0.00		
3) Due to Other Funds		9610	0.00		
4) Current Loans		9640	0.00		
5) Unearned Revenue		9650	0.00		
6) TOTAL, LIABILITIES			157.47		
<b>J. DEFERRED INFLOWS OF RESOURCES</b>					
1) Deferred Inflows of Resources		9690	0.00		
2) TOTAL, DEFERRED INFLOWS			0.00		
<b>K. FUND EQUITY</b>					
Ending Fund Balance, June 30 (G9 + H2) - (I6 + J2)			1,001,697.20		

Description	Resource Codes	Object Codes	2018-19 Estimated Actuals	2019-20 Budget	Percent Difference
<b>FEDERAL REVENUE</b>					
FEMA		8281	0.00	0.00	0.0%
All Other Federal Revenue		8290	0.00	0.00	0.0%
TOTAL, FEDERAL REVENUE			0.00	0.00	0.0%
<b>OTHER STATE REVENUE</b>					
Tax Relief Subventions Restricted Levies - Other					
Homeowners' Exemptions		8575	0.00	0.00	0.0%
Other Subventions/In-Lieu Taxes		8576	0.00	0.00	0.0%
All Other State Revenue		8590	0.00	0.00	0.0%
TOTAL, OTHER STATE REVENUE			0.00	0.00	0.0%
<b>OTHER LOCAL REVENUE</b>					
Other Local Revenue County and District Taxes					
Other Restricted Levies Secured Roll		8615	0.00	0.00	0.0%
Unsecured Roll		8616	0.00	0.00	0.0%
Prior Years' Taxes		8617	0.00	0.00	0.0%
Supplemental Taxes		8618	0.00	0.00	0.0%
Non-Ad Valorem Taxes Parcel Taxes		8621	0.00	0.00	0.0%
Other		8622	0.00	0.00	0.0%
Community Redevelopment Funds Not Subject to LCFF Deduction		8625	0.00	0.00	0.0%
Penalties and Interest from Delinquent Non-LCFF Taxes		8629	0.00	0.00	0.0%
Sales Sale of Equipment/Supplies		8631	0.00	0.00	0.0%
Leases and Rentals		8650	0.00	0.00	0.0%
Interest		8660	6,394.27	5,000.00	-21.8%
Net Increase (Decrease) in the Fair Value of Investments		8662	0.00	0.00	0.0%
Other Local Revenue					
All Other Local Revenue		8699	0.00	0.00	0.0%
All Other Transfers In from All Others		8799	0.00	0.00	0.0%
TOTAL, OTHER LOCAL REVENUE			6,394.27	5,000.00	-21.8%
TOTAL, REVENUES			6,394.27	5,000.00	-21.8%



Description	Resource Codes	Object Codes	2018-19 Estimated Actuals	2019-20 Budget	Percent Difference
<b>CLASSIFIED SALARIES</b>					
Classified Support Salaries		2200	0.00	0.00	0.0%
Classified Supervisors' and Administrators' Salaries		2300	0.00	0.00	0.0%
Clerical, Technical and Office Salaries		2400	0.00	0.00	0.0%
Other Classified Salaries		2900	0.00	0.00	0.0%
TOTAL, CLASSIFIED SALARIES			0.00	0.00	0.0%
<b>EMPLOYEE BENEFITS</b>					
STRS		3101-3102	0.00	0.00	0.0%
PERS		3201-3202	0.00	0.00	0.0%
OASDI/Medicare/Alternative		3301-3302	0.00	0.00	0.0%
Health and Welfare Benefits		3401-3402	0.00	0.00	0.0%
Unemployment Insurance		3501-3502	0.00	0.00	0.0%
Workers' Compensation		3601-3602	0.00	0.00	0.0%
OPEB, Allocated		3701-3702	0.00	0.00	0.0%
OPEB, Active Employees		3751-3752	0.00	0.00	0.0%
Other Employee Benefits		3901-3902	0.00	0.00	0.0%
TOTAL, EMPLOYEE BENEFITS			0.00	0.00	0.0%
<b>BOOKS AND SUPPLIES</b>					
Books and Other Reference Materials		4200	0.00	0.00	0.0%
Materials and Supplies		4300	416,773.21	225,000.00	-46.0%
Noncapitalized Equipment		4400	157,778.25	225,000.00	42.6%
TOTAL, BOOKS AND SUPPLIES			574,551.46	450,000.00	-21.7%
<b>SERVICES AND OTHER OPERATING EXPENDITURES</b>					
Subagreements for Services		5100	0.00	0.00	0.0%
Travel and Conferences		5200	0.00	0.00	0.0%
Insurance		5400-5450	0.00	0.00	0.0%
Operations and Housekeeping Services		5500	0.00	0.00	0.0%
Rentals, Leases, Repairs, and Noncapitalized Improvements		5600	11,088.00	0.00	-100.0%
Transfers of Direct Costs		5710	0.00	0.00	0.0%
Transfers of Direct Costs - Interfund		5750	0.00	0.00	0.0%

Description	Resource Codes	Object Codes	2018-19 Estimated Actuals	2019-20 Budget	Percent Difference
Professional/Consulting Services and Operating Expenditures		5800	169,284.80	100,000.00	-40.9%
Communications		5900	0.00	0.00	0.0%
<b>TOTAL, SERVICES AND OTHER OPERATING EXPENDITURES</b>			180,372.80	100,000.00	-44.6%
<b>CAPITAL OUTLAY</b>					
Land		6100	0.00	0.00	0.0%
Land Improvements		6170	0.00	0.00	0.0%
Buildings and Improvements of Buildings		6200	0.00	0.00	0.0%
Books and Media for New School Libraries or Major Expansion of School Libraries		6300	0.00	0.00	0.0%
Equipment		6400	100,000.00	100,000.00	0.0%
Equipment Replacement		6500	0.00	0.00	0.0%
<b>TOTAL, CAPITAL OUTLAY</b>			100,000.00	100,000.00	0.0%
<b>OTHER OUTGO (excluding Transfers of Indirect Costs)</b>					
Other Transfers Out					
All Other Transfers Out to All Others		7299	0.00	0.00	0.0%
Debt Service					
Repayment of State School Building Fund Aid - Proceeds from Bonds		7435	0.00	0.00	0.0%
Debt Service - Interest		7438	0.00	0.00	0.0%
Other Debt Service - Principal		7439	0.00	0.00	0.0%
<b>TOTAL, OTHER OUTGO (excluding Transfers of Indirect Costs)</b>			0.00	0.00	0.0%
<b>TOTAL, EXPENDITURES</b>			854,924.26	650,000.00	-24.0%

			2018-19	2019-20	Percent
Description	Resource Codes	Object Codes	Estimated Actuals	Budget	Difference
<b>INTERFUND TRANSFERS</b>					
<b>INTERFUND TRANSFERS IN</b>					
Other Authorized Interfund Transfers In		8919	0.00	0.00	0.0%
(a) TOTAL, INTERFUND TRANSFERS IN			0.00	0.00	0.0%
<b>INTERFUND TRANSFERS OUT</b>					
To: State School Building Fund/ County School Facilities Fund		7613	0.00	0.00	0.0%
Other Authorized Interfund Transfers Out		7619	0.00	0.00	0.0%
(b) TOTAL, INTERFUND TRANSFERS OUT			0.00	0.00	0.0%

Description	Resource Codes	Object Codes	2018-19 Estimated Actuals	2019-20 Budget	Percent Difference
<b>OTHER SOURCES/USES</b>					
<b>SOURCES</b>					
Proceeds					
Proceeds from Sale of Bonds		8951	0.00	0.00	0.0%
Proceeds from Disposal of Capital Assets		8953	0.00	0.00	0.0%
Other Sources					
County School Bldg Aid		8961	0.00	0.00	0.0%
Transfers from Funds of Lapsed/Reorganized LEAs		8965	0.00	0.00	0.0%
Long-Term Debt Proceeds					
Proceeds from Certificates of Participation		8971	0.00	0.00	0.0%
Proceeds from Capital Leases		8972	0.00	0.00	0.0%
Proceeds from Lease Revenue Bonds		8973	0.00	0.00	0.0%
All Other Financing Sources		8979	0.00	0.00	0.0%
(c) TOTAL, SOURCES			0.00	0.00	0.0%
<b>USES</b>					
Transfers of Funds from Lapsed/Reorganized LEAs		7651	0.00	0.00	0.0%
All Other Financing Uses		7699	0.00	0.00	0.0%
(d) TOTAL, USES			0.00	0.00	0.0%
<b>CONTRIBUTIONS</b>					
Contributions from Unrestricted Revenues		8980	0.00	0.00	0.0%
Contributions from Restricted Revenues		8990	0.00	0.00	0.0%
(e) TOTAL, CONTRIBUTIONS			0.00	0.00	0.0%
<b>TOTAL, OTHER FINANCING SOURCES/USES</b> (a - b + c - d + e)			0.00	0.00	0.0%

Description	Resource Codes	Object Codes	2018-19 Estimated Actuals	2019-20 Budget	Percent Difference
<b>A. REVENUES</b>					
1) LCFF Sources		8010-8099	0.00	0.00	0.0%
2) Federal Revenue		8100-8299	0.00	0.00	0.0%
3) Other State Revenue		8300-8599	0.00	0.00	0.0%
4) Other Local Revenue		8600-8799	258,938.23	218,769.00	-15.5%
5) TOTAL, REVENUES			258,938.23	218,769.00	-15.5%
<b>B. EXPENDITURES</b>					
1) Certificated Salaries		1000-1999	0.00	0.00	0.0%
2) Classified Salaries		2000-2999	0.00	0.00	0.0%
3) Employee Benefits		3000-3999	0.00	0.00	0.0%
4) Books and Supplies		4000-4999	45,655.00	0.00	-100.0%
5) Services and Other Operating Expenditures		5000-5999	18,300.00	30,000.00	63.9%
6) Capital Outlay		6000-6999	3,881.68	0.00	-100.0%
7) Other Outgo (excluding Transfers of Indirect Costs)		7100-7299, 7400-7499	200,640.34	129,900.00	-35.3%
8) Other Outgo - Transfers of Indirect Costs		7300-7399	0.00	0.00	0.0%
9) TOTAL, EXPENDITURES			268,477.02	159,900.00	-40.4%
<b>C. EXCESS (DEFICIENCY) OF REVENUES OVER EXPENDITURES BEFORE OTHER FINANCING SOURCES AND USES (A5 - B9)</b>			(9,538.79)	58,869.00	-717.2%
<b>D. OTHER FINANCING SOURCES/USES</b>					
1) Interfund Transfers					
a) Transfers In		8900-8929	117,024.00	0.00	-100.0%
b) Transfers Out		7600-7629	0.00	0.00	0.0%
2) Other Sources/Uses					
a) Sources		8930-8979	0.00	0.00	0.0%
b) Uses		7630-7699	0.00	0.00	0.0%
3) Contributions		8980-8999	0.00	0.00	0.0%
4) TOTAL, OTHER FINANCING SOURCES/USES			117,024.00	0.00	-100.0%

Description	Resource Codes	Object Codes	2018-19 Estimated Actuals	2019-20 Budget	Percent Difference
<b>E. NET INCREASE (DECREASE) IN FUND BALANCE (C + D4)</b>			107,485.21	58,869.00	-45.2%
<b>F. FUND BALANCE, RESERVES</b>					
1) Beginning Fund Balance					
a) As of July 1 - Unaudited		9791	10,635.68	118,120.89	1010.6%
b) Audit Adjustments		9793	0.00	0.00	0.0%
c) As of July 1 - Audited (F1a + F1b)			10,635.68	118,120.89	1010.6%
d) Other Restatements		9795	0.00	0.00	0.0%
e) Adjusted Beginning Balance (F1c + F1d)			10,635.68	118,120.89	1010.6%
2) Ending Balance, June 30 (E + F1e)			118,120.89	176,989.89	49.8%
Components of Ending Fund Balance					
a) Nonspendable					
Revolving Cash		9711	0.00	0.00	0.0%
Stores		9712	0.00	0.00	0.0%
Prepaid Items		9713	0.00	0.00	0.0%
All Others		9719	0.00	0.00	0.0%
b) Restricted		9740	0.00	0.00	0.0%
c) Committed					
Stabilization Arrangements		9750	0.00	0.00	0.0%
Other Commitments		9760	0.00	0.00	0.0%
d) Assigned					
Other Assignments		9780	118,120.89	176,989.89	49.8%
Assigned for Capital Outlay projects	0000	9780		176,989.89	
Assigned for Capital Outlay projects	0000	9780	118,120.89		
e) Unassigned/Unappropriated					
Reserve for Economic Uncertainties		9789	0.00	0.00	0.0%
Unassigned/Unappropriated Amount		9790	0.00	0.00	0.0%

Description	Resource Codes	Object Codes	2018-19 Estimated Actuals	2019-20 Budget	Percent Difference
<b>G. ASSETS</b>					
1) Cash					
a) in County Treasury		9110	73,721.69		
1) Fair Value Adjustment to Cash in County Treasury		9111	0.00		
b) in Banks		9120	0.00		
c) in Revolving Cash Account		9130	0.00		
d) with Fiscal Agent/Trustee		9135	0.00		
e) Collections Awaiting Deposit		9140	0.00		
2) Investments		9150	0.00		
3) Accounts Receivable		9200	6,000.00		
4) Due from Grantor Government		9290	0.00		
5) Due from Other Funds		9310	0.00		
6) Stores		9320	0.00		
7) Prepaid Expenditures		9330	0.00		
8) Other Current Assets		9340	0.00		
9) TOTAL, ASSETS			79,721.69		
<b>H. DEFERRED OUTFLOWS OF RESOURCES</b>					
1) Deferred Outflows of Resources		9490	0.00		
2) TOTAL, DEFERRED OUTFLOWS			0.00		
<b>I. LIABILITIES</b>					
1) Accounts Payable		9500	0.00		
2) Due to Grantor Governments		9590	0.00		
3) Due to Other Funds		9610	0.00		
4) Current Loans		9640	0.00		
5) Unearned Revenue		9650	0.00		
6) TOTAL, LIABILITIES			0.00		
<b>J. DEFERRED INFLOWS OF RESOURCES</b>					
1) Deferred Inflows of Resources		9690	0.00		
2) TOTAL, DEFERRED INFLOWS			0.00		
<b>K. FUND EQUITY</b>					
Ending Fund Balance, June 30 (G9 + H2) - (I6 + J2)			79,721.69		

Description	Resource Codes	Object Codes	2018-19 Estimated Actuals	2019-20 Budget	Percent Difference
<b>FEDERAL REVENUE</b>					
FEMA		8281	0.00	0.00	0.0%
All Other Federal Revenue		8290	0.00	0.00	0.0%
TOTAL, FEDERAL REVENUE			0.00	0.00	0.0%
<b>OTHER STATE REVENUE</b>					
Pass-Through Revenues from State Sources		8587	0.00	0.00	0.0%
California Clean Energy Jobs Act	6230	8590	0.00	0.00	0.0%
All Other State Revenue	All Other	8590	0.00	0.00	0.0%
TOTAL, OTHER STATE REVENUE			0.00	0.00	0.0%
<b>OTHER LOCAL REVENUE</b>					
Other Local Revenue					
Community Redevelopment Funds Not Subject to LCFF Deduction		8625	0.00	0.00	0.0%
Sales					
Sale of Equipment/Supplies		8631	0.00	0.00	0.0%
Leases and Rentals		8650	256,938.23	218,769.00	-14.9%
Interest		8660	2,000.00	0.00	-100.0%
Net Increase (Decrease) in the Fair Value of Investments		8662	0.00	0.00	0.0%
Other Local Revenue					
All Other Local Revenue		8699	0.00	0.00	0.0%
All Other Transfers In from All Others		8799	0.00	0.00	0.0%
TOTAL, OTHER LOCAL REVENUE			258,938.23	218,769.00	-15.5%
TOTAL, REVENUES			258,938.23	218,769.00	-15.5%



Description	Resource Codes	Object Codes	2018-19 Estimated Actuals	2019-20 Budget	Percent Difference
<b>CLASSIFIED SALARIES</b>					
Classified Support Salaries		2200	0.00	0.00	0.0%
Classified Supervisors' and Administrators' Salaries		2300	0.00	0.00	0.0%
Clerical, Technical and Office Salaries		2400	0.00	0.00	0.0%
Other Classified Salaries		2900	0.00	0.00	0.0%
TOTAL, CLASSIFIED SALARIES			0.00	0.00	0.0%
<b>EMPLOYEE BENEFITS</b>					
STRS		3101-3102	0.00	0.00	0.0%
PERS		3201-3202	0.00	0.00	0.0%
OASDI/Medicare/Alternative		3301-3302	0.00	0.00	0.0%
Health and Welfare Benefits		3401-3402	0.00	0.00	0.0%
Unemployment Insurance		3501-3502	0.00	0.00	0.0%
Workers' Compensation		3601-3602	0.00	0.00	0.0%
OPEB, Allocated		3701-3702	0.00	0.00	0.0%
OPEB, Active Employees		3751-3752	0.00	0.00	0.0%
Other Employee Benefits		3901-3902	0.00	0.00	0.0%
TOTAL, EMPLOYEE BENEFITS			0.00	0.00	0.0%
<b>BOOKS AND SUPPLIES</b>					
Books and Other Reference Materials		4200	0.00	0.00	0.0%
Materials and Supplies		4300	45,655.00	0.00	-100.0%
Noncapitalized Equipment		4400	0.00	0.00	0.0%
TOTAL, BOOKS AND SUPPLIES			45,655.00	0.00	-100.0%

Description	Resource Codes	Object Codes	2018-19 Estimated Actuals	2019-20 Budget	Percent Difference
<b>SERVICES AND OTHER OPERATING EXPENDITURES</b>					
Subagreements for Services		5100	0.00	0.00	0.0%
Travel and Conferences		5200	0.00	0.00	0.0%
Insurance		5400-5450	0.00	0.00	0.0%
Operations and Housekeeping Services		5500	0.00	0.00	0.0%
Rentals, Leases, Repairs, and Noncapitalized Improvements		5600	0.00	20,000.00	New
Transfers of Direct Costs		5710	0.00	0.00	0.0%
Transfers of Direct Costs - Interfund		5750	0.00	0.00	0.0%
Professional/Consulting Services and Operating Expenditures		5800	18,300.00	10,000.00	-45.4%
Communications		5900	0.00	0.00	0.0%
TOTAL, SERVICES AND OTHER OPERATING EXPENDITURES			18,300.00	30,000.00	63.9%
<b>CAPITAL OUTLAY</b>					
Land		6100	0.00	0.00	0.0%
Land Improvements		6170	0.00	0.00	0.0%
Buildings and Improvements of Buildings		6200	3,881.68	0.00	-100.0%
Books and Media for New School Libraries or Major Expansion of School Libraries		6300	0.00	0.00	0.0%
Equipment		6400	0.00	0.00	0.0%
Equipment Replacement		6500	0.00	0.00	0.0%
TOTAL, CAPITAL OUTLAY			3,881.68	0.00	-100.0%
<b>OTHER OUTGO (excluding Transfers of Indirect Costs)</b>					
Other Transfers Out					
Transfers of Pass-Through Revenues To Districts or Charter Schools		7211	0.00	0.00	0.0%
To County Offices		7212	0.00	0.00	0.0%
To JPAs		7213	0.00	0.00	0.0%
All Other Transfers Out to All Others		7299	0.00	0.00	0.0%
Debt Service					
Debt Service - Interest		7438	18,018.91	12,864.00	-28.6%
Other Debt Service - Principal		7439	182,621.43	117,036.00	-35.9%
TOTAL, OTHER OUTGO (excluding Transfers of Indirect Costs)			200,640.34	129,900.00	-35.3%
TOTAL, EXPENDITURES			268,477.02	159,900.00	-40.4%

			2018-19	2019-20	Percent
Description	Resource Codes	Object Codes	Estimated Actuals	Budget	Difference
<b>INTERFUND TRANSFERS</b>					
<b>INTERFUND TRANSFERS IN</b>					
From: General Fund/CSSF		8912	117,024.00	0.00	-100.0%
Other Authorized Interfund Transfers In		8919	0.00	0.00	0.0%
(a) TOTAL, INTERFUND TRANSFERS IN			117,024.00	0.00	-100.0%
<b>INTERFUND TRANSFERS OUT</b>					
To: General Fund/CSSF		7612	0.00	0.00	0.0%
To: State School Building Fund/ County School Facilities Fund		7613	0.00	0.00	0.0%
Other Authorized Interfund Transfers Out		7619	0.00	0.00	0.0%
(b) TOTAL, INTERFUND TRANSFERS OUT			0.00	0.00	0.0%

Description	Resource Codes	Object Codes	2018-19 Estimated Actuals	2019-20 Budget	Percent Difference
<b>OTHER SOURCES/USES</b>					
<b>SOURCES</b>					
Proceeds					
Proceeds from Disposal of Capital Assets		8953	0.00	0.00	0.0%
Other Sources					
Transfers from Funds of Lapsed/Reorganized LEAs		8965	0.00	0.00	0.0%
Long-Term Debt Proceeds					
Proceeds from Certificates of Participation		8971	0.00	0.00	0.0%
Proceeds from Capital Leases		8972	0.00	0.00	0.0%
Proceeds from Lease Revenue Bonds		8973	0.00	0.00	0.0%
All Other Financing Sources		8979	0.00	0.00	0.0%
(c) TOTAL, SOURCES			0.00	0.00	0.0%
<b>USES</b>					
Transfers of Funds from Lapsed/Reorganized LEAs		7651	0.00	0.00	0.0%
All Other Financing Uses		7699	0.00	0.00	0.0%
(d) TOTAL, USES			0.00	0.00	0.0%
<b>CONTRIBUTIONS</b>					
Contributions from Unrestricted Revenues		8980	0.00	0.00	0.0%
Contributions from Restricted Revenues		8990	0.00	0.00	0.0%
(e) TOTAL, CONTRIBUTIONS			0.00	0.00	0.0%
<b>TOTAL, OTHER FINANCING SOURCES/USES</b> (a - b + c - d + e)			117,024.00	0.00	-100.0%

Description	Resource Codes	Object Codes	2018-19 Estimated Actuals	2019-20 Budget	Percent Difference
<b>A. REVENUES</b>					
1) LCFF Sources		8010-8099	0.00	0.00	0.0%
2) Federal Revenue		8100-8299	0.00	0.00	0.0%
3) Other State Revenue		8300-8599	0.00	0.00	0.0%
4) Other Local Revenue		8600-8799	0.00	0.00	0.0%
5) TOTAL, REVENUES			0.00	0.00	0.0%
<b>B. EXPENDITURES</b>					
1) Certificated Salaries		1000-1999	0.00	0.00	0.0%
2) Classified Salaries		2000-2999	0.00	0.00	0.0%
3) Employee Benefits		3000-3999	0.00	0.00	0.0%
4) Books and Supplies		4000-4999	0.00	0.00	0.0%
5) Services and Other Operating Expenditures		5000-5999	0.00	0.00	0.0%
6) Capital Outlay		6000-6999	0.00	0.00	0.0%
7) Other Outgo (excluding Transfers of Indirect Costs)		7100-7299, 7400-7499	0.00	0.00	0.0%
8) Other Outgo - Transfers of Indirect Costs		7300-7399	0.00	0.00	0.0%
9) TOTAL, EXPENDITURES			0.00	0.00	0.0%
<b>C. EXCESS (DEFICIENCY) OF REVENUES OVER EXPENDITURES BEFORE OTHER FINANCING SOURCES AND USES (A5 - B9)</b>			0.00	0.00	0.0%
<b>D. OTHER FINANCING SOURCES/USES</b>					
1) Interfund Transfers					
a) Transfers In		8900-8929	0.00	0.00	0.0%
b) Transfers Out		7600-7629	0.00	0.00	0.0%
2) Other Sources/Uses					
a) Sources		8930-8979	0.00	0.00	0.0%
b) Uses		7630-7699	0.00	0.00	0.0%
3) Contributions		8980-8999	0.00	0.00	0.0%
4) TOTAL, OTHER FINANCING SOURCES/USES			0.00	0.00	0.0%

Description	Resource Codes	Object Codes	2018-19 Estimated Actuals	2019-20 Budget	Percent Difference
<b>E. NET INCREASE (DECREASE) IN FUND BALANCE (C + D4)</b>			0.00	0.00	0.0%
<b>F. FUND BALANCE, RESERVES</b>					
1) Beginning Fund Balance					
a) As of July 1 - Unaudited		9791	4,123,644.36	4,123,644.36	0.0%
b) Audit Adjustments		9793	0.00	0.00	0.0%
c) As of July 1 - Audited (F1a + F1b)			4,123,644.36	4,123,644.36	0.0%
d) Other Restatements		9795	0.00	0.00	0.0%
e) Adjusted Beginning Balance (F1c + F1d)			4,123,644.36	4,123,644.36	0.0%
2) Ending Balance, June 30 (E + F1e)			4,123,644.36	4,123,644.36	0.0%
Components of Ending Fund Balance					
a) Nonspendable					
Revolving Cash		9711	0.00	0.00	0.0%
Stores		9712	0.00	0.00	0.0%
Prepaid Items		9713	0.00	0.00	0.0%
All Others		9719	0.00	0.00	0.0%
b) Restricted		9740	0.00	0.00	0.0%
c) Committed					
Stabilization Arrangements		9750	0.00	0.00	0.0%
Other Commitments		9760	0.00	0.00	0.0%
d) Assigned					
Other Assignments		9780	4,123,644.36	4,123,644.36	0.0%
Assigned for Bond interest and redemption	0000	9780		4,123,644.36	
Assigned for Bond Interest & Redemption	0000	9780	4,123,644.36		
e) Unassigned/Unappropriated					
Reserve for Economic Uncertainties		9789	0.00	0.00	0.0%
Unassigned/Unappropriated Amount		9790	0.00	0.00	0.0%

Description	Resource Codes	Object Codes	2018-19 Estimated Actuals	2019-20 Budget	Percent Difference
<b>G. ASSETS</b>					
1) Cash					
a) in County Treasury		9110	0.00		
1) Fair Value Adjustment to Cash in County Treasury		9111	0.00		
b) in Banks		9120	0.00		
c) in Revolving Cash Account		9130	0.00		
d) with Fiscal Agent/Trustee		9135	0.00		
e) Collections Awaiting Deposit		9140	0.00		
2) Investments		9150	0.00		
3) Accounts Receivable		9200	0.00		
4) Due from Grantor Government		9290	0.00		
5) Due from Other Funds		9310	0.00		
6) Stores		9320	0.00		
7) Prepaid Expenditures		9330	0.00		
8) Other Current Assets		9340	0.00		
9) TOTAL, ASSETS			0.00		
<b>H. DEFERRED OUTFLOWS OF RESOURCES</b>					
1) Deferred Outflows of Resources		9490	0.00		
2) TOTAL, DEFERRED OUTFLOWS			0.00		
<b>I. LIABILITIES</b>					
1) Accounts Payable		9500	0.00		
2) Due to Grantor Governments		9590	0.00		
3) Due to Other Funds		9610	0.00		
4) Current Loans		9640	0.00		
5) Unearned Revenue		9650	0.00		
6) TOTAL, LIABILITIES			0.00		
<b>J. DEFERRED INFLOWS OF RESOURCES</b>					
1) Deferred Inflows of Resources		9690	0.00		
2) TOTAL, DEFERRED INFLOWS			0.00		
<b>K. FUND EQUITY</b>					
Ending Fund Balance, June 30 (G9 + H2) - (I6 + J2)			0.00		

Description	Resource Codes	Object Codes	2018-19 Estimated Actuals	2019-20 Budget	Percent Difference
<b>FEDERAL REVENUE</b>					
All Other Federal Revenue		8290	0.00	0.00	0.0%
<b>TOTAL, FEDERAL REVENUE</b>			0.00	0.00	0.0%
<b>OTHER STATE REVENUE</b>					
Tax Relief Subventions					
Voted Indebtedness Levies					
Homeowners' Exemptions		8571	0.00	0.00	0.0%
Other Subventions/In-Lieu Taxes		8572	0.00	0.00	0.0%
<b>TOTAL, OTHER STATE REVENUE</b>			0.00	0.00	0.0%
<b>OTHER LOCAL REVENUE</b>					
Other Local Revenue					
County and District Taxes					
Voted Indebtedness Levies					
Secured Roll		8611	0.00	0.00	0.0%
Unsecured Roll		8612	0.00	0.00	0.0%
Prior Years' Taxes		8613	0.00	0.00	0.0%
Supplemental Taxes		8614	0.00	0.00	0.0%
Penalties and Interest from Delinquent Non-LCFF Taxes		8629	0.00	0.00	0.0%
Interest		8660	0.00	0.00	0.0%
Net Increase (Decrease) in the Fair Value of Investments		8662	0.00	0.00	0.0%
Other Local Revenue					
All Other Local Revenue		8699	0.00	0.00	0.0%
All Other Transfers In from All Others		8799	0.00	0.00	0.0%
<b>TOTAL, OTHER LOCAL REVENUE</b>			0.00	0.00	0.0%
<b>TOTAL, REVENUES</b>			0.00	0.00	0.0%



Description	Resource Codes	Object Codes	2018-19 Estimated Actuals	2019-20 Budget	Percent Difference
OTHER OUTGO (excluding Transfers of Indirect Costs)					
Debt Service					
Bond Redemptions		7433	0.00	0.00	0.0%
Bond Interest and Other Service Charges		7434	0.00	0.00	0.0%
Debt Service - Interest		7438	0.00	0.00	0.0%
Other Debt Service - Principal		7439	0.00	0.00	0.0%
TOTAL, OTHER OUTGO (excluding Transfers of Indirect Costs)			0.00	0.00	0.0%
TOTAL, EXPENDITURES			0.00	0.00	0.0%

Description	Resource Codes	Object Codes	2018-19 Estimated Actuals	2019-20 Budget	Percent Difference
<b>INTERFUND TRANSFERS</b>					
<b>INTERFUND TRANSFERS IN</b>					
Other Authorized Interfund Transfers In		8919	0.00	0.00	0.0%
(a) TOTAL, INTERFUND TRANSFERS IN			0.00	0.00	0.0%
<b>INTERFUND TRANSFERS OUT</b>					
To: General Fund		7614	0.00	0.00	0.0%
Other Authorized Interfund Transfers Out		7619	0.00	0.00	0.0%
(b) TOTAL, INTERFUND TRANSFERS OUT			0.00	0.00	0.0%
<b>OTHER SOURCES/USES</b>					
<b>SOURCES</b>					
Other Sources					
Transfers from Funds of Lapsed/Reorganized LEAs		8965	0.00	0.00	0.0%
All Other Financing Sources		8979	0.00	0.00	0.0%
(c) TOTAL, SOURCES			0.00	0.00	0.0%
<b>USES</b>					
Transfers of Funds from Lapsed/Reorganized LEAs		7651	0.00	0.00	0.0%
All Other Financing Uses		7699	0.00	0.00	0.0%
(d) TOTAL, USES			0.00	0.00	0.0%
<b>CONTRIBUTIONS</b>					
Contributions from Unrestricted Revenues		8980	0.00	0.00	0.0%
Contributions from Restricted Revenues		8990	0.00	0.00	0.0%
(e) TOTAL, CONTRIBUTIONS			0.00	0.00	0.0%
<b>TOTAL, OTHER FINANCING SOURCES/USES</b> (a - b + c - d + e)					
			0.00	0.00	0.0%

Description	2018-19 Estimated Actuals			2019-20 Budget		
	P-2 ADA	Annual ADA	Funded ADA	Estimated P-2 ADA	Estimated Annual ADA	Estimated Funded ADA
<b>A. DISTRICT</b>						
<b>1. Total District Regular ADA</b> Includes Opportunity Classes, Home & Hospital, Special Day Class, Continuation Education, Special Education NPS/LCI and Extended Year, and Community Day School (includes Necessary Small School ADA)	1,908.87	1,926.01	1,926.01	1,928.00	1,928.00	1,928.00
<b>2. Total Basic Aid Choice/Court Ordered Voluntary Pupil Transfer Regular ADA</b> Includes Opportunity Classes, Home & Hospital, Special Day Class, Continuation Education, Special Education NPS/LCI and Extended Year, and Community Day School (ADA not included in Line A1 above)						
<b>3. Total Basic Aid Open Enrollment Regular ADA</b> Includes Opportunity Classes, Home & Hospital, Special Day Class, Continuation Education, Special Education NPS/LCI and Extended Year, and Community Day School (ADA not included in Line A1 above)						
<b>4. Total, District Regular ADA (Sum of Lines A1 through A3)</b>	1,908.87	1,926.01	1,926.01	1,928.00	1,928.00	1,928.00
<b>5. District Funded County Program ADA</b>						
a. County Community Schools	0.77			0.77	0.77	0.77
b. Special Education-Special Day Class	0.75			0.75	0.75	0.75
c. Special Education-NPS/LCI						
d. Special Education Extended Year	0.18			0.18	0.18	0.18
e. Other County Operated Programs: Opportunity Schools and Full Day Opportunity Classes, Specialized Secondary Schools						
f. County School Tuition Fund (Out of State Tuition) [EC 2000 and 46380]						
<b>g. Total, District Funded County Program ADA (Sum of Lines A5a through A5f)</b>	1.70	0.00	0.00	1.70	1.70	1.70
<b>6. TOTAL DISTRICT ADA (Sum of Line A4 and Line A5g)</b>	1,910.57	1,926.01	1,926.01	1,929.70	1,929.70	1,929.70
<b>7. Adults in Correctional Facilities</b>						
<b>8. Charter School ADA (Enter Charter School ADA using Tab C. Charter School ADA)</b>						

ANNUAL BUDGET REPORT:  
July 1, 2019 Budget Adoption

Insert "X" in applicable boxes:

☒

This budget was developed using the state-adopted Criteria and Standards. It includes the expenditures necessary to implement the Local Control and Accountability Plan (LCAP) or annual update to the LCAP that will be effective for the budget year. The budget was filed and adopted subsequent to a public hearing by the governing board of the school district pursuant to Education Code sections 33129, 42127, 52060, 52061, and 52062.

☒

If the budget includes a combined assigned and unassigned ending fund balance above the minimum recommended reserve for economic uncertainties, at its public hearing, the school district complied with the requirements of subparagraphs (B) and (C) of paragraph (2) of subdivision (a) of Education Code Section 42127.

Budget available for inspection at:

Public Hearing:

Place: PGUSD District Office

Date: June 03, 2019

Place: PGUSD District Office

Date: June 06, 2019

Time: 07:00 PM

Adoption Date: June 20, 2019

Signed: \_\_\_\_\_

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

Contact person for additional information on the budget reports:

Name: Nancy Bernahl

Telephone: 831-646-6516

Title: Fiscal Officer

E-mail: nbernahl@pgusd.org

### Criteria and Standards Review Summary

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

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

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

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

**SUPPLEMENTAL INFORMATION (continued)**

			No	Yes
S6	Long-term Commitments	Does the district have long-term (multiyear) commitments or debt agreements?  • If yes, have annual payments for the budget or two subsequent fiscal years increased over prior year's (2018-19) annual payment?		X
			X	
S7a	Postemployment Benefits Other than Pensions	Does the district provide postemployment benefits other than pensions (OPEB)?  • If yes, are they lifetime benefits? • If yes, do benefits continue beyond age 65? • If yes, are benefits funded by pay-as-you-go?		X
			X	
			X	
				X
S7b	Other Self-insurance Benefits	Does the district provide other self-insurance benefits (e.g., workers' compensation)?	X	
S8	Status of Labor Agreements	Are salary and benefit negotiations still open for:  • Certificated? (Section S8A, Line 1) • Classified? (Section S8B, Line 1) • Management/supervisor/confidential? (Section S8C, Line 1)		X
				X
				X
S9	Local Control and Accountability Plan (LCAP)	• Did or will the school district's governing board adopt an LCAP or approve an update to the LCAP effective for the budget year? • Approval date for adoption of the LCAP or approval of an update to the LCAP:		X
			Jun 20, 2019	
S10	LCAP Expenditures	Does the school district's budget include the expenditures necessary to implement the LCAP or annual update to the LCAP as described in the Local Control and Accountability Plan and Annual Update Template, Section 3: Actions, Services, and Expenditures?		X

**ADDITIONAL FISCAL INDICATORS**

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

ADDITIONAL FISCAL INDICATORS (continued)

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

ANNUAL CERTIFICATION REGARDING SELF-INSURED WORKERS' COMPENSATION CLAIMS

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

To the County Superintendent of Schools:

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

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

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

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

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

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

Date of Meeting: \_\_\_\_\_

For additional information on this certification, please contact:

Name: Nancy Bernahl

Title: Fiscal Officer

Telephone: 831-646-6516

E-mail: nbernahl@pgusd.org



## Public Hearing I

PART I - CURRENT EXPENSE FORMULA	Total Expense for Year (1)	EDP No.	Reductions (See Note 1) (2)	EDP No.	Current Expense of Education (Col 1 - Col 2) (3)	EDP No.	Reductions (Extracted) (See Note 2) (4a)	Reductions (Overrides)* (See Note 2) (4b)	EDP No.	Current Expense- Part II (Col 3 - Col 4) (5)	EDP No.
1000 - Certificated Salaries	17,090,574.52	301	0.00	303	17,090,574.52	305	29,442.00		307	17,061,132.52	309
2000 - Classified Salaries	6,638,161.30	311	0.00	313	6,638,161.30	315	339,301.36		317	6,298,859.94	319
3000 - Employee Benefits	6,992,905.01	321	148,914.77	323	6,843,990.24	325	102,713.88		327	6,741,276.36	329
4000 - Books, Supplies Equip Replace. (6500)	1,421,529.94	331	7,601.00	333	1,413,928.94	335	249,901.44		337	1,164,027.50	339
5000 - Services . . . & 7300 - Indirect Costs	2,448,318.05	341	500.00	343	2,447,818.05	345	238,203.54		347	2,209,614.51	349
TOTAL					34,434,473.05	365	TOTAL			33,474,410.83	369

Note 1 - In Column 2, report expenditures for the following programs: Nonagency (Goals 7100-7199), Community Services (Goal 8100), Food Services (Function 3700), Fringe Benefits for Retired Persons (Objects 3701-3702), and Facilities Acquisition & Construction (Function 8500).

Note 2 - In Column 4, report expenditures for: Transportation (Function 3600), Lottery Expenditures (Resource 1100), Special Education Students in Nonpublic Schools (Function 1180), and other federal or state categorical aid in which funds were granted for expenditures in a program not incurring any teacher salary expenditures or requiring disbursement of the funds without regard to the requirements of EC Section 41372.

\* If an amount (even zero) is entered in any row of Column 4b or in Line 13b, the form uses only the values in Column 4b and Line 13b rather than the values in Column 4a and Line 13a.

PART II: MINIMUM CLASSROOM COMPENSATION (Instruction, Functions 1000-1999)			Object	EDP No.
1. Teacher Salaries as Per EC 41011. . . . .	1100	13,627,358.95		375
2. Salaries of Instructional Aides Per EC 41011. . . . .	2100	2,032,970.80		380
3. STRS. . . . .	3101 & 3102	3,229,444.45		382
4. PERS. . . . .	3201 & 3202	366,701.74		383
5. OASDI - Regular, Medicare and Alternative. . . . .	3301 & 3302	322,738.78		384
6. Health & Welfare Benefits (EC 41372) (Include Health, Dental, Vision, Pharmaceutical, and Annuity Plans). . . . .	3401 & 3402	290,237.72		385
7. Unemployment Insurance. . . . .	3501 & 3502	7,821.65		390
8. Workers' Compensation Insurance. . . . .	3601 & 3602	255,662.44		392
9. OPEB, Active Employees (EC 41372). . . . .	3751 & 3752	0.00		
10. Other Benefits (EC 22310). . . . .	3901 & 3902	0.00		393
11. SUBTOTAL Salaries and Benefits (Sum Lines 1 - 10). . . . .		20,132,936.53		395
12. Less: Teacher and Instructional Aide Salaries and Benefits deducted in Column 2. . . . .		0.00		
13a. Less: Teacher and Instructional Aide Salaries and Benefits (other than Lottery) deducted in Column 4a (Extracted). . . . .		0.00		396
b. Less: Teacher and Instructional Aide Salaries and Benefits (other than Lottery) deducted in Column 4b (Overrides)*. . . . .				396
14. TOTAL SALARIES AND BENEFITS. . . . .		20,132,936.53		397
15. Percent of Current Cost of Education Expended for Classroom Compensation (EDP 397 divided by EDP 369) Line 15 must equal or exceed 60% for elementary, 55% for unified and 50% for high school districts to avoid penalty under provisions of EC 41372. . . . .		60.14%		
16. District is exempt from EC 41372 because it meets the provisions of EC 41374. (If exempt, enter 'X') . . . . .				

## PART III: DEFICIENCY AMOUNT

A deficiency amount (Line 5) is only applicable to districts not meeting the minimum classroom compensation percentage required under EC 41372 and not exempt under the provisions of EC 41374.

1. Minimum percentage required (60% elementary, 55% unified, 50% high) . . . . .	55.00%
2. Percentage spent by this district (Part II, Line 15) . . . . .	60.14%
3. Percentage below the minimum (Part III, Line 1 minus Line 2) . . . . .	0.00%
4. District's Current Expense of Education after reductions in columns 4a or 4b (Part I, EDP 369). . . . .	33,474,410.83
5. Deficiency Amount (Part III, Line 3 times Line 4) . . . . .	0.00

## PART IV: Explanation for adjustments entered in Part I, Column 4b (required)



## Current Expense Formula/Minimum Classroom Compensation

## Public Hearing I

PART I - CURRENT EXPENSE FORMULA	Total Expense for Year (1)	EDP No.	Reductions (See Note 1) (2)	EDP No.	Current Expense of Education (Col 1 - Col 2) (3)	EDP No.	Reductions (Extracted) (See Note 2) (4a)	Reductions (Overrides)* (See Note 2) (4b)	EDP No.	Current Expense- Part II (Col 3 - Col 4) (5)	EDP No.
1000 - Certificated Salaries	17,266,287.00	301	0.00	303	17,266,287.00	305	30,393.00		307	17,235,894.00	309
2000 - Classified Salaries	6,613,175.00	311	0.00	313	6,613,175.00	315	295,285.00		317	6,317,890.00	319
3000 - Employee Benefits	7,313,329.00	321	287,628.00	323	7,025,701.00	325	105,712.00		327	6,919,989.00	329
4000 - Books, Supplies Equip Replace. (6500)	1,122,411.00	331	3,000.00	333	1,119,411.00	335	137,493.00		337	981,918.00	339
5000 - Services . . . & 7300 - Indirect Costs	1,952,747.00	341	26,000.00	343	1,926,747.00	345	142,021.00		347	1,784,726.00	349
TOTAL					33,951,321.00	365			TOTAL	33,240,417.00	369

Note 1 - In Column 2, report expenditures for the following programs: Nonagency (Goals 7100-7199), Community Services (Goal 8100), Food Services (Function 3700), Fringe Benefits for Retired Persons (Objects 3701-3702), and Facilities Acquisition & Construction (Function 8500).

Note 2 - In Column 4, report expenditures for: Transportation (Function 3600), Lottery Expenditures (Resource 1100), Special Education Students in Nonpublic Schools (Function 1180), and other federal or state categorical aid in which funds were granted for expenditures in a program not incurring any teacher salary expenditures or requiring disbursement of the funds without regard to the requirements of EC Section 41372.

\* If an amount (even zero) is entered in any row of Column 4b or in Line 13b, the form uses only the values in Column 4b and Line 13b rather than the values in Column 4a and Line 13a.

PART II: MINIMUM CLASSROOM COMPENSATION (Instruction, Functions 1000-1999)			Object	EDP No.
1. Teacher Salaries as Per EC 41011.		1100	13,766,274.00	375
2. Salaries of Instructional Aides Per EC 41011.		2100	2,114,547.00	380
3. STRS.		3101 & 3102	3,507,101.00	382
4. PERS.		3201 & 3202	435,452.00	383
5. OASDI - Regular, Medicare and Alternative.		3301 & 3302	359,083.00	384
6. Health & Welfare Benefits (EC 41372) (Include Health, Dental, Vision, Pharmaceutical, and Annuity Plans).		3401 & 3402	278,397.00	385
7. Unemployment Insurance.		3501 & 3502	7,955.00	390
8. Workers' Compensation Insurance.		3601 & 3602	254,613.00	392
9. OPEB, Active Employees (EC 41372).		3751 & 3752	0.00	
10. Other Benefits (EC 22310).		3901 & 3902	0.00	393
11. SUBTOTAL Salaries and Benefits (Sum Lines 1 - 10).			20,723,422.00	395
12. Less: Teacher and Instructional Aide Salaries and Benefits deducted in Column 2.			0.00	
13a. Less: Teacher and Instructional Aide Salaries and Benefits (other than Lottery) deducted in Column 4a (Extracted).			0.00	396
b. Less: Teacher and Instructional Aide Salaries and Benefits (other than Lottery) deducted in Column 4b (Overrides)*.				396
14. TOTAL SALARIES AND BENEFITS.			20,723,422.00	397
15. Percent of Current Cost of Education Expended for Classroom Compensation (EDP 397 divided by EDP 369) Line 15 must equal or exceed 60% for elementary, 55% for unified and 50% for high school districts to avoid penalty under provisions of EC 41372.			62.34%	
16. District is exempt from EC 41372 because it meets the provisions of EC 41374. (If exempt, enter 'X')				

## PART III: DEFICIENCY AMOUNT

A deficiency amount (Line 5) is only applicable to districts not meeting the minimum classroom compensation percentage required under EC 41372 and not exempt under the provisions of EC 41374.

1. Minimum percentage required (60% elementary, 55% unified, 50% high)	55.00%
2. Percentage spent by this district (Part II, Line 15)	62.34%
3. Percentage below the minimum (Part III, Line 1 minus Line 2)	0.00%
4. District's Current Expense of Education after reductions in columns 4a or 4b (Part I, EDP 369).	33,240,417.00
5. Deficiency Amount (Part III, Line 3 times Line 4)	0.00

## PART IV: Explanation for adjustments entered in Part I, Column 4b (required)



Pacific Grove Unified  
Monterey County

July 1 Budget  
2018-19 Estimated Actuals  
Every Student Succeeds Act Maintenance of Effort Expenditures

27 66134 0000000  
Form ESMOE

Section I - Expenditures	Funds 01, 09, and 62			2018-19 Expenditures
	Goals	Functions	Objects	
A. Total state, federal, and local expenditures (all resources)	All	All	1000-7999	34,996,389.99
B. Less all federal expenditures not allowed for MOE (Resources 3000-5999, except 3385)	All	All	1000-7999	931,182.25
C. Less state and local expenditures not allowed for MOE: (All resources, except federal as identified in Line B)				
1. Community Services	All	5000-5999	1000-7999	0.00
2. Capital Outlay	All except 7100-7199	All except 5000-5999	6000-6999	36,475.52
3. Debt Service	All	9100	5400-5450, 5800, 7430- 7439	0.00
4. Other Transfers Out	All	9200	7200-7299	0.00
5. Interfund Transfers Out	All	9300	7600-7629	209,110.00
6. All Other Financing Uses	All	9100 9200	7699 7651	0.00
7. Nonagency	7100-7199	All except 5000-5999, 9000-9999	1000-7999	0.00
8. Tuition (Revenue, in lieu of expenditures, to approximate costs of services for which tuition is received)	All	All	8710	0.00
9. Supplemental expenditures made as a result of a Presidentially declared disaster	Manually entered. Must not include expenditures in lines B, C1-C8, D1, or D2.			
10. Total state and local expenditures not allowed for MOE calculation (Sum lines C1 through C9)				245,585.52
D. Plus additional MOE expenditures:				
1. Expenditures to cover deficits for food services (Funds 13 and 61) (If negative, then zero)	All	All	1000-7143, 7300-7439 minus 8000-8699	92,086.00
2. Expenditures to cover deficits for student body activities	Manually entered. Must not include expenditures in lines A or D1.			
E. Total expenditures subject to MOE (Line A minus lines B and C10, plus lines D1 and D2)				33,911,708.22

Pacific Grove Unified  
Monterey County

July 1 Budget  
2018-19 Estimated Actuals  
Every Student Succeeds Act Maintenance of Effort Expenditures

27 66134 0000000  
Form ESMOE

Section II - Expenditures Per ADA		2018-19 Annual ADA/ Exps. Per ADA
A. Average Daily Attendance (Form A, Annual ADA column, sum of lines A6 and C9)		1,926.01
B. Expenditures per ADA (Line I.E divided by Line II.A)		17,607.23
<b>Section III - MOE Calculation (For data collection only. Final determination will be done by CDE)</b>		
	<b>Total</b>	<b>Per ADA</b>
A. Base expenditures (Preloaded expenditures from prior year official CDE MOE calculation). (Note: If the prior year MOE was not met, CDE has adjusted the prior year base to 90 percent of the preceding prior year amount rather than the actual prior year expenditure amount.)	30,691,941.25	15,505.44
1. Adjustment to base expenditure and expenditure per ADA amounts for LEAs failing prior year MOE calculation (From Section IV)	0.00	0.00
2. Total adjusted base expenditure amounts (Line A plus Line A.1)	30,691,941.25	15,505.44
B. Required effort (Line A.2 times 90%)	27,622,747.13	13,954.90
C. Current year expenditures (Line I.E and Line II.B)	33,911,708.22	17,607.23
D. MOE deficiency amount, if any (Line B minus Line C) (If negative, then zero)	0.00	0.00
E. MOE determination (If one or both of the amounts in line D are zero, the MOE requirement is met; if both amounts are positive, the MOE requirement is not met. If either column in Line A.2 or Line C equals zero, the MOE calculation is incomplete.)	MOE Met	
F. MOE deficiency percentage, if MOE not met; otherwise, zero (Line D divided by Line B) (Funding under ESSA covered programs in FY 2020-21 may be reduced by the lower of the two percentages)	0.00%	0.00%

Pacific Grove Unified  
Monterey County

July 1 Budget  
2018-19 Estimated Actuals  
Every Student Succeeds Act Maintenance of Effort Expenditures

27 66134 0000000  
Form ESMOE

SECTION IV - Detail of Adjustments to Base Expenditures (used in Section III, Line A.1)		
Description of Adjustments	Total Expenditures	Expenditures Per ADA
Total adjustments to base expenditures	0.00	0.00



**Part I - General Administrative Share of Plant Services Costs**

California's indirect cost plan allows that the general administrative costs in the indirect cost pool may include that portion of plant services costs (maintenance and operations costs and facilities rents and leases costs) attributable to the general administrative offices. The calculation of the plant services costs attributed to general administration and included in the pool is standardized and automated using the percentage of salaries and benefits relating to general administration as proxy for the percentage of square footage occupied by general administration.

**A. Salaries and Benefits - Other General Administration and Centralized Data Processing**

1. Salaries and benefits paid through payroll (Funds 01, 09, and 62, objects 1000-3999 except 3701-3702)  
(Functions 7200-7700, goals 0000 and 9000) 1,539,242.68
2. Contracted general administrative positions not paid through payroll
- a. Enter the costs, if any, of general administrative positions performing services ON SITE but paid through a contract, rather than through payroll, in functions 7200-7700, goals 0000 and 9000, Object 5800. \_\_\_\_\_
- b. If an amount is entered on Line A2a, provide the title, duties, and approximate FTE of each general administrative position paid through a contract. Retain supporting documentation in case of audit.

**B. Salaries and Benefits - All Other Activities**

1. Salaries and benefits paid through payroll (Funds 01, 09, and 62, objects 1000-3999 except 3701-3702)  
(Functions 1000-6999, 7100-7180, & 8100-8400; Functions 7200-7700, all goals except 0000 & 9000) 29,033,483.38

**C. Percentage of Plant Services Costs Attributable to General Administration**

(Line A1 plus Line A2a, divided by Line B1; zero if negative) (See Part III, Lines A5 and A6) 5.30%

**Part II - Adjustments for Employment Separation Costs**

When an employee separates from service, the local educational agency (LEA) may incur costs associated with the separation in addition to the employee's regular salary and benefits for the final pay period. These additional costs can be categorized as "normal" or "abnormal or mass" separation costs.

Normal separation costs include items such as pay for accumulated unused leave or routine severance pay authorized by governing board policy. Normal separation costs are not allowable as direct costs to federal programs, but are allowable as indirect costs. State programs may have similar restrictions. Where federal or state program guidelines required that the LEA charge an employee's normal separation costs to an unrestricted resource rather than to the restricted program in which the employee worked, the LEA may identify and enter these costs on Line A for inclusion in the indirect cost pool.

Abnormal or mass separation costs are those costs resulting from actions taken by an LEA to influence employees to terminate their employment earlier than they normally would have. Abnormal or mass separation costs include retirement incentives such as a Golden Handshake or severance packages negotiated to effect termination. Abnormal or mass separation costs may not be charged to federal programs as either direct costs or indirect costs. Where an LEA paid abnormal or mass separation costs on behalf of positions in general administrative functions included in the indirect cost pool, the LEA must identify and enter these costs on Line B for exclusion from the pool.

**A. Normal Separation Costs (optional)**

Enter any normal separation costs paid on behalf of employees of restricted state or federal programs that were charged to an unrestricted resource (0000-1999) in funds 01, 09, and 62 with functions 1000-6999 or 8100-8400 rather than to the restricted program. These costs will be moved in Part III from base costs to the indirect cost pool. Retain supporting documentation. \_\_\_\_\_

**B. Abnormal or Mass Separation Costs (required)**

Enter any abnormal or mass separation costs paid on behalf of general administrative positions charged to unrestricted resources (0000-1999) in funds 01, 09, and 62 with functions 7200-7700. These costs will be moved in Part III from the indirect cost pool to base costs. If none, enter zero. 0.00



**Part III - Indirect Cost Rate Calculation (Funds 01, 09, and 62, unless indicated otherwise)**

**A. Indirect Costs**

1. Other General Administration, less portion charged to restricted resources or specific goals (Functions 7200-7600, objects 1000-5999, minus Line B9)	1,425,970.42
2. Centralized Data Processing, less portion charged to restricted resources or specific goals (Function 7700, objects 1000-5999, minus Line B10)	353,715.79
3. External Financial Audit - Single Audit (Function 7190, resources 0000-1999, goals 0000 and 9000, objects 5000-5999)	32,780.00
4. Staff Relations and Negotiations (Function 7120, resources 0000-1999, goals 0000 and 9000, objects 1000-5999)	0.00
5. Plant Maintenance and Operations (portion relating to general administrative offices only) (Functions 8100-8400, objects 1000-5999 except 5100, times Part I, Line C)	183,477.83
6. Facilities Rents and Leases (portion relating to general administrative offices only) (Function 8700, resources 0000-1999, objects 1000-5999 except 5100, times Part I, Line C)	0.00
7. Adjustment for Employment Separation Costs	
a. Plus: Normal Separation Costs (Part II, Line A)	0.00
b. Less: Abnormal or Mass Separation Costs (Part II, Line B)	0.00
8. Total Indirect Costs (Lines A1 through A7a, minus Line A7b)	1,995,944.04
9. Carry-Forward Adjustment (Part IV, Line F)	(123,050.49)
10. Total Adjusted Indirect Costs (Line A8 plus Line A9)	1,872,893.55

**B. Base Costs**

1. Instruction (Functions 1000-1999, objects 1000-5999 except 5100)	21,249,563.48
2. Instruction-Related Services (Functions 2000-2999, objects 1000-5999 except 5100)	3,745,849.88
3. Pupil Services (Functions 3000-3999, objects 1000-5999 except 5100)	2,924,817.77
4. Ancillary Services (Functions 4000-4999, objects 1000-5999 except 5100)	306,679.40
5. Community Services (Functions 5000-5999, objects 1000-5999 except 5100)	0.00
6. Enterprise (Function 6000, objects 1000-5999 except 5100)	493,071.00
7. Board and Superintendent (Functions 7100-7180, objects 1000-5999, minus Part III, Line A4)	706,389.19
8. External Financial Audit - Single Audit and Other (Functions 7190-7191, objects 5000-5999, minus Part III, Line A3)	0.00
9. Other General Administration (portion charged to restricted resources or specific goals only) (Functions 7200-7600, resources 2000-9999, objects 1000-5999; Functions 7200-7600, resources 0000-1999, all goals except 0000 and 9000, objects 1000-5999)	20,745.00
10. Centralized Data Processing (portion charged to restricted resources or specific goals only) (Function 7700, resources 2000-9999, objects 1000-5999; Function 7700, resources 0000-1999, all goals except 0000 and 9000, objects 1000-5999)	0.00
11. Plant Maintenance and Operations (all except portion relating to general administrative offices) (Functions 8100-8400, objects 1000-5999 except 5100, minus Part III, Line A5)	3,278,368.06
12. Facilities Rents and Leases (all except portion relating to general administrative offices) (Function 8700, objects 1000-5999 except 5100, minus Part III, Line A6)	0.00
13. Adjustment for Employment Separation Costs	
a. Less: Normal Separation Costs (Part II, Line A)	0.00
b. Plus: Abnormal or Mass Separation Costs (Part II, Line B)	0.00
14. Adult Education (Fund 11, functions 1000-6999, 8100-8400, and 8700, objects 1000-5999 except 5100)	1,894,834.62
15. Child Development (Fund 12, functions 1000-6999, 8100-8400, and 8700, objects 1000-5999 except 5100)	492,059.19
16. Cafeteria (Funds 13 and 61, functions 1000-6999, 8100-8400, and 8700, objects 1000-5999 except 5100)	673,686.00
17. Foundation (Funds 19 and 57, functions 1000-6999, 8100-8400, and 8700, objects 1000-5999 except 5100)	0.00
18. Total Base Costs (Lines B1 through B12 and Lines B13b through B17, minus Line B13a)	35,786,063.59

**C. Straight Indirect Cost Percentage Before Carry-Forward Adjustment**

(For information only - not for use when claiming/recovering indirect costs) (Line A8 divided by Line B18)	5.58%
---	-------

**D. Preliminary Proposed Indirect Cost Rate**

(For final approved fixed-with-carry-forward rate for use in 2020-21 see <a href="http://www.cde.ca.gov/fg/ac/ic">www.cde.ca.gov/fg/ac/ic</a> ) (Line A10 divided by Line B18)	5.23%
---	-------

**Part IV - Carry-forward Adjustment**

The carry-forward adjustment is an after-the-fact adjustment for the difference between indirect costs recoverable using the indirect cost rate approved for use in a given year, and the actual indirect costs incurred in that year. The carry-forward adjustment eliminates the need for LEAs to file amended federal reports when their actual indirect costs vary from the estimated indirect costs on which the approved rate was based.

Where the ratio of indirect costs incurred in the current year is less than the estimated ratio of indirect costs on which the approved rate for use in the current year was based, the carry-forward adjustment is limited by using either the approved rate times current year base costs, or the highest rate actually used to recover costs from any program times current year base costs, if the highest rate used was less than the approved rate. Rates used to recover costs from programs are displayed in Exhibit A.

<b>A. Indirect costs incurred in the current year (Part III, Line A8)</b>	<u>1,995,944.04</u>
<b>B. Carry-forward adjustment from prior year(s)</b>	
1. Carry-forward adjustment from the second prior year	<u>(353,918.75)</u>
2. Carry-forward adjustment amount deferred from prior year(s), if any	<u>0.00</u>
<b>C. Carry-forward adjustment for under- or over-recovery in the current year</b>	
1. Under-recovery: Part III, Line A8, plus carry-forward adjustment from prior years, minus (approved indirect cost rate (5.62%) times Part III, Line B18); zero if negative	<u>0.00</u>
2. Over-recovery: Part III, Line A8, plus carry-forward adjustment from prior years, minus the lesser of (approved indirect cost rate (5.62%) times Part III, Line B18) or (the highest rate used to recover costs from any program (7.99%) times Part III, Line B18); zero if positive	<u>(369,151.48)</u>
<b>D. Preliminary carry-forward adjustment (Line C1 or C2)</b>	<u>(369,151.48)</u>
<b>E. Optional allocation of negative carry-forward adjustment over more than one year</b>	
Where a negative carry-forward adjustment causes the proposed approved rate to fall below zero or would reduce the rate at which the LEA could recover indirect costs to such an extent that it would cause the LEA significant fiscal harm, the LEA may request that the carry-forward adjustment be allocated over more than one year. Where allocation of a negative carry-forward adjustment over more than one year does not resolve a negative rate, the CDE will work with the LEA on a case-by-case basis to establish an approved rate.	
Option 1. Preliminary proposed approved rate (Part III, Line D) if entire negative carry-forward adjustment is applied to the current year calculation:	<u>4.55%</u>
Option 2. Preliminary proposed approved rate (Part III, Line D) if one-half of negative carry-forward adjustment (\$-184,575.74) is applied to the current year calculation and the remainder (\$-184,575.74) is deferred to one or more future years:	<u>5.06%</u>
Option 3. Preliminary proposed approved rate (Part III, Line D) if one-third of negative carry-forward adjustment (\$-123,050.49) is applied to the current year calculation and the remainder (\$-246,100.99) is deferred to one or more future years:	<u>5.23%</u>
LEA request for Option 1, Option 2, or Option 3	<u>3</u>
<b>F. Carry-forward adjustment used in Part III, Line A9 (Line D minus amount deferred if Option 2 or Option 3 is selected)</b>	<u>(123,050.49)</u>

July 1 Budget  
2018-19 Estimated Actuals  
**LOTTERY REPORT**  
Revenues, Expenditures and  
Ending Balances - All Funds

Description	Object Codes	Lottery: Unrestricted (Resource 1100)	Transferred to Other Resources for Expenditure	Lottery: Instructional Materials (Resource 6300)*	Totals
<b>A. AMOUNT AVAILABLE FOR THIS FISCAL YEAR</b>					
1. Adjusted Beginning Fund Balance	9791-9795	1,000,994.34		0.00	1,000,994.34
2. State Lottery Revenue	8560	309,550.00		108,650.00	418,200.00
3. Other Local Revenue	8600-8799	9,881.76		0.00	9,881.76
4. Transfers from Funds of Lapsed/Reorganized Districts	8965	0.00		0.00	0.00
5. Contributions from Unrestricted Resources (Total must be zero)	8980	0.00			0.00
6. Total Available (Sum Lines A1 through A5)		1,320,426.10	0.00	108,650.00	1,429,076.10
<b>B. EXPENDITURES AND OTHER FINANCING USES</b>					
1. Certificated Salaries	1000-1999	29,442.00			29,442.00
2. Classified Salaries	2000-2999	52,203.00			52,203.00
3. Employee Benefits	3000-3999	23,580.00			23,580.00
4. Books and Supplies	4000-4999	0.00		108,650.00	108,650.00
5. a. Services and Other Operating Expenditures (Resource 1100)	5000-5999	0.00			0.00
b. Services and Other Operating Expenditures (Resource 6300)	5000-5999, except 5100, 5710, 5800				
c. Duplicating Costs for Instructional Materials (Resource 6300)	5100, 5710, 5800				
6. Capital Outlay	6000-6999	0.00			0.00
7. Tuition	7100-7199	0.00			0.00
8. Interagency Transfers Out					
a. To Other Districts, County Offices, and Charter Schools	7211,7212,7221, 7222,7281,7282	0.00			0.00
b. To JPAs and All Others	7213,7223, 7283,7299	0.00			0.00
9. Transfers of Indirect Costs	7300-7399				
10. Debt Service	7400-7499	0.00			0.00
11. All Other Financing Uses	7630-7699	0.00			0.00
12. Total Expenditures and Other Financing Uses (Sum Lines B1 through B11 )		105,225.00	0.00	108,650.00	213,875.00
<b>C. ENDING BALANCE</b> (Must equal Line A6 minus Line B12)					
	979Z	1,215,201.10	0.00	0.00	1,215,201.10
<b>D. COMMENTS:</b>					

Data from this report will be used to prepare a report to the Legislature as required by Control Section 24.60 of the Budget Act.

\*Pursuant to Government Code Section 8880.4(a)(2)(B) and the definition in Education Code Section 60010(h), Resource 6300 funds are to be used for the purchase of instructional materials only. Any amounts in the shaded cells of this column should be reviewed for appropriateness.

Public Hearing I

Description	Object Codes	2019-20 Budget (Form 01) (A)	% Change (Col. C-A/A) (B)	2020-21 Projection (C)	% Change (Col. E-C/C) (D)	2021-22 Projection (E)
(Enter projections for subsequent years 1 and 2 in Columns C and E; current year - Column A - is extracted)						
<b>A. REVENUES AND OTHER FINANCING SOURCES</b>						
1. LCFF/Revenue Limit Sources	8010-8099	30,382,346.00	3.67%	31,496,198.00	3.22%	32,509,804.00
2. Federal Revenues	8100-8299	50,000.00	0.00%	50,000.00	0.00%	50,000.00
3. Other State Revenues	8300-8599	389,586.00	0.00%	389,586.00	0.00%	389,586.00
4. Other Local Revenues	8600-8799	259,046.00	0.00%	259,046.00	0.00%	259,046.00
5. Other Financing Sources						
a. Transfers In	8900-8929	0.00	0.00%	0.00	0.00%	0.00
b. Other Sources	8930-8979	0.00	0.00%	0.00	0.00%	0.00
c. Contributions	8980-8999	(5,266,866.00)	-0.01%	(5,266,566.03)	10.03%	(5,794,898.00)
6. Total (Sum lines A1 thru A5c)		25,814,112.00	4.32%	26,928,263.97	1.80%	27,413,538.00
<b>B. EXPENDITURES AND OTHER FINANCING USES</b>						
1. Certificated Salaries						
a. Base Salaries				14,294,948.00		14,511,588.00
b. Step & Column Adjustment				216,640.00		220,336.00
c. Cost-of-Living Adjustment						
d. Other Adjustments						
e. Total Certificated Salaries (Sum lines B1a thru B1d)	1000-1999	14,294,948.00	1.52%	14,511,588.00	1.52%	14,731,924.00
2. Classified Salaries						
a. Base Salaries				4,539,412.00		4,617,972.00
b. Step & Column Adjustment				78,560.00		78,128.00
c. Cost-of-Living Adjustment						
d. Other Adjustments						
e. Total Classified Salaries (Sum lines B2a thru B2d)	2000-2999	4,539,412.00	1.73%	4,617,972.00	1.69%	4,696,100.00
3. Employee Benefits	3000-3999	4,701,182.00	10.17%	5,179,092.00	8.70%	5,629,466.00
4. Books and Supplies	4000-4999	618,520.00	0.50%	621,613.00	0.50%	624,721.00
5. Services and Other Operating Expenditures	5000-5999	1,754,700.00	5.95%	1,859,126.00	0.39%	1,866,343.00
6. Capital Outlay	6000-6999	0.00	0.00%	0.00	0.00%	0.00
7. Other Outgo (excluding Transfers of Indirect Costs)	7100-7299, 7400-7499	16,476.00	0.00%	16,476.00	0.00%	16,476.00
8. Other Outgo - Transfers of Indirect Costs	7300-7399	(228,366.00)	0.00%	(228,366.00)	0.00%	(228,366.00)
9. Other Financing Uses						
a. Transfers Out	7600-7629	75,880.00	0.00%	75,880.00	0.00%	75,880.00
b. Other Uses	7630-7699	0.00	0.00%		0.00%	
10. Other Adjustments (Explain in Section F below)						
11. Total (Sum lines B1 thru B10)		25,772,752.00	3.42%	26,653,381.00	2.85%	27,412,544.00
<b>C. NET INCREASE (DECREASE) IN FUND BALANCE</b> (Line A6 minus line B11)						
		41,360.00		274,882.97		994.00
<b>D. FUND BALANCE</b>						
1. Net Beginning Fund Balance (Form 01, line F1e)		3,192,067.59		3,233,427.59		3,508,310.56
2. Ending Fund Balance (Sum lines C and D1)		3,233,427.59		3,508,310.56		3,509,304.56
3. Components of Ending Fund Balance						
a. Nonspendable	9710-9719	5,000.00		5,000.00		5,000.00
b. Restricted	9740					
c. Committed						
1. Stabilization Arrangements	9750	0.00				
2. Other Commitments	9760	0.00				
d. Assigned	9780	2,193,478.44		2,193,478.44		2,193,478.44
e. Unassigned/Unappropriated						
1. Reserve for Economic Uncertainties	9789	1,034,949.15		1,309,832.12		1,310,826.12
2. Unassigned/Unappropriated	9790	0.00		0.00		0.00
f. Total Components of Ending Fund Balance (Line D3f must agree with line D2)		3,233,427.59		3,508,310.56		3,509,304.56

Public Hearing I

Description	Object Codes	2019-20 Budget (Form 01) (A)	% Change (Cols. C-A) (B)	2020-21 Projection (C)	% Change (Cols. E-C) (D)	2021-22 Projection (E)
<b>E. AVAILABLE RESERVES</b>						
1. General Fund						
a. Stabilization Arrangements	9750	0.00		0.00		0.00
b. Reserve for Economic Uncertainties	9789	1,034,949.15		1,309,832.12		1,310,826.12
c. Unassigned/Unappropriated	9790	0.00		0.00		0.00
(Enter reserve projections for subsequent years 1 and 2 in Columns C and E; current year - Column A - is extracted.)						
2. Special Reserve Fund - Noncapital Outlay (Fund 17)						
a. Stabilization Arrangements	9750					
b. Reserve for Economic Uncertainties	9789					
c. Unassigned/Unappropriated	9790					
3. Total Available Reserves (Sum lines E1a thru E2c)		1,034,949.15		1,309,832.12		1,310,826.12

**F. ASSUMPTIONS**

Please provide below or on a separate attachment, the assumptions used to determine the projections for the first and second subsequent fiscal years. Further, please include an explanation for any significant expenditure adjustments projected in lines B1d, B2d, and B10. For additional information, please refer to the Budget Assumptions section of the SACS Financial Reporting Software User Guide.



Public Hearing I

Description	Object Codes	2019-20 Budget (Form 01) (A)	% Change (Cois. C-A) (B)	2020-21 Projection (C)	% Change (Cois. E-C) (D)	2021-22 Projection (E)
(Enter projections for subsequent years 1 and 2 in Columns C and E; current year - Column A - is extracted)						
<b>A. REVENUES AND OTHER FINANCING SOURCES</b>						
1. LCFF/Revenue Limit Sources	3010-3099	0.00	0.00%	0.00	0.00%	0.00
2. Federal Revenues	3100-3299	605,066.00	0.68%	609,196.00	0.68%	613,357.00
3. Other State Revenues	3300-3599	1,705,420.00	-10.48%	1,526,720.00	0.00%	1,526,720.00
4. Other Local Revenues	3600-3799	1,166,702.00	0.00%	1,166,702.00	0.00%	1,166,702.00
5. Other Financing Sources						
a. Transfers In	3900-3929	0.00	0.00%	0.00	0.00%	0.00
b. Other Sources	3930-3979	0.00	0.00%	0.00	0.00%	0.00
c. Contributions	3980-3999	5,266,366.00	-0.01%	5,266,566.03	10.03%	5,794,898.00
6. Total (Sum lines A1 thru A5c)		8,744,054.00	-2.00%	8,569,184.03	6.21%	9,101,677.00
<b>B. EXPENDITURES AND OTHER FINANCING USES</b>						
1. Certificated Salaries						
a. Base Salaries				2,971,339.00		3,017,340.00
b. Step & Column Adjustment				46,001.00		47,248.00
c. Cost-of-Living Adjustment						
d. Other Adjustments						
e. Total Certificated Salaries (Sum lines B1a thru B1d)	1000-1999	2,971,339.00	1.55%	3,017,340.00	1.57%	3,064,588.00
2. Classified Salaries						
a. Base Salaries				2,073,763.00		2,111,299.00
b. Step & Column Adjustment				37,536.00		37,691.00
c. Cost-of-Living Adjustment						
d. Other Adjustments						
e. Total Classified Salaries (Sum lines B2a thru B2d)	2000-2999	2,073,763.00	1.81%	2,111,299.00	1.79%	2,148,990.00
3. Employee Benefits	3000-3999	2,612,147.00	4.04%	2,717,693.00	4.95%	2,852,113.00
4. Books and Supplies	4000-4999	503,891.00	0.50%	506,410.00	0.50%	508,943.00
5. Services and Other Operating Expenditures	5000-5999	295,487.00	0.31%	296,407.00	-12.92%	258,117.00
6. Capital Outlay	6000-6999	0.00	0.00%	0.00	0.00%	0.00
7. Other Outgo (excluding Transfers of Indirect Costs)	7100-7299, 7400-7499	138,000.00	0.00%	138,000.00	0.00%	138,000.00
8. Other Outgo - Transfers of Indirect Costs	7300-7399	130,926.00	0.00%	130,926.00	0.00%	130,926.00
9. Other Financing Uses						
a. Transfers Out	7600-7629	0.00	0.00%	0.00	0.00%	0.00
b. Other Uses	7630-7699	0.00	0.00%	0.00	0.00%	0.00
10. Other Adjustments (Explain in Section F below)						
11. Total (Sum lines B1 thru B10)		8,725,553.00	2.21%	8,918,075.00	2.06%	9,101,677.00
<b>C. NET INCREASE (DECREASE) IN FUND BALANCE (Line A6 minus line B11)</b>						
		18,501.00		(348,890.97)		0.00
<b>D. FUND BALANCE</b>						
1. Net Beginning Fund Balance (Form 01, line F1e)		330,389.97		348,890.97		0.00
2. Ending Fund Balance (Sum lines C and D1)		348,890.97		0.00		0.00
3. Components of Ending Fund Balance						
a. Nonspendable	9710-9719	0.00				
b. Restricted	9740	348,890.97				
c. Committed						
1. Stabilization Arrangements	9750					
2. Other Commitments	9760					
d. Assigned	9780					
e. Unassigned/Unappropriated						
1. Reserve for Economic Uncertainties	9789					
2. Unassigned/Unappropriated	9790	0.00		0.00		0.00
f. Total Components of Ending Fund Balance (Line D3f must agree with line D2)		348,890.97		0.00		0.00

Public Hearing I

Description	Object Codes	2019-20 Budget (Form 01) (A)	% Change (Col. C-A) (B)	2020-21 Projection (C)	% Change (Col. E-C) (D)	2021-22 Projection (E)
<b>E. AVAILABLE RESERVES</b>						
<b>1. General Fund</b>						
a. Stabilization Arrangements	9750					
b. Reserve for Economic Uncertainties	9789					
c. Unassigned/Unappropriated	9790					
(Enter reserve projections for subsequent years 1 and 2 in Columns C and E; current year - Column A - is extracted.)						
<b>2. Special Reserve Fund - Noncapital Outlay (Fund 17)</b>						
a. Stabilization Arrangements	9750					
b. Reserve for Economic Uncertainties	9789					
c. Unassigned/Unappropriated	9790					
<b>3. Total Available Reserves (Sum lines E1a thru E2c)</b>						
<b>F. ASSUMPTIONS</b>						
Please provide below or on a separate attachment, the assumptions used to determine the projections for the first and second subsequent fiscal years. Further, please include an explanation for any significant expenditure adjustments projected in lines B1d, B2d, and B10. For additional information, please refer to the Budget Assumptions section of the SACS Financial Reporting Software User Guide.						

Public Hearing I

Description	Object Codes	2019-20 Budget (Form 01) (A)	% Change (Cols. C-A/A) (B)	2020-21 Projection (C)	% Change (Cols. E-C/C) (D)	2021-22 Projection (E)
(Enter projections for subsequent years 1 and 2 in Columns C and E; current year - Column A - is extracted)						
<b>A. REVENUES AND OTHER FINANCING SOURCES</b>						
1. LCFF Revenue Limit Sources	3010-3099	30,382,346.00	3.67%	31,496,198.00	3.32%	32,509,304.00
2. Federal Revenues	3100-3299	655,066.00	0.63%	659,196.00	0.63%	663,357.00
3. Other State Revenues	3300-3599	2,095,006.00	-8.53%	1,916,306.00	0.00%	1,916,306.00
4. Other Local Revenues	3600-3799	1,425,748.00	0.00%	1,425,748.00	0.00%	1,425,748.00
5. Other Financing Sources						
a. Transfers In	3900-3929	0.00	0.00%	0.00	0.00%	0.00
b. Other Sources	3930-3979	0.00	0.00%	0.00	0.00%	0.00
c. Contributions	3980-3999	0.00	0.00%	0.00	0.00%	0.00
6. Total (Sum lines A1 thru A5c)		34,558,166.00	2.72%	35,497,448.00	2.87%	36,515,215.00
<b>B. EXPENDITURES AND OTHER FINANCING USES</b>						
1. Certificated Salaries						
a. Base Salaries				17,266,287.00		17,528,928.00
b. Step & Column Adjustment				262,641.00		267,584.00
c. Cost-of-Living Adjustment				0.00		0.00
d. Other Adjustments				0.00		0.00
e. Total Certificated Salaries (Sum lines B1a thru B1d)	1000-1999	17,266,287.00	1.52%	17,528,928.00	1.53%	17,796,512.00
2. Classified Salaries						
a. Base Salaries				6,613,175.00		6,729,271.00
b. Step & Column Adjustment				116,096.00		115,819.00
c. Cost-of-Living Adjustment				0.00		0.00
d. Other Adjustments				0.00		0.00
e. Total Classified Salaries (Sum lines B2a thru B2d)	2000-2999	6,613,175.00	1.76%	6,729,271.00	1.72%	6,845,090.00
3. Employee Benefits	3000-3999	7,313,329.00	7.98%	7,896,785.00	7.41%	8,481,579.00
4. Books and Supplies	4000-4999	1,122,411.00	0.50%	1,128,023.00	0.50%	1,133,664.00
5. Services and Other Operating Expenditures	5000-5999	2,050,187.00	5.14%	2,155,533.00	-1.44%	2,124,460.00
6. Capital Outlay	6000-6999	0.00	0.00%	0.00	0.00%	0.00
7. Other Outgo (excluding Transfers of Indirect Costs)	7100-7299, 7400-7499	154,476.00	0.00%	154,476.00	0.00%	154,476.00
8. Other Outgo - Transfers of Indirect Costs	7300-7399	(97,440.00)	0.00%	(97,440.00)	0.00%	(97,440.00)
9. Other Financing Uses						
a. Transfers Out	7600-7629	75,880.00	0.00%	75,880.00	0.00%	75,880.00
b. Other Uses	7630-7699	0.00	0.00%	0.00	0.00%	0.00
10. Other Adjustments				0.00		0.00
11. Total (Sum lines B1 thru B10)		34,498,305.00	3.11%	35,571,456.00	2.65%	36,514,221.00
<b>C. NET INCREASE (DECREASE) IN FUND BALANCE</b>						
(Line A6 minus line B11)		59,861.00		(74,008.00)		994.00
<b>D. FUND BALANCE</b>						
1. Net Beginning Fund Balance (Form 01, line F1e)		3,522,457.56		3,582,318.56		3,508,310.56
2. Ending Fund Balance (Sum lines C and D1)		3,582,318.56		3,508,310.56		3,509,304.56
3. Components of Ending Fund Balance						
a. Nonspendable	9710-9719	5,000.00		5,000.00		5,000.00
b. Restricted	9740	348,890.97		0.00		0.00
c. Committed						
1. Stabilization Arrangements	9750	0.00		0.00		0.00
2. Other Commitments	9760	0.00		0.00		0.00
d. Assigned	9780	2,193,478.44		2,193,478.44		2,193,478.44
e. Unassigned/Unappropriated						
1. Reserve for Economic Uncertainties	9789	1,034,949.15		1,309,832.12		1,310,826.12
2. Unassigned/Unappropriated	9790	0.00		0.00		0.00
f. Total Components of Ending Fund Balance (Line D3f must agree with line D2)		3,582,318.56		3,508,310.56		3,509,304.56



Public Hearing I

Description	Object Codes	2019-20 Budget (Form 01) (A)	% Change (Cois. C-A/A) (B)	2020-21 Projection (C)	% Change (Cois. E-C/C) (D)	2021-22 Projection (E)
<b>E. AVAILABLE RESERVES</b>						
1. General Fund						
a. Stabilization Arrangements	9750	0.00		0.00		0.00
b. Reserve for Economic Uncertainties	9789	1,034,949.15		1,309,832.12		1,310,826.12
c. Unassigned/Unappropriated	9790	0.00		0.00		0.00
d. Negative Restricted Ending Balances (Negative resources 2000-9999)	979Z			0.00		0.00
2. Special Reserve Fund - Noncapital Outlay (Fund 17)						
a. Stabilization Arrangements	9750	0.00		0.00		0.00
b. Reserve for Economic Uncertainties	9789	0.00		0.00		0.00
c. Unassigned/Unappropriated	9790	0.00		0.00		0.00
3. Total Available Reserves - by Amount (Sum lines E1a thru E2c)		1,034,949.15		1,309,832.12		1,310,826.12
4. Total Available Reserves - by Percent (Line E3 divided by Line F3c)		3.00%		3.68%		3.59%
<b>F. RECOMMENDED RESERVES</b>						
1. Special Education Pass-through Exclusions						
For districts that serve as the administrative unit (AU) of a special education local plan area (SELPA):						
a. Do you choose to exclude from the reserve calculation the pass-through funds distributed to SELPA members?	Yes					
b. If you are the SELPA AU and are excluding special education pass-through funds:						
1. Enter the name(s) of the SELPA(s):						
2. Special education pass-through funds (Column A: Fund 10, resources 3300-3499 and 6500-6540, objects 7211-7213 and 7221-7223; enter projections for subsequent years 1 and 2 in Columns C and E)		0.00				
2. District ADA Used to determine the reserve standard percentage level on line F3d (Col. A: Form A, Estimated P-2 ADA column, Lines A4 and C4; enter projections)		1,928.00		1,928.00		1,928.00
3. Calculating the Reserves						
a. Expenditures and Other Financing Uses (Line B11)		34,498,305.00		35,571,456.00		36,514,221.00
b. Plus: Special Education Pass-through Funds (Line F1b2, if Line F1a is No)		0.00		0.00		0.00
c. Total Expenditures and Other Financing Uses (Line F3a plus line F3b)		34,498,305.00		35,571,456.00		36,514,221.00
d. Reserve Standard Percentage Level (Refer to Form 01CS, Criterion 10 for calculation details)		3%		3%		3%
e. Reserve Standard - By Percent (Line F3c times F3d)		1,034,949.15		1,067,143.68		1,095,426.63
f. Reserve Standard - By Amount (Refer to Form 01CS, Criterion 10 for calculation details)		0.00		0.00		0.00
g. Reserve Standard (Greater of Line F3e or F3f)		1,034,949.15		1,067,143.68		1,095,426.63
h. Available Reserves (Line E3) Meet Reserve Standard (Line F3g)	YES			YES		YES

Description	Direct Costs - Interfund Transfers In 5750	Transfers Out 5750	Indirect Costs - Interfund Transfers In 7350	Transfers Out 7350	Interfund Transfers In 3900-3929	Interfund Transfers Out 7600-7629	Due From Other Funds 9310	Due To Other Funds 9610
01 GENERAL FUND								
Expenditure Detail	0.00	0.00	0.00	134,540.00				
Other Sources/Uses Detail					0.00	209,110.00		
Fund Reconciliation							0.00	0.00
09 CHARTER SCHOOLS SPECIAL REVENUE FUND								
Expenditure Detail	0.00	0.00	0.00	0.00				
Other Sources/Uses Detail					0.00	0.00		
Fund Reconciliation							0.00	0.00
10 SPECIAL EDUCATION PASS-THROUGH FUND								
Expenditure Detail								
Other Sources/Uses Detail								
Fund Reconciliation							0.00	0.00
11 ADULT EDUCATION FUND								
Expenditure Detail	0.00	0.00	110,000.00	0.00				
Other Sources/Uses Detail					0.00	0.00		
Fund Reconciliation							0.00	0.00
12 CHILD DEVELOPMENT FUND								
Expenditure Detail	0.00	0.00	24,540.00	0.00				
Other Sources/Uses Detail					0.00	0.00		
Fund Reconciliation							0.00	0.00
13 CAFETERIA SPECIAL REVENUE FUND								
Expenditure Detail	0.00	0.00	0.00	0.00				
Other Sources/Uses Detail					92,086.00	0.00		
Fund Reconciliation							0.00	0.00
14 DEFERRED MAINTENANCE FUND								
Expenditure Detail	0.00	0.00			0.00	0.00		
Other Sources/Uses Detail								
Fund Reconciliation							0.00	0.00
15 PUPIL TRANSPORTATION EQUIPMENT FUND								
Expenditure Detail	0.00	0.00						
Other Sources/Uses Detail					0.00	0.00		
Fund Reconciliation							0.00	0.00
17 SPECIAL RESERVE FUND FOR OTHER THAN CAPITAL OUTLAY								
Expenditure Detail								
Other Sources/Uses Detail					0.00	0.00		
Fund Reconciliation							0.00	0.00
18 SCHOOL BUS EMISSIONS REDUCTION FUND								
Expenditure Detail	0.00	0.00						
Other Sources/Uses Detail					0.00	0.00		
Fund Reconciliation							0.00	0.00
19 FOUNDATION SPECIAL REVENUE FUND								
Expenditure Detail	0.00	0.00	0.00	0.00				
Other Sources/Uses Detail						0.00		
Fund Reconciliation							0.00	0.00
20 SPECIAL RESERVE FUND FOR POSTEMPLOYMENT BENEFITS								
Expenditure Detail								
Other Sources/Uses Detail					0.00	0.00		
Fund Reconciliation							0.00	0.00
21 BUILDING FUND								
Expenditure Detail	0.00	0.00						
Other Sources/Uses Detail					0.00	0.00		
Fund Reconciliation							0.00	0.00
25 CAPITAL FACILITIES FUND								
Expenditure Detail	0.00	0.00						
Other Sources/Uses Detail					0.00	0.00		
Fund Reconciliation							0.00	0.00
30 STATE SCHOOL BUILDING LEASE/PURCHASE FUND								
Expenditure Detail	0.00	0.00						
Other Sources/Uses Detail					0.00	0.00		
Fund Reconciliation							0.00	0.00
35 COUNTY SCHOOL FACILITIES FUND								
Expenditure Detail	0.00	0.00						
Other Sources/Uses Detail					0.00	0.00		
Fund Reconciliation							0.00	0.00
40 SPECIAL RESERVE FUND FOR CAPITAL OUTLAY PROJECTS								
Expenditure Detail	0.00	0.00						
Other Sources/Uses Detail					117,024.00	0.00		
Fund Reconciliation							0.00	0.00
49 CAP PROJ FUND FOR BLENDED COMPONENT UNITS								
Expenditure Detail	0.00	0.00						
Other Sources/Uses Detail					0.00	0.00		
Fund Reconciliation							0.00	0.00
51 BCND INTEREST AND REDEMPTION FUND								
Expenditure Detail								
Other Sources/Uses Detail					0.00	0.00		
Fund Reconciliation							0.00	0.00
52 DEBT SVC FUND FOR BLENDED COMPONENT UNITS								
Expenditure Detail								
Other Sources/Uses Detail					0.00	0.00		
Fund Reconciliation							0.00	0.00
53 TAX OVERRIDE FUND								
Expenditure Detail								
Other Sources/Uses Detail					0.00	0.00		
Fund Reconciliation							0.00	0.00
56 DEBT SERVICE FUND								
Expenditure Detail								
Other Sources/Uses Detail					0.00	0.00		
Fund Reconciliation							0.00	0.00
57 FOUNDATION PERMANENT FUND								
Expenditure Detail	0.00	0.00	0.00	0.00				
Other Sources/Uses Detail						0.00		
Fund Reconciliation							0.00	0.00
61 CAFETERIA ENTERPRISE FUND								
Expenditure Detail	0.00	0.00	0.00	0.00				
Other Sources/Uses Detail					0.00	0.00		
Fund Reconciliation							0.00	0.00

Description	Direct Costs - Interfund Transfers In 5750	Transfers Out 5750	Indirect Costs - Interfund Transfers In 7350	Transfers Out 7350	Interfund Transfers In 3900-3929	Transfers Out 7600-7629	Due From Other Funds 3310	Due To Other Funds 3610
62 CHARTER SCHOOLS ENTERPRISE FUND								
Expenditure Detail	0.00	0.00	0.00	0.00				
Other Sources/Uses Detail					0.00	0.00		
Fund Reconciliation							0.00	0.00
63 OTHER ENTERPRISE FUND								
Expenditure Detail	0.00	0.00						
Other Sources/Uses Detail					0.00	0.00		
Fund Reconciliation							0.00	0.00
66 WAREHOUSE REVOLVING FUND								
Expenditure Detail	0.00	0.00						
Other Sources/Uses Detail					0.00	0.00		
Fund Reconciliation							0.00	0.00
67 SELF-INSURANCE FUND								
Expenditure Detail	0.00	0.00			0.00	0.00		
Other Sources/Uses Detail								
Fund Reconciliation							0.00	0.00
71 RETIREE BENEFIT FUND								
Expenditure Detail								
Other Sources/Uses Detail					0.00			
Fund Reconciliation							0.00	0.00
73 FOUNDATION PRIVATE-PURPOSE TRUST FUND								
Expenditure Detail	0.00	0.00						
Other Sources/Uses Detail					0.00			
Fund Reconciliation							0.00	0.00
76 WARRANT/PASS-THROUGH FUND								
Expenditure Detail								
Other Sources/Uses Detail								
Fund Reconciliation							0.00	0.00
95 STUDENT BODY FUND								
Expenditure Detail								
Other Sources/Uses Detail								
Fund Reconciliation							0.00	0.00
TOTALS	0.00	0.00	134,540.00	(134,540.00)	209,110.00	209,110.00	0.00	0.00

Description	Direct Costs - Interfund Transfers In 5750	Transfers Out 5750	Indirect Costs - Interfund Transfers In 7350	Transfers Out 7350	Interfund Transfers In 3900-3929	Interfund Transfers Out 7600-7629	Due From Other Funds 3310	Due To Other Funds 9610
01 GENERAL FUND								
Expenditure Detail	0.00	0.00	0.00	87,140.00				
Other Sources/Uses Detail					0.00	75,380.00		
Fund Reconciliation								
09 CHARTER SCHOOLS SPECIAL REVENUE FUND								
Expenditure Detail	0.00	0.00	0.00	0.00				
Other Sources/Uses Detail					0.00	0.00		
Fund Reconciliation								
10 SPECIAL EDUCATION PASS-THROUGH FUND								
Expenditure Detail								
Other Sources/Uses Detail								
Fund Reconciliation								
11 ADULT EDUCATION FUND								
Expenditure Detail	0.00	0.00	72,900.00	0.00				
Other Sources/Uses Detail					0.00	0.00		
Fund Reconciliation								
12 CHILD DEVELOPMENT FUND								
Expenditure Detail	0.00	0.00	24,540.00	0.00				
Other Sources/Uses Detail					0.00	0.00		
Fund Reconciliation								
13 CAFETERIA SPECIAL REVENUE FUND								
Expenditure Detail	0.00	0.00	0.00	0.00				
Other Sources/Uses Detail					75,380.00	0.00		
Fund Reconciliation								
14 DEFERRED MAINTENANCE FUND								
Expenditure Detail	0.00	0.00						
Other Sources/Uses Detail					0.00	0.00		
Fund Reconciliation								
15 PUPIL TRANSPORTATION EQUIPMENT FUND								
Expenditure Detail	0.00	0.00						
Other Sources/Uses Detail					0.00	0.00		
Fund Reconciliation								
17 SPECIAL RESERVE FUND FOR OTHER THAN CAPITAL OUTLAY								
Expenditure Detail								
Other Sources/Uses Detail					0.00	0.00		
Fund Reconciliation								
18 SCHOOL BUS EMISSIONS REDUCTION FUND								
Expenditure Detail	0.00	0.00						
Other Sources/Uses Detail					0.00	0.00		
Fund Reconciliation								
19 FOUNDATION SPECIAL REVENUE FUND								
Expenditure Detail	0.00	0.00	0.00	0.00				
Other Sources/Uses Detail						0.00		
Fund Reconciliation								
20 SPECIAL RESERVE FUND FOR POSTEMPLOYMENT BENEFITS								
Expenditure Detail								
Other Sources/Uses Detail					0.00	0.00		
Fund Reconciliation								
21 BUILDING FUND								
Expenditure Detail	0.00	0.00						
Other Sources/Uses Detail					0.00	0.00		
Fund Reconciliation								
25 CAPITAL FACILITIES FUND								
Expenditure Detail	0.00	0.00						
Other Sources/Uses Detail					0.00	0.00		
Fund Reconciliation								
30 STATE SCHOOL BUILDING LEASE/PURCHASE FUND								
Expenditure Detail	0.00	0.00						
Other Sources/Uses Detail					0.00	0.00		
Fund Reconciliation								
35 COUNTY SCHOOL FACILITIES FUND								
Expenditure Detail	0.00	0.00						
Other Sources/Uses Detail					0.00	0.00		
Fund Reconciliation								
40 SPECIAL RESERVE FUND FOR CAPITAL OUTLAY PROJECTS								
Expenditure Detail	0.00	0.00						
Other Sources/Uses Detail					0.00	0.00		
Fund Reconciliation								
49 CAP PROJ FUND FOR BLENDED COMPONENT UNITS								
Expenditure Detail	0.00	0.00						
Other Sources/Uses Detail					0.00	0.00		
Fund Reconciliation								
51 BOND INTEREST AND REDEMPTION FUND								
Expenditure Detail								
Other Sources/Uses Detail					0.00	0.00		
Fund Reconciliation								
52 DEBT SVC FUND FOR BLENDED COMPONENT UNITS								
Expenditure Detail								
Other Sources/Uses Detail					0.00	0.00		
Fund Reconciliation								
53 TAX OVERRIDE FUND								
Expenditure Detail								
Other Sources/Uses Detail					0.00	0.00		
Fund Reconciliation								
56 DEBT SERVICE FUND								
Expenditure Detail								
Other Sources/Uses Detail					0.00	0.00		
Fund Reconciliation								
57 FOUNDATION PERMANENT FUND								
Expenditure Detail	0.00	0.00	0.00	0.00				
Other Sources/Uses Detail						0.00		
Fund Reconciliation								
61 CAFETERIA ENTERPRISE FUND								
Expenditure Detail	0.00	0.00	0.00	0.00				
Other Sources/Uses Detail					0.00	0.00		
Fund Reconciliation								

July 1 Budget  
2019-20 Budget  
SUMMARY OF INTERFUND ACTIVITIES  
FOR ALL FUNDS

Public Hearing I

27 56134 000000  
Form SIA-B

Description	Direct Costs - Interfund		Indirect Costs - Interfund		Interfund Transfers In 3900-3929	Interfund Transfers Out 7600-7629	Due From Other Funds 3310	Due To Other Funds 3610
	Transfers In 5750	Transfers Out 5750	Transfers In 7350	Transfers Out 7350				
62 CHARTER SCHOOLS ENTERPRISE FUND								
Expenditure Detail	0.00	0.00	0.00	0.00				
Other Sources/Uses Detail					0.00	0.00		
Fund Reconciliation								
63 OTHER ENTERPRISE FUND								
Expenditure Detail	0.00	0.00						
Other Sources/Uses Detail					0.00	0.00		
Fund Reconciliation								
66 WAREHOUSE REVOLVING FUND								
Expenditure Detail	0.00	0.00						
Other Sources/Uses Detail					0.00	0.00		
Fund Reconciliation								
67 SELF-INSURANCE FUND								
Expenditure Detail	0.00	0.00						
Other Sources/Uses Detail					0.00	0.00		
Fund Reconciliation								
71 RETIREE BENEFIT FUND								
Expenditure Detail								
Other Sources/Uses Detail					0.00			
Fund Reconciliation								
73 FOUNDATION PRIVATE-PURPOSE TRUST FUND								
Expenditure Detail	0.00	0.00						
Other Sources/Uses Detail					0.00			
Fund Reconciliation								
76 WARRANT/PASS-THROUGH FUND								
Expenditure Detail								
Other Sources/Uses Detail								
Fund Reconciliation								
95 STUDENT BODY FUND								
Expenditure Detail								
Other Sources/Uses Detail								
Fund Reconciliation								
TOTALS	0.00	0.00	97,440.00	(97,440.00)	75,880.00	75,880.00		



Provide methodology and assumptions used to estimate ADA, enrollment, revenues, expenditures, reserves and fund balance, and multiyear commitments (including cost-of-living adjustments).

Deviations from the standards must be explained and may affect the approval of the budget.

## CRITERIA AND STANDARDS

### 1. CRITERION: Average Daily Attendance

STANDARD: Funded average daily attendance (ADA) has not been overestimated in 1) the first prior fiscal year OR in 2) two or more of the previous three fiscal years by more than the following percentage levels:

Percentage Level	District ADA		
3.0%	0	to	300
2.0%	301	to	1,000
1.0%	1,001	and	over

District ADA (Form A, Estimated P-2 ADA column, lines A4 and C4):

District's ADA Standard Percentage Level:

### 1A. Calculating the District's ADA Variances

DATA ENTRY: For the Third, Second, and First Prior Years, enter Estimated Funded ADA in the Original Budget Funded ADA column; enter district regular ADA and charter school ADA corresponding to financial data reported in the General Fund, only, for the Third, Second, and First Prior Years. All other data are extracted.

Fiscal Year	Original Budget Funded ADA (Form A, Lines A4 and C4)	Estimated/Unaudited Actuals Funded ADA (Form A, Lines A4 and C4)	ADA Variance Level (If Budget is greater than Actuals, else N/A)	Status
Third Prior Year (2016-17)				
District Regular	2,075	1,996		
Charter School				
<b>Total ADA</b>	<b>2,075</b>	<b>1,996</b>	<b>3.8%</b>	<b>Not Met</b>
Second Prior Year (2017-18)				
District Regular	2,012	1,990		
Charter School				
<b>Total ADA</b>	<b>2,012</b>	<b>1,990</b>	<b>1.1%</b>	<b>Not Met</b>
First Prior Year (2018-19)				
District Regular	1,981	1,926		
Charter School		0		
<b>Total ADA</b>	<b>1,981</b>	<b>1,926</b>	<b>2.8%</b>	<b>Not Met</b>
Budget Year (2019-20)				
District Regular	1,928			
Charter School	0			
<b>Total ADA</b>	<b>1,928</b>			

### 1B. Comparison of District ADA to the Standard

DATA ENTRY: Enter an explanation if the standard is not met.

- 1a. STANDARD NOT MET - Funded ADA was estimated above the standard for the first prior year. Provide reasons for the overestimate, a description of the methods and assumptions used in projecting funded ADA, and what changes will be made to improve the accuracy of projections in this area.

**Explanation:**  
(required if NOT met)

The District anticipated a higher enrollment. However, our enrollment is declining.

- 1b. STANDARD NOT MET - Funded ADA was estimated above the standard for two or more of the previous three years. Provide reasons for the overestimate, a description of the methods and assumptions used in projecting funded ADA, and what changes will be made to improve the accuracy of projections in this area.

**Explanation:**  
(required if NOT met)

The District anticipated higher enrollment.

## 2. CRITERION: Enrollment

STANDARD: Projected enrollment has not been overestimated in 1) the first prior fiscal year OR in 2) two or more of the previous three fiscal years by more than the following percentage levels:

Percentage Level	District ADA
3.0%	0 to 300
2.0%	301 to 1,000
1.0%	1,001 and over

District ADA (Form A, Estimated P-2 ADA column, lines A4 and C4):

District's Enrollment Standard Percentage Level:

### 2A. Calculating the District's Enrollment Variances

DATA ENTRY: Enter data in the Enrollment, Budget, column for all fiscal years and in the Enrollment, CBEDS Actual column for the First Prior Year; all other data are extracted or calculated. CBEDS Actual enrollment data preloaded in the District Regular lines will include both District Regular and Charter School enrollment. Districts will need to adjust the District Regular enrollment lines and the Charter School enrollment lines accordingly. Enter district regular enrollment and charter school enrollment corresponding to financial data reported in the General Fund, only, for all fiscal years.

Fiscal Year	Budget	Enrollment CBEDS Actual	Enrollment Variance Level (If Budget is greater than Actual, else N/A)	Status
Third Prior Year (2016-17)				
District Regular	2,102	2,078		
Charter School				
<b>Total Enrollment</b>	<b>2,102</b>	<b>2,078</b>	<b>1.1%</b>	<b>Not Met</b>
Second Prior Year (2017-18)				
District Regular	2,084	2,091		
Charter School				
<b>Total Enrollment</b>	<b>2,084</b>	<b>2,091</b>	<b>N/A</b>	<b>Met</b>
First Prior Year (2018-19)				
District Regular	2,094	2,035		
Charter School				
<b>Total Enrollment</b>	<b>2,094</b>	<b>2,035</b>	<b>2.8%</b>	<b>Not Met</b>
Budget Year (2019-20)				
District Regular	2,055			
Charter School				
<b>Total Enrollment</b>	<b>2,055</b>			

### 2B. Comparison of District Enrollment to the Standard

DATA ENTRY: Enter an explanation if the standard is not met.

- 1a. STANDARD NOT MET - Enrollment was estimated above the standard for the first prior year. Provide reasons for the overestimate, a description of the methods and assumptions used in projecting enrollment, and what changes will be made to improve the accuracy of projections in this area.

Explanation:  
(required if NOT met)

In 2016-2017 and 2018-2019, we over-estimated enrollment, and are now in declining enrollment.

- 1b. STANDARD NOT MET - Enrollment was estimated above the standard for two or more of the previous three years. Provide reasons for the overestimate, a description of the methods and assumptions used in projecting enrollment, and what changes will be made to improve the accuracy of projections in this area.

Explanation:  
(required if NOT met)

We are in declining enrollment. But as a Community Funded District, this is not statistically significant.

**3. CRITERION: ADA to Enrollment**

STANDARD: Projected second period (P-2) average daily attendance (ADA) to enrollment ratio for any of the budget year or two subsequent fiscal years has not increased from the historical average ratio from the three prior fiscal years by more than one half of one percent (0.5%).

**3A. Calculating the District's ADA to Enrollment Standard**

DATA ENTRY: All data are extracted or calculated. Data should reflect district regular and charter school ADA/enrollment corresponding to financial data reported in the General Fund, only, for all fiscal years.

Fiscal Year	P-2 ADA Estimated/Unaudited Actuals (Form A, Lines A4 and C4)	Enrollment CBEDS Actual (Criterion 2, Item 2A)	Historical Ratio of ADA to Enrollment
Third Prior Year (2016-17)			
District Regular	1,984	2,078	
Charter School		0	
<b>Total ADA/Enrollment</b>	<b>1,984</b>	<b>2,078</b>	<b>95.5%</b>
Second Prior Year (2017-18)			
District Regular	1,981	2,091	
Charter School			
<b>Total ADA/Enrollment</b>	<b>1,981</b>	<b>2,091</b>	<b>94.7%</b>
First Prior Year (2018-19)			
District Regular	1,909	2,035	
Charter School	0		
<b>Total ADA/Enrollment</b>	<b>1,909</b>	<b>2,035</b>	<b>93.8%</b>
Historical Average Ratio:			94.7%

District's ADA to Enrollment Standard (historical average ratio plus 0.5%): **95.2%**

**3B. Calculating the District's Projected Ratio of ADA to Enrollment**

DATA ENTRY: Enter data in the Estimated P-2 ADA column for the two subsequent years. Enter data in the Enrollment column for the two subsequent years. Data should reflect district regular and charter school ADA/enrollment corresponding to financial data reported in the General Fund only, for all fiscal years. All other data are extracted or calculated.

Fiscal Year	Estimated P-2 ADA Budget (Form A, Lines A4 and C4)	Enrollment Budget/Projected (Criterion 2, Item 2A)	Ratio of ADA to Enrollment	Status
Budget Year (2019-20)				
District Regular	1,928	2,055		
Charter School	0			
<b>Total ADA/Enrollment</b>	<b>1,928</b>	<b>2,055</b>	<b>93.8%</b>	<b>Met</b>
1st Subsequent Year (2020-21)				
District Regular	1,928	2,055		
Charter School				
<b>Total ADA/Enrollment</b>	<b>1,928</b>	<b>2,055</b>	<b>93.8%</b>	<b>Met</b>
2nd Subsequent Year (2021-22)				
District Regular	1,928	2,055		
Charter School				
<b>Total ADA/Enrollment</b>	<b>1,928</b>	<b>2,055</b>	<b>93.8%</b>	<b>Met</b>

**3C. Comparison of District ADA to Enrollment Ratio to the Standard**

DATA ENTRY: Enter an explanation if the standard is not met.

1a. STANDARD MET - Projected P-2 ADA to enrollment ratio has not exceeded the standard for the budget and two subsequent fiscal years.

Explanation:  
(required if NOT met)



#### 4. CRITERION: LCFF Revenue

STANDARD: Projected local control funding formula (LCFF) revenue for any of the budget year or two subsequent fiscal years has not changed from the prior fiscal year by more than the change in population, plus the district's cost-of-living adjustment (COLA) and its economic recovery target payment, plus or minus one percent.

For basic aid districts, projected LCFF revenue has not changed from the prior fiscal year by more than the percent change in property tax revenues plus or minus one percent.

For districts funded by necessary small school formulas, projected LCFF revenue has not changed from the prior fiscal year amount by more than the district's COLA and its economic recovery target payment, plus or minus one percent.

##### 4A. District's LCFF Revenue Standard

Indicate which standard applies:

LCFF Revenue

Basic Aid

Necessary Small School

The District must select which LCFF revenue standard applies.

LCFF Revenue Standard selected: Basic Aid

##### 4A1. Calculating the District's LCFF Revenue Standard

DATA ENTRY: Enter data in Step 1a for the two subsequent fiscal years. All other data is extracted or calculated. Enter data for Steps 2a through 2c. All other data is calculated.

Note: Enter data for the Economic Recovery Target Funding (current year increment), Step 2c, for the current year only (not applicable in the two subsequent fiscal years).

##### Projected LCFF Revenue

	Prior Year (2018-19)	Budget Year (2019-20)	1st Subsequent Year (2020-21)	2nd Subsequent Year (2021-22)
Step 1 - Change in Population				
a. ADA (Funded) (Form A, lines A6 and C4)	1,926.01	1,929.70	1,929.70	1,929.70
b. Prior Year ADA (Funded)		1,926.01	1,929.70	1,929.70
c. Difference (Step 1a minus Step 1b)		3.69	0.00	0.00
d. Percent Change Due to Population (Step 1c divided by Step 1b)		0.19%	0.00%	0.00%
Step 2 - Change in Funding Level				
a. Prior Year LCFF Funding				
b1. COLA percentage				
b2. COLA amount (proxy for purposes of this criterion)	0.00		0.00	0.00
c. Economic Recovery Target Funding (current year increment)			N/A	N/A
d. Total (Lines 2b2 plus Line 2c)	0.00		0.00	0.00
e. Percent Change Due to Funding Level (Step 2d divided by Step 2a)		0.00%	0.00%	0.00%
Step 3 - Total Change in Population and Funding Level (Step 1d plus Step 2e)		0.19%	0.00%	0.00%
LCFF Revenue Standard (Step 3, plus/minus 1%):		N/A	N/A	N/A

#### 4A2. Alternate LCFF Revenue Standard - Basic Aid

DATA ENTRY: If applicable to your district, input data in the 1st and 2nd Subsequent Year columns for projected local property taxes; all other data are extracted or calculated.

##### Basic Aid District Projected LCFF Revenue

	Prior Year (2018-19)	Budget Year (2019-20)	1st Subsequent Year (2020-21)	2nd Subsequent Year (2021-22)
Projected Local Property Taxes (Form 01, Objects 8021 - 8089)	26,583,586.00	27,846,307.00	28,960,159.00	29,973,765.00
Percent Change from Previous Year		4.75%	4.00%	3.50%
Basic Aid Standard (percent change from previous year, plus/minus 1%):		3.75% to 5.75%	3.00% to 5.00%	2.50% to 4.50%

#### 4A3. Alternate LCFF Revenue Standard - Necessary Small School

DATA ENTRY: All data are extracted or calculated.

##### Necessary Small School District Projected LCFF Revenue

	Budget Year (2019-20)	1st Subsequent Year (2020-21)	2nd Subsequent Year (2021-22)
Necessary Small School Standard			
(COLA plus Economic Recovery Target Payment, Step 2e, plus/minus 1%):	N/A	N/A	N/A

#### 4B. Calculating the District's Projected Change in LCFF Revenue

DATA ENTRY: Enter data in the 1st and 2nd Subsequent Year columns for LCFF Revenue; all other data are extracted or calculated.

	Prior Year (2018-19)	Budget Year (2019-20)	1st Subsequent Year (2020-21)	2nd Subsequent Year (2021-22)
LCFF Revenue (Fund 01, Objects 8011, 8012, 8020-8089)	29,486,158.00	30,737,703.00	31,851,555.00	32,865,161.00
District's Projected Change in LCFF Revenue:		4.24%	3.62%	3.18%
Basic Aid Standard:		3.75% to 5.75%	3.00% to 5.00%	2.50% to 4.50%
Status:		Not Met	Not Met	Not Met

#### 4C. Comparison of District LCFF Revenue to the Standard

DATA ENTRY: Enter an explanation if the standard is not met.

- 1a. STANDARD NOT MET - Projected change in LCFF revenue is outside the standard in one or more of the budget or two subsequent fiscal years. Provide reasons why the projection(s) exceed the standard(s) and a description of the methods and assumptions used in projecting LCFF revenue.

Explanation:  
(required if NOT met)

The District is within the Basic Aid Standard above in budget year and out years. The standard should be met.

## 5. CRITERION: Salaries and Benefits

STANDARD: Projected ratio of total unrestricted salaries and benefits to total unrestricted general fund expenditures for any of the budget year or two subsequent fiscal years has not changed from the historical average ratio from the three prior fiscal years by more than the greater of three percent or the district's required reserves percentage.

### 5A. Calculating the District's Historical Average Ratio of Unrestricted Salaries and Benefits to Total Unrestricted General Fund Expenditures

DATA ENTRY: All data are extracted or calculated.

Fiscal Year	Estimated/Unaudited Actuals - Unrestricted (Resources 0000-1999)		Ratio of Unrestricted Salaries and Benefits to Total Unrestricted Expenditures
	Salaries and Benefits (Form 01, Objects 1000-3999)	Total Expenditures (Form 01, Objects 1000-7499)	
Third Prior Year (2016-17)	20,919,984.72	23,502,804.72	89.0%
Second Prior Year (2017-18)	22,213,524.48	24,927,341.69	89.1%
First Prior Year (2018-19)	22,995,129.87	25,763,520.08	89.3%
	Historical Average Ratio:		89.1%

	Budget Year (2019-20)	1st Subsequent Year (2020-21)	2nd Subsequent Year (2021-22)
District's Reserve Standard Percentage (Criterion 10B, Line 4):	3.0%	3.0%	3.0%
District's Salaries and Benefits Standard (historical average ratio, plus/minus the greater of 3% or the district's reserve standard percentage):	86.1% to 92.1%	86.1% to 92.1%	86.1% to 92.1%

### 5B. Calculating the District's Projected Ratio of Unrestricted Salaries and Benefits to Total Unrestricted General Fund Expenditures

DATA ENTRY: If Form MYP exists, Unrestricted Salaries and Benefits, and Total Unrestricted Expenditures data for the 1st and 2nd Subsequent Years will be extracted; if not, enter data for the two subsequent years. All other data are extracted or calculated.

Fiscal Year	Budget - Unrestricted (Resources 0000-1999)		Ratio of Unrestricted Salaries and Benefits to Total Unrestricted Expenditures	Status
	Salaries and Benefits (Form 01, Objects 1000-3999) (Form MYP, Lines B1-B3)	Total Expenditures (Form 01, Objects 1000-7499) (Form MYP, Lines B1-B8, B10)		
Budget Year (2019-20)	23,535,542.00	25,696,872.00	91.6%	Met
1st Subsequent Year (2020-21)	24,308,652.00	26,577,501.00	91.5%	Met
2nd Subsequent Year (2021-22)	25,057,490.00	27,336,664.00	91.7%	Met

### 5C. Comparison of District Salaries and Benefits Ratio to the Standard

DATA ENTRY: Enter an explanation if the standard is not met.

- 1a. STANDARD MET - Ratio of total unrestricted salaries and benefits to total unrestricted expenditures has met the standard for the budget and two subsequent fiscal years.

Explanation:  
(required if NOT met)

## 6. CRITERION: Other Revenues and Expenditures

STANDARD: Projected operating revenues (including federal, other state, and other local) or expenditures (including books and supplies, and services and other operating), for any of the budget year or two subsequent fiscal years, have not changed from the prior fiscal year amount by more than the percentage change in population and the funded cost-of-living adjustment (COLA) plus or minus ten percent.

For each major object category, changes that exceed the percentage change in population and the funded COLA plus or minus five percent must be explained.

### 6A. Calculating the District's Other Revenues and Expenditures Standard Percentage Ranges

DATA ENTRY: All data are extracted or calculated.

	Budget Year (2019-20)	1st Subsequent Year (2020-21)	2nd Subsequent Year (2021-22)
1. District's Change in Population and Funding Level (Criterion 4A1, Step 3):	0.19%	0.00%	0.00%
<b>2. District's Other Revenues and Expenditures Standard Percentage Range (Line 1, plus/minus 10%):</b>	<b>-9.81% to 10.19%</b>	<b>-10.00% to 10.00%</b>	<b>-10.00% to 10.00%</b>
3. District's Other Revenues and Expenditures Explanation Percentage Range (Line 1, plus/minus 5%):	-4.81% to 5.19%	-5.00% to 5.00%	-5.00% to 5.00%

### 6B. Calculating the District's Change by Major Object Category and Comparison to the Explanation Percentage Range (Section 6A, Line 3)

DATA ENTRY: If Form MYP exists, the 1st and 2nd Subsequent Year data for each revenue and expenditure section will be extracted; if not, enter data for the two subsequent years. All other data are extracted or calculated.

Explanations must be entered for each category if the percent change for any year exceeds the district's explanation percentage range.

Object Range / Fiscal Year	Amount	Percent Change Over Previous Year	Change Is Outside Explanation Range
<b>Federal Revenue (Fund 01, Objects 8100-8299) (Form MYP, Line A2)</b>			
First Prior Year (2018-19)	692,246.77		
Budget Year (2019-20)	655,066.00	-5.37%	Yes
1st Subsequent Year (2020-21)	659,196.00	0.63%	No
2nd Subsequent Year (2021-22)	663,357.00	0.63%	No

**Explanation:**  
(required if Yes)

The District is no longer eligible for Title III revenues.

<b>Other State Revenue (Fund 01, Objects 8300-8599) (Form MYP, Line A3)</b>			
First Prior Year (2018-19)	2,479,404.51		
Budget Year (2019-20)	2,095,006.00	-15.50%	Yes
1st Subsequent Year (2020-21)	1,916,306.00	-8.53%	Yes
2nd Subsequent Year (2021-22)	1,916,306.00	0.00%	No

**Explanation:**  
(required if Yes)

One time mandated costs have been removed as well as the College Readiness Block Grant. However the District will receive renewed funding for the CTE Incentive Grant. However, it is not budgeted in the subsequent year.

<b>Other Local Revenue (Fund 01, Objects 8600-8799) (Form MYP, Line A4)</b>			
First Prior Year (2018-19)	1,532,103.38		
Budget Year (2019-20)	1,425,748.00	-6.94%	Yes
1st Subsequent Year (2020-21)	1,425,748.00	0.00%	No
2nd Subsequent Year (2021-22)	1,425,748.00	0.00%	No

**Explanation:**  
(required if Yes)

Donation revenue has been removed for budget year and subsequent years.

<b>Books and Supplies (Fund 01, Objects 4000-4999) (Form MYP, Line B4)</b>			
First Prior Year (2018-19)	1,421,529.94		
Budget Year (2019-20)	1,122,411.00	-21.04%	Yes
1st Subsequent Year (2020-21)	1,128,023.00	0.50%	No
2nd Subsequent Year (2021-22)	1,133,664.00	0.50%	No

**Explanation:**  
(required if Yes)

Prior year donation carryover has been removed from Budget year and subsequent years

**Services and Other Operating Expenditures (Fund 01, Objects 5000-5999) (Form MYP, Line B5)**

First Prior Year (2018-19)	2,582,858.05		
Budget Year (2019-20)	2,050,187.00	-20.62%	Yes
1st Subsequent Year (2020-21)	2,155,533.00	5.14%	Yes
2nd Subsequent Year (2021-22)	2,124,460.00	-1.44%	No

**Explanation:**  
(required if Yes)

Services and operating expenditures decreased due to no more portable projects. There will be a Board election in 2020-2021 but is removed in the subsequent year.

**6C. Calculating the District's Change in Total Operating Revenues and Expenditures (Section 6A, Line 2)**

DATA ENTRY: All data are extracted or calculated.

Object Range / Fiscal Year	Amount	Percent Change Over Previous Year	Status
----------------------------	--------	--------------------------------------	--------

**Total Federal, Other State, and Other Local Revenue (Criterion 6B)**

First Prior Year (2018-19)	4,703,754.66		
Budget Year (2019-20)	4,175,820.00	-11.22%	Not Met
1st Subsequent Year (2020-21)	4,001,250.00	-4.18%	Met
2nd Subsequent Year (2021-22)	4,005,411.00	0.10%	Met

**Total Books and Supplies, and Services and Other Operating Expenditures (Criterion 6B)**

First Prior Year (2018-19)	4,004,387.99		
Budget Year (2019-20)	3,172,598.00	-20.77%	Not Met
1st Subsequent Year (2020-21)	3,283,556.00	3.50%	Met
2nd Subsequent Year (2021-22)	3,258,124.00	-0.77%	Met

**6D. Comparison of District Total Operating Revenues and Expenditures to the Standard Percentage Range**

DATA ENTRY: Explanations are linked from Section 6B if the status in Section 6C is not met; no entry is allowed below.

- 1a. STANDARD NOT MET - Projected total operating revenues have changed by more than the standard in one or more of the budget or two subsequent fiscal years. Reasons for the projected change, descriptions of the methods and assumptions used in the projections, and what changes, if any, will be made to bring the projected operating revenues within the standard must be entered in Section 6A above and will also display in the explanation box below.

**Explanation:**

Federal Revenue  
(linked from 6B  
if NOT met)

The District is no longer eligible for Title III revenues.

**Explanation:**

Other State Revenue  
(linked from 6B  
if NOT met)

One time mandated costs have been removed as well as the College Readiness Block Grant. However the District will receive renewed funding for the CTE Incentive Grant. However, it is not budgeted in the subsequent year.

**Explanation:**

Other Local Revenue  
(linked from 6B  
if NOT met)

Donation revenue has been removed for budget year and subsequent years.

- 1b. STANDARD NOT MET - Projected total operating expenditures have changed by more than the standard in one or more of the budget or two subsequent fiscal years. Reasons for the projected change, descriptions of the methods and assumptions used in the projections, and what changes, if any, will be made to bring the projected operating expenditures within the standard must be entered in Section 6A above and will also display in the explanation box below.

**Explanation:**

Books and Supplies  
(linked from 6B  
if NOT met)

Prior year donation carryover has been removed from Budget year and subsequent years

**Explanation:**

Services and Other Exps  
(linked from 6B  
if NOT met)

Services and operating expenditures decreased due to no more portable projects. There will be a Board election in 2020-2021 but is removed in the subsequent year.

## 7. CRITERION: Facilities Maintenance

**STANDARD:** Confirm that the annual contribution for facilities maintenance funding is not less than the amount required pursuant to Education Code Section 17070.75, if applicable, and that the district is providing adequately to preserve the functionality of its facilities for their normal life in accordance with Education Code sections 52060(d)(1) and 17002(d)(1).

### Determining the District's Compliance with the Contribution Requirement for EC Section 17070.75 - Ongoing and Major Maintenance/Restricted Maintenance Account (OMMA/RMA)

**NOTE:** EC Section 17070.75 requires the district to deposit into the account a minimum amount equal to or greater than three percent of the total general fund expenditures and other financing uses for that fiscal year.

**DATA ENTRY:** Click the appropriate Yes or No button for special education local plan area (SELPA) administrative units (AUs); all other data are extracted or calculated. If standard is not met, enter an X in the appropriate box and enter an explanation, if applicable.

1. a. For districts that are the AU of a SELPA, do you choose to exclude revenues that are passed through to participating members of the SELPA from the OMMA/RMA required minimum contribution calculation?
- b. Pass-through revenues and apportionments that may be excluded from the OMMA/RMA calculation per EC Section 17070.75(b)(2)(D) (Fund 10, resources 3300-3499 and 6500-6540, objects 7211-7213 and 7221-7223) 0.00

#### 2. Ongoing and Major Maintenance/Restricted Maintenance Account

a. Budgeted Expenditures and Other Financing Uses (Form 01, objects 1000-7999)	34,498,305.00			
b. Plus: Pass-through Revenues and Apportionments (Line 1b, if line 1a is No)		3% Required Minimum Contribution (Line 2c times 3%)	Budgeted Contribution <sup>1</sup> to the Ongoing and Major Maintenance Account	Status
c. Net Budgeted Expenditures and Other Financing Uses	34,498,305.00	1,034,949.15	943,096.00	Not Met

<sup>1</sup> Fund 01, Resource 8150, Objects 8900-8999

If standard is not met, enter an X in the box that best describes why the minimum required contribution was not made:

	Not applicable (district does not participate in the Leroy F. Greene School Facilities Act of 1998)
	Exempt (due to district's small size [EC Section 17070.75 (b)(2)(E)])
X	Other (explanation must be provided)

**Explanation:**  
(required if NOT met  
and Other is marked)

We will include the \$91,853.15 deficiency in our ending fund balance.

## 8. CRITERION: Deficit Spending

STANDARD: Unrestricted deficit spending (total unrestricted expenditures and other financing uses is greater than total unrestricted revenues and other financing sources) as a percentage of total unrestricted expenditures and other financing uses, has not exceeded one-third of the district's available reserves<sup>1</sup> as a percentage of total expenditures and other financing uses<sup>2</sup> in two out of three prior fiscal years.

### 8A. Calculating the District's Deficit Spending Standard Percentage Levels

DATA ENTRY: All data are extracted or calculated.

	Third Prior Year (2016-17)	Second Prior Year (2017-18)	First Prior Year (2018-19)
1. District's Available Reserve Amounts (resources 0000-1999)			
a. Stabilization Arrangements (Funds 01 and 17, Object 9750)	0.00	0.00	0.00
b. Reserve for Economic Uncertainties (Funds 01 and 17, Object 9789)	910,398.00	1,010,053.50	1,049,892.00
c. Unassigned/Unappropriated (Funds 01 and 17, Object 9790)	0.00	0.00	0.00
d. Negative General Fund Ending Balances in Restricted Resources (Fund 01, Object 979Z, if negative, for each of resources 2000-9999)	0.00	0.00	0.00
e. Available Reserves (Lines 1a through 1d)	910,398.00	1,010,053.50	1,049,892.00
2. Expenditures and Other Financing Uses			
a. District's Total Expenditures and Other Financing Uses (Fund 01, objects 1000-7999)	30,504,995.50	31,584,378.81	34,996,389.99
b. Plus: Special Education Pass-through Funds (Fund 10, resources 3300-3499 and 6500-6540, objects 7211-7213 and 7221-7223)			0.00
c. Total Expenditures and Other Financing Uses (Line 2a plus Line 2b)	30,504,995.50	31,584,378.81	34,996,389.99
3. District's Available Reserve Percentage (Line 1e divided by Line 2c)	3.0%	3.2%	3.0%
<b>District's Deficit Spending Standard Percentage Levels (Line 3 times 1/3):</b>	<b>1.0%</b>	<b>1.1%</b>	<b>1.0%</b>

<sup>1</sup>Available reserves are the unrestricted amounts in the Stabilization Arrangement, Reserve for Economic Uncertainties, and Unassigned/Unappropriated accounts in the General Fund and the Special Reserve Fund for Other Than Capital Outlay Projects. Available reserves will be reduced by any negative ending balances in restricted resources in the General Fund.

<sup>2</sup>A school district that is the Administrative Unit of a Special Education Local Plan Area (SELPA) may exclude from its expenditures the distribution of funds to its participating members.

### 8B. Calculating the District's Deficit Spending Percentages

DATA ENTRY: All data are extracted or calculated.

Fiscal Year	Net Change in Unrestricted Fund Balance (Form 01, Section E)	Total Unrestricted Expenditures and Other Financing Uses (Form 01, Objects 1000-7999)	Deficit Spending Level (If Net Change in Unrestricted Fund Balance is negative, else N/A)	Status
Third Prior Year (2016-17)	(79,051.99)	23,572,515.37	0.3%	Met
Second Prior Year (2017-18)	(517,292.77)	24,978,205.90	2.1%	Not Met
First Prior Year (2018-19)	(959,336.52)	25,972,630.08	3.7%	Not Met
Budget Year (2019-20) (Information only)	41,360.00	25,772,752.00		

### 8C. Comparison of District Deficit Spending to the Standard

DATA ENTRY: Enter an explanation if the standard is not met.

- 1a. STANDARD NOT MET - Unrestricted deficit spending has exceeded the standard percentage levels for two or more of the previous three fiscal years. Provide reasons for the deficit spending, a description of the methods and assumptions used in balancing the unrestricted budgets, and what change, if any, will be made to ensure that the subsequent budgets are balanced within the standard.

**Explanation:**  
(required if NOT met)

Special Education expenditures continue to encroach on the General Fund.



## 9. CRITERION: Fund Balance

STANDARD: Budgeted beginning unrestricted general fund balance has not been overestimated for two out of three prior fiscal years by more than the following percentage levels:

Percentage Level <sup>1</sup>	District ADA
1.7%	0 to 300
1.3%	301 to 1,000
1.0%	1,001 to 30,000
0.7%	30,001 to 400,000
0.3%	400,001 and over

<sup>1</sup> Percentage levels equate to a rate of deficit spending which would eliminate recommended reserves for economic uncertainties over a three year period.

District Estimated P-2 ADA (Form A, Lines A6 and C4):

District's Fund Balance Standard Percentage Level:

### 9A. Calculating the District's Unrestricted General Fund Beginning Balance Percentages

DATA ENTRY: Enter data in the Original Budget column for the First, Second, and Third Prior Years; all other data are extracted or calculated.

Fiscal Year	Unrestricted General Fund Beginning Balance <sup>2</sup> (Form 01, Line F1e, Unrestricted Column)		Beginning Fund Balance Variance Level (If overestimated, else N/A)		Status
	Original Budget	Estimated/Unaudited Actuals			
Third Prior Year (2016-17)	3,654,517.22	4,742,363.90	N/A		Met
Second Prior Year (2017-18)	3,889,399.50	4,663,311.91	N/A		Met
First Prior Year (2018-19)	3,622,853.45	4,151,404.11	N/A		Met
Budget Year (2019-20) (Information only)	3,192,067.59				

<sup>2</sup> Adjusted beginning balance, including audit adjustments and other restatements (objects 9791-9795)

### 9B. Comparison of District Unrestricted Beginning Fund Balance to the Standard

DATA ENTRY: Enter an explanation if the standard is not met.

- 1a. STANDARD MET - Unrestricted general fund beginning fund balance has not been overestimated by more than the standard percentage level for two or more of the previous three years.

Explanation:  
(required if NOT met)



# 10. CRITERION: Reserves

STANDARD: Available reserves<sup>1</sup> for any of the budget year or two subsequent fiscal years are not less than the following percentages or amounts<sup>2</sup> as applied to total expenditures and other financing uses<sup>3</sup>:

DATA ENTRY: Budget Year data are extracted. If Form MYP exists, 1st and 2nd Subsequent Year data will be extracted. If not, enter district regular ADA and charter school ADA corresponding to financial data reported in the General Fund, only, for the two subsequent years.

Percentage Level	District ADA	
5% or \$69,000 (greater of)	0	to 300
4% or \$69,000 (greater of)	301	to 1,000
3%	1,001	to 30,000
2%	30,001	to 400,000
1%	400,001	and over

<sup>1</sup> Available reserves are the unrestricted amounts in the Stabilization Arrangements, Reserve for Economic Uncertainties, and Unassigned/Unappropriated accounts in the General Fund and the Special Reserve Fund for Other Than Capital Outlay Projects. Available reserves will be reduced by any negative ending balances in restricted resources in the General Fund.

<sup>2</sup> Dollar amounts to be adjusted annually by the prior year statutory cost-of-living adjustment (Education Code Section 42238), rounded to the nearest thousand.

<sup>3</sup> A school district that is the Administrative Unit (AU) of a Special Education Local Plan Area (SELPA) may exclude from its expenditures the distribution of funds to its participating members.

	Budget Year (2019-20)	1st Subsequent Year (2020-21)	2nd Subsequent Year (2021-22)
District Estimated P-2 ADA (Budget Year, Form A, Lines A4 and C4, Subsequent Years, Form MYP, Line F2, if available.)	1,928	1,928	1,928
District's Reserve Standard Percentage Level:	3%	3%	3%

## 10A. Calculating the District's Special Education Pass-through Exclusions (only for districts that serve as the AU of a SELPA)

DATA ENTRY: For SELPA AUs, if Form MYP exists, all data will be extracted including the Yes/No button selection. If not, click the appropriate Yes or No button for item 1 and, if Yes, enter data for item 2a and for the two subsequent years in item 2b; Budget Year data are extracted.

For districts that serve as the AU of a SELPA (Form MYP, Lines F1a, F1b1, and F1b2):

1. Do you choose to exclude from the reserve calculation the pass-through funds distributed to SELPA members?
2. If you are the SELPA AU and are excluding special education pass-through funds:
  - a. Enter the name(s) of the SELPA(s):

	Budget Year (2019-20)	1st Subsequent Year (2020-21)	2nd Subsequent Year (2021-22)
b. Special Education Pass-through Funds (Fund 10, resources 3300-3499 and 6500-6540, objects 7211-7213 and 7221-7223)	0.00		

## 10B. Calculating the District's Reserve Standard

DATA ENTRY: If Form MYP exists, 1st and 2nd Subsequent Year data for lines 1 and 2 will be extracted; if not, enter data for the two subsequent years. All other data are extracted or calculated.

	Budget Year (2019-20)	1st Subsequent Year (2020-21)	2nd Subsequent Year (2021-22)
1. Expenditures and Other Financing Uses (Fund 01, objects 1000-7999) (Form MYP, Line B11)	34,498,305.00	35,571,456.00	36,514,221.00
2. Plus: Special Education Pass-through (Criterion 10A, Line 2b, if Criterion 10A, Line 1 is No)			
3. Total Expenditures and Other Financing Uses (Line B1 plus Line B2)	34,498,305.00	35,571,456.00	36,514,221.00
4. Reserve Standard Percentage Level	3%	3%	3%
5. Reserve Standard - by Percent (Line B3 times Line B4)	1,034,949.15	1,067,143.68	1,095,426.63
6. Reserve Standard - by Amount (\$69,000 for districts with 0 to 1,000 ADA, else 0)	0.00	0.00	0.00
7. District's Reserve Standard (Greater of Line B5 or Line B6)	1,034,949.15	1,067,143.68	1,095,426.63

### 10C. Calculating the District's Budgeted Reserve Amount

DATA ENTRY: If Form MYP exists, 1st and 2nd Subsequent Year data for lines 1 through 7 will be extracted; if not, enter data for the two subsequent years.  
All other data are extracted or calculated.

Reserve Amounts (Unrestricted resources 0000-1999 except Line 4):	Budget Year (2019-20)	1st Subsequent Year (2020-21)	2nd Subsequent Year (2021-22)
1. General Fund - Stabilization Arrangements (Fund 01, Object 9750) (Form MYP, Line E1a)	0.00		
2. General Fund - Reserve for Economic Uncertainties (Fund 01, Object 9789) (Form MYP, Line E1b)	1,034,949.15	1,309,832.12	1,310,826.12
3. General Fund - Unassigned/Unappropriated Amount (Fund 01, Object 9790) (Form MYP, Line E1c)	0.00	0.00	0.00
4. General Fund - Negative Ending Balances in Restricted Resources (Fund 01, Object 979Z, if negative, for each of resources 2000-9999) (Form MYP, Line E1d)	0.00	0.00	0.00
5. Special Reserve Fund - Stabilization Arrangements (Fund 17, Object 9750) (Form MYP, Line E2a)	0.00		
6. Special Reserve Fund - Reserve for Economic Uncertainties (Fund 17, Object 9789) (Form MYP, Line E2b)	0.00		
7. Special Reserve Fund - Unassigned/Unappropriated Amount (Fund 17, Object 9790) (Form MYP, Line E2c)	0.00		
8. District's Budgeted Reserve Amount (Lines C1 thru C7)	1,034,949.15	1,309,832.12	1,310,826.12
9. District's Budgeted Reserve Percentage (Information only) (Line 8 divided by Section 10B, Line 3)	3.00%	3.68%	3.59%
<b>District's Reserve Standard (Section 10B, Line 7):</b>	<b>1,034,949.15</b>	<b>1,067,143.68</b>	<b>1,095,426.63</b>
Status:	Met	Met	Met

### 10D. Comparison of District Reserve Amount to the Standard

DATA ENTRY: Enter an explanation if the standard is not met.

- 1a. STANDARD MET - Projected available reserves have met the standard for the budget and two subsequent fiscal years.

**Explanation:**  
(required if NOT met)

## SUPPLEMENTAL INFORMATION

DATA ENTRY: Click the appropriate Yes or No button for items S1 through S4. Enter an explanation for each Yes answer.

### S1. Contingent Liabilities

- 1a. Does your district have any known or contingent liabilities (e.g., financial or program audits, litigation, state compliance reviews) that may impact the budget?

No

- 1b. If Yes, identify the liabilities and how they may impact the budget:

### S2. Use of One-time Revenues for Ongoing Expenditures

- 1a. Does your district have ongoing general fund expenditures in the budget in excess of one percent of the total general fund expenditures that are funded with one-time resources?

No

- 1b. If Yes, identify the expenditures and explain how the one-time resources will be replaced to continue funding the ongoing expenditures in the following fiscal years:

### S3. Use of Ongoing Revenues for One-time Expenditures

- 1a. Does your district have large non-recurring general fund expenditures that are funded with ongoing general fund revenues?

No

- 1b. If Yes, identify the expenditures:

### S4. Contingent Revenues

- 1a. Does your district have projected revenues for the budget year or either of the two subsequent fiscal years contingent on reauthorization by the local government, special legislation, or other definitive act (e.g., parcel taxes, forest reserves)?

No

- 1b. If Yes, identify any of these revenues that are dedicated for ongoing expenses and explain how the revenues will be replaced or expenditures reduced:

**S5. Contributions**

Identify projected contributions from unrestricted resources in the general fund to restricted resources in the general fund for the budget year and two subsequent fiscal years. Provide an explanation if contributions have changed from the prior fiscal year amounts by more than \$20,000 and more than ten percent. Explanation should include whether contributions are ongoing or one-time in nature.

Identify projected transfers to or from the general fund to cover operating deficits in either the general fund or any other fund for the budget year and two subsequent fiscal years. Provide an explanation if transfers have changed from the prior fiscal year amounts by more than \$20,000 and more than ten percent. Explanation should include whether transfers are ongoing or one-time in nature.

Estimate the impact of any capital projects on the general fund operational budget.

District's Contributions and Transfers Standard: -10.0% to +10.0%  
or -\$20,000 to +\$20,000

**S5A. Identification of the District's Projected Contributions, Transfers, and Capital Projects that may Impact the General Fund**

DATA ENTRY: For Contributions, enter data in the Projection column for the 1st and 2nd Subsequent Years. Contributions for the First Prior Year and Budget Year will be extracted. For Transfers In and Transfers Out, enter data in the First Prior Year. If Form MYP exists, the data will be extracted for the Budget Year, and 1st and 2nd Subsequent Years. If Form MYP does not exist, enter data in the Budget Year, 1st and 2nd subsequent Years. Click the appropriate button for item 1d; all other data will be calculated.

Description / Fiscal Year	Projection	Amount of Change	Percent Change	Status
<b>1a. Contributions, Unrestricted General Fund (Fund 01, Resources 0000-1999, Object 8980)</b>				
First Prior Year (2018-19)	(5,339,271.53)			
Budget Year (2019-20)	(5,266,866.00)	(72,405.53)	-1.4%	Met
1st Subsequent Year (2020-21)	(4,627,843.00)	(639,023.00)	-12.1%	Not Met
2nd Subsequent Year (2021-22)	(4,627,843.00)	0.00	0.0%	Met
<b>1b. Transfers In, General Fund *</b>				
First Prior Year (2018-19)	0.00			
Budget Year (2019-20)	0.00	0.00	0.0%	Met
1st Subsequent Year (2020-21)	0.00	0.00	0.0%	Met
2nd Subsequent Year (2021-22)	0.00	0.00	0.0%	Met
<b>1c. Transfers Out, General Fund *</b>				
First Prior Year (2018-19)	59,611.00			
Budget Year (2019-20)	75,880.00	16,269.00	27.3%	Met
1st Subsequent Year (2020-21)	75,880.00	0.00	0.0%	Met
2nd Subsequent Year (2021-22)	75,880.00	0.00	0.0%	Met

**1d. Impact of Capital Projects**

Do you have any capital projects that may impact the general fund operational budget?

No

\* Include transfers used to cover operating deficits in either the general fund or any other fund.

**S5B. Status of the District's Projected Contributions, Transfers, and Capital Projects**

DATA ENTRY: Enter an explanation if Not Met for items 1a-1c or if Yes for item 1d.

- 1a. NOT MET - The projected contributions from the unrestricted general fund to restricted general fund programs have changed by more than the standard for one or more of the budget or subsequent two fiscal years. Identify restricted programs and amount of contribution for each program and whether contributions are ongoing or one-time in nature. Explain the district's plan, with timeframes, for reducing or eliminating the contribution.

**Explanation:**  
(required if NOT met)

The District has recalculated the contributions it will need to make in 2020/2021 and also believe 2019-2020 will come in lower than projected.

- 1b. MET - Projected transfers in have not changed by more than the standard for the budget and two subsequent fiscal years.

**Explanation:**  
(required if NOT met)

1c. MET - Projected transfers out have not changed by more than the standard for the budget and two subsequent fiscal years.

**Explanation:**  
(required if NOT met)

--

1d. NO - There are no capital projects that may impact the general fund operational budget.

**Project Information:**  
(required if YES)


## S6. Long-term Commitments

Identify all existing and new multiyear commitments<sup>1</sup> and their annual required payments for the budget year and two subsequent fiscal years.

Explain how any increase in annual payments will be funded. Also explain how any decrease to funding sources used to pay long-term commitments will be replaced.

<sup>1</sup> Include multiyear commitments, multiyear debt agreements, and new programs or contracts that result in long-term obligations.

### S6A. Identification of the District's Long-term Commitments

DATA ENTRY: Click the appropriate button in item 1 and enter data in all columns of item 2 for applicable long-term commitments; there are no extractions in this section.

1. Does your district have long-term (multiyear) commitments?  
(If No, skip item 2 and Sections S6B and S6C)

Yes

2. If Yes to item 1, list all new and existing multiyear commitments and required annual debt service amounts. Do not include long-term commitments for postemployment benefits other than pensions (OPEB); OPEB is disclosed in item S7A.

Type of Commitment	# of Years Remaining	SACS Fund and Object Codes Used For:		Principal Balance as of July 1, 2019
		Funding Sources (Revenues)	Debt Service (Expenditures)	
Capital Leases	4			418,802
Certificates of Participation				
General Obligation Bonds	21	Bond Interest and Redemption fund		41,506,000
Supp Early Retirement Program				
State School Building Loans				
Compensated Absences				
Other Long-term Commitments (do not include OPEB):				
Bond Premiums				4,259,560
TOTAL:				46,184,362

Type of Commitment (continued)	Prior Year (2018-19) Annual Payment (P & I)	Budget Year (2019-20) Annual Payment (P & I)	1st Subsequent Year (2020-21) Annual Payment (P & I)	2nd Subsequent Year (2021-22) Annual Payment (P & I)
Capital Leases	200,640	117,036	117,036	117,035
Certificates of Participation				
General Obligation Bonds	4,781,130	4,279,171	3,736,251	3,336,695
Supp Early Retirement Program				
State School Building Loans				
Compensated Absences				
Other Long-term Commitments (continued):				
Bond Premiums				
Total Annual Payments:	4,981,770	4,396,207	3,853,287	3,453,730
Has total annual payment increased over prior year (2018-19)?	No	No	No	No

---

**S6B. Comparison of the District's Annual Payments to Prior Year Annual Payment**

---

DATA ENTRY: Enter an explanation if Yes.

- 1a. No - Annual payments for long-term commitments have not increased in one or more of the budget and two subsequent fiscal years.

**Explanation:**  
(required if Yes  
to increase in total  
annual payments)

--

---

**S6C. Identification of Decreases to Funding Sources Used to Pay Long-term Commitments**

---

DATA ENTRY: Click the appropriate Yes or No button in item 1; if Yes, an explanation is required in item 2.

1. Will funding sources used to pay long-term commitments decrease or expire prior to the end of the commitment period, or are they one-time sources?

No
----

- 2.

No - Funding sources will not decrease or expire prior to the end of the commitment period, and one-time funds are not being used for long-term commitment annual payments.

**Explanation:**  
(required if Yes)

--

## S7. Unfunded Liabilities

Estimate the unfunded liability for postemployment benefits other than pensions (OPEB) based on an actuarial valuation, if required, or other method; identify or estimate the actuarially determined contribution (if available); and indicate how the obligation is funded (pay-as-you-go, amortized over a specific period, etc.).

Estimate the unfunded liability for self-insurance programs such as workers' compensation based on an actuarial valuation, if required, or other method; identify or estimate the required contribution; and indicate how the obligation is funded (level of risk retained, funding approach, etc.).

### S7A. Identification of the District's Estimated Unfunded Liability for Postemployment Benefits Other than Pensions (OPEB)

DATA ENTRY: Click the appropriate button in item 1 and enter data in all other applicable items; there are no extractions in this section except the budget year data on line 5b.

1. Does your district provide postemployment benefits other than pensions (OPEB)? (If No, skip items 2-5)

Yes

2. For the district's OPEB:  
a. Are they lifetime benefits?

No

- b. Do benefits continue past age 65?

No

- c. Describe any other characteristics of the district's OPEB program including eligibility criteria and amounts, if any, that retirees are required to contribute toward their own benefits:

3. a. Are OPEB financed on a pay-as-you-go, actuarial cost, or other method?

Pay-as-you-go

- b. Indicate any accumulated amounts earmarked for OPEB in a self-insurance or governmental fund

Self-Insurance Fund

Governmental Fund

0

5,920

4. OPEB Liabilities

- a. Total OPEB liability  
b. OPEB plan(s) fiduciary net position (if applicable)  
c. Total/Net OPEB liability (Line 4a minus Line 4b)  
d. Is total OPEB liability based on the district's estimate or an actuarial valuation?  
e. If based on an actuarial valuation, indicate the date of the OPEB valuation

10,084,431.00

0.00

10,084,431.00

Actuarial

Jun 30 2018

5. OPEB Contributions

- a. OPEB actuarially determined contribution (ADC), if available, per actuarial valuation or Alternative Measurement Method  
b. OPEB amount contributed (for this purpose, include premiums paid to a self-insurance fund) (funds 01-70, objects 3701-3752)  
c. Cost of OPEB benefits (equivalent of "pay-as-you-go" amount)  
d. Number of retirees receiving OPEB benefits

Budget Year (2019-20)	1st Subsequent Year (2020-21)	2nd Subsequent Year (2021-22)
0.00	0.00	0.00
287,628.00	287,628.00	287,628.00
519,682.00	578,184.00	654,665.00
153	153	153



## S7B. Identification of the District's Unfunded Liability for Self-Insurance Programs

DATA ENTRY: Click the appropriate button in item 1 and enter data in all other applicable items; there are no extractions in this section.

1. Does your district operate any self-insurance programs such as workers' compensation, employee health and welfare, or property and liability? (Do not include OPEB, which is covered in Section S7A) (If No, skip items 2-4)

No

2. Describe each self-insurance program operated by the district, including details for each such as level of risk retained, funding approach, basis for valuation (district's estimate or actuarial), and date of the valuation:

3. Self-Insurance Liabilities

- a. Accrued liability for self-insurance programs  
b. Unfunded liability for self-insurance programs

Budget Year  
(2019-20)

1st Subsequent Year  
(2020-21)

2nd Subsequent Year  
(2021-22)

4. Self-Insurance Contributions

- a. Required contribution (funding) for self-insurance programs  
b. Amount contributed (funded) for self-insurance programs

Budget Year (2019-20)	1st Subsequent Year (2020-21)	2nd Subsequent Year (2021-22)

## S8. Status of Labor Agreements

Analyze the status of all employee labor agreements. Identify new labor agreements, as well as new commitments provided as part of previously ratified multiyear agreements; and include all contracts, including all administrator contracts (and including all compensation). For new agreements, indicate the date of the required board meeting. Compare the increase in new commitments to the projected increase in ongoing revenues, and explain how these commitments will be funded in future fiscal years.

**If salary and benefit negotiations are not finalized at budget adoption, upon settlement with certificated or classified staff:**

The school district must determine the cost of the settlement, including salaries, benefits, and any other agreements that change costs, and provide the county office of education (COE) with an analysis of the cost of the settlement and its impact on the operating budget.

The county superintendent shall review the analysis relative to the criteria and standards, and may provide written comments to the president of the district governing board and superintendent.

### S8A. Cost Analysis of District's Labor Agreements - Certificated (Non-management) Employees

DATA ENTRY: Enter all applicable data items; there are no extractions in this section.

	Prior Year (2nd Interim) (2018-19)	Budget Year (2019-20)	1st Subsequent Year (2020-21)	2nd Subsequent Year (2021-22)
Number of certificated (non-management) full-time-equivalent (FTE) positions	141.0	141.0	141.0	141.0

#### Certificated (Non-management) Salary and Benefit Negotiations

1. Are salary and benefit negotiations settled for the budget year?

No

If Yes, and the corresponding public disclosure documents have been filed with the COE, complete questions 2 and 3.

If Yes, and the corresponding public disclosure documents have not been filed with the COE, complete questions 2-5.

If No, identify the unsettled negotiations including any prior year unsettled negotiations and then complete questions 6 and 7.

#### Negotiations Settled

- 2a. Per Government Code Section 3547.5(a), date of public disclosure board meeting:

- 2b. Per Government Code Section 3547.5(b), was the agreement certified by the district superintendent and chief business official?

If Yes, date of Superintendent and CBO certification:

3. Per Government Code Section 3547.5(c), was a budget revision adopted to meet the costs of the agreement?

If Yes, date of budget revision board adoption:

4. Period covered by the agreement:

Begin Date:

End Date:

5. Salary settlement:

Budget Year  
(2019-20)

1st Subsequent Year  
(2020-21)

2nd Subsequent Year  
(2021-22)

Is the cost of salary settlement included in the budget and multiyear projections (MYPs)?

--	--	--

#### One Year Agreement

Total cost of salary settlement

--	--	--

% change in salary schedule from prior year  
or

--

#### Multiyear Agreement

Total cost of salary settlement

--	--	--

% change in salary schedule from prior year  
(may enter text, such as "Reopener")

--	--	--

Identify the source of funding that will be used to support multiyear salary commitments:

Negotiations Not Settled

6. Cost of a one percent increase in salary and statutory benefits

196,675

Budget Year (2019-20)	1st Subsequent Year (2020-21)	2nd Subsequent Year (2021-22)
0	0	0

7. Amount included for any tentative salary schedule increases

**Certificated (Non-management) Health and Welfare (H&W) Benefits**

- Are costs of H&W benefit changes included in the budget and MYPs?
- Total cost of H&W benefits
- Percent of H&W cost paid by employer
- Percent projected change in H&W cost over prior year

Budget Year (2019-20)	1st Subsequent Year (2020-21)	2nd Subsequent Year (2021-22)
Yes	Yes	Yes
0.0%	0.0%	0.0%

**Certificated (Non-management) Prior Year Settlements**

Are any new costs from prior year settlements included in the budget?

No	
----	--

If Yes, amount of new costs included in the budget and MYPs

If Yes, explain the nature of the new costs:

--

**Certificated (Non-management) Step and Column Adjustments**

- Are step & column adjustments included in the budget and MYPs?
- Cost of step & column adjustments
- Percent change in step & column over prior year

Budget Year (2019-20)	1st Subsequent Year (2020-21)	2nd Subsequent Year (2021-22)
Yes	Yes	Yes
245,125	250,225	255,471

**Certificated (Non-management) Attrition (layoffs and retirements)**

- Are savings from attrition included in the budget and MYPs?
- Are additional H&W benefits for those laid-off or retired employees included in the budget and MYPs?

Budget Year (2019-20)	1st Subsequent Year (2020-21)	2nd Subsequent Year (2021-22)
Yes	No	No
Yes	No	No

**Certificated (Non-management) - Other**

List other significant contract changes and the cost impact of each change (i.e., class size, hours of employment, leave of absence, bonuses, etc.):


**S8B. Cost Analysis of District's Labor Agreements - Classified (Non-management) Employees**

DATA ENTRY: Enter all applicable data items; there are no extractions in this section.

	Prior Year (2nd Interim) (2018-19)	Budget Year (2019-20)	1st Subsequent Year (2020-21)	2nd Subsequent Year (2021-22)
Number of classified (non-management) FTE positions	107.0	107.0	107.0	107.0

**Classified (Non-management) Salary and Benefit Negotiations**

1. Are salary and benefit negotiations settled for the budget year?

If Yes, and the corresponding public disclosure documents  
have been filed with the COE, complete questions 2 and 3.

No

If Yes, and the corresponding public disclosure documents  
have not been filed with the COE, complete questions 2-5.

If No, identify the unsettled negotiations including any prior year unsettled negotiations and then complete questions 6 and 7.

Negotiations Settled

- 2a. Per Government Code Section 3547.5(a), date of public disclosure  
board meeting:

- 2b. Per Government Code Section 3547.5(b), was the agreement certified  
by the district superintendent and chief business official?

If Yes, date of Superintendent and CBO certification:

3. Per Government Code Section 3547.5(c), was a budget revision adopted  
to meet the costs of the agreement?

If Yes, date of budget revision board adoption:

4. Period covered by the agreement:

Begin Date:

End Date:

5. Salary settlement:

Budget Year  
(2019-20)

1st Subsequent Year  
(2020-21)

2nd Subsequent Year  
(2021-22)

Is the cost of salary settlement included in the budget and multiyear  
projections (MYPs)?

**One Year Agreement**

Total cost of salary settlement

% change in salary schedule from prior year  
or

**Multiyear Agreement**

Total cost of salary settlement

% change in salary schedule from prior year  
(may enter text, such as "Reopener")

Identify the source of funding that will be used to support multiyear salary commitments:

Negotiations Not Settled

6. Cost of a one percent increase in salary and statutory benefits

70,250

7. Amount included for any tentative salary schedule increases

Budget Year  
(2019-20)

1st Subsequent Year  
(2020-21)

2nd Subsequent Year  
(2021-22)

0

0

0

Classified (Non-management) Health and Welfare (H&W) Benefits

1. Are costs of H&W benefit changes included in the budget and MYPs?
2. Total cost of H&W benefits
3. Percent of H&W cost paid by employer
4. Percent projected change in H&W cost over prior year

Budget Year (2019-20)	1st Subsequent Year (2020-21)	2nd Subsequent Year (2021-22)
Yes	Yes	Yes
0.0%	0.0%	0.0%

Classified (Non-management) Prior Year Settlements

Are any new costs from prior year settlements included in the budget?  
If Yes, amount of new costs included in the budget and MYPs  
If Yes, explain the nature of the new costs:

No		

Classified (Non-management) Step and Column Adjustments

1. Are step & column adjustments included in the budget and MYPs?
2. Cost of step & column adjustments
3. Percent change in step & column over prior year

Budget Year (2019-20)	1st Subsequent Year (2020-21)	2nd Subsequent Year (2021-22)
Yes	Yes	Yes
108,495	110,275	112,150

Classified (Non-management) Attrition (layoffs and retirements)

1. Are savings from attrition included in the budget and MYPs?
2. Are additional H&W benefits for those laid-off or retired employees included in the budget and MYPs?

Budget Year (2019-20)	1st Subsequent Year (2020-21)	2nd Subsequent Year (2021-22)
Yes	No	No
Yes	No	No

Classified (Non-management) - Other

List other significant contract changes and the cost impact of each change (i.e., hours of employment, leave of absence, bonuses, etc.):

**S8C. Cost Analysis of District's Labor Agreements - Management/Supervisor/Confidential Employees**

DATA ENTRY: Enter all applicable data items; there are no extractions in this section.

	Prior Year (2nd Interim) (2018-19)	Budget Year (2019-20)	1st Subsequent Year (2020-21)	2nd Subsequent Year (2021-22)
Number of management, supervisor, and confidential FTE positions	20.0	20.0	20.0	20.0

**Management/Supervisor/Confidential  
Salary and Benefit Negotiations**

1. Are salary and benefit negotiations settled for the budget year?

No

If Yes, complete question 2.

If No, identify the unsettled negotiations including any prior year unsettled negotiations and then complete questions 3 and 4.

If n/a, skip the remainder of Section S8C.

Negotiations Settled

2. Salary settlement:

Is the cost of salary settlement included in the budget and multiyear projections (MYPs)?

Total cost of salary settlement

% change in salary schedule from prior year  
(may enter text, such as "Reopener")

Budget Year (2019-20)	1st Subsequent Year (2020-21)	2nd Subsequent Year (2021-22)

Negotiations Not Settled

3. Cost of a one percent increase in salary and statutory benefits

175,280

4. Amount included for any tentative salary schedule increases

Budget Year (2019-20)	1st Subsequent Year (2020-21)	2nd Subsequent Year (2021-22)
0	0	0

**Management/Supervisor/Confidential  
Health and Welfare (H&W) Benefits**

1. Are costs of H&W benefit changes included in the budget and MYPs?  
2. Total cost of H&W benefits  
3. Percent of H&W cost paid by employer  
4. Percent projected change in H&W cost over prior year

Budget Year (2019-20)	1st Subsequent Year (2020-21)	2nd Subsequent Year (2021-22)
Yes	Yes	Yes
0.0%	0.0%	0.0%

**Management/Supervisor/Confidential  
Step and Column Adjustments**

1. Are step & column adjustments included in the budget and MYPs?  
2. Cost of step and column adjustments  
3. Percent change in step & column over prior year

Budget Year (2019-20)	1st Subsequent Year (2020-21)	2nd Subsequent Year (2021-22)
Yes	Yes	Yes
31,240	32,175	33,080

**Management/Supervisor/Confidential  
Other Benefits (mileage, bonuses, etc.)**

1. Are costs of other benefits included in the budget and MYPs?  
2. Total cost of other benefits  
3. Percent change in cost of other benefits over prior year

Budget Year (2019-20)	1st Subsequent Year (2020-21)	2nd Subsequent Year (2021-22)
No	No	No

**S9. Local Control and Accountability Plan (LCAP)**

Confirm that the school district's governing board has adopted an LCAP or an update to the LCAP effective for the budget year.

DATA ENTRY: Click the appropriate Yes or No button in item 1, and enter the date in item 2.

1. Did or will the school district's governing board adopt an LCAP or approve an update to the LCAP effective for the budget year?

Yes

2. Approval date for adoption of the LCAP or approval of an update to the LCAP.

Jun 20, 2019

**S10. LCAP Expenditures**

Confirm that the school district's budget includes the expenditures necessary to implement the LCAP or annual update to the LCAP.

DATA ENTRY: Click the appropriate Yes or No button.

Does the school district's budget include the expenditures necessary to implement the LCAP or annual update to the LCAP as described in the Local Control and Accountability Plan and Annual Update Template, Section 3: Actions, Services and Expenditures?

Yes

## ADDITIONAL FISCAL INDICATORS

The following fiscal indicators are designed to provide additional data for reviewing agencies. A "Yes" answer to any single indicator does not necessarily suggest a cause for concern, but may alert the reviewing agency to the need for additional review.

DATA ENTRY: Click the appropriate Yes or No button for items A1 through A9 except item A3, which is automatically completed based on data in Criterion 2.

- |  |                |
|--|----------------|
| A1. Do cash flow projections show that the district will end the budget year with a negative cash balance in the general fund?   | <div>No</div>  |
| A2. Is the system of personnel position control independent from the payroll system?   | <div>No</div>  |
| A3. Is enrollment decreasing in both the prior fiscal year and budget year? (Data from the enrollment budget column and actual column of Criterion 2A are used to determine Yes or No)   | <div>No</div>  |
| A4. Are new charter schools operating in district boundaries that impact the district's enrollment, either in the prior fiscal year or budget year?  | <div>No</div>  |
| A5. Has the district entered into a bargaining agreement where any of the budget or subsequent years of the agreement would result in salary increases that are expected to exceed the projected state funded cost-of-living adjustment? | <div>No</div>  |
| A6. Does the district provide uncapped (100% employer paid) health benefits for current or retired employees?  | <div>No</div>  |
| A7. Is the district's financial system independent of the county office system?  | <div>No</div>  |
| A8. Does the district have any reports that indicate fiscal distress pursuant to Education Code Section 42127.6(a)? (If Yes, provide copies to the county office of education)   | <div>No</div>  |
| A9. Have there been personnel changes in the superintendent or chief business official positions within the last 12 months?  | <div>Yes</div> |

When providing comments for additional fiscal indicators, please include the item number applicable to each comment.

Comments:  
(optional)

Our new Assistant Superintendent of Business started August, 2018.

## End of School District Budget Criteria and Standards Review



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

**SUBJECT:** Public Hearing for the Local Control Accountability Plan and Federal Addendum 2019-20

**DATE:** June 6, 2019

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

---

**RECOMMENDATION:**

The District Administration will present the final draft of the Local Control Accountability Plan (LCAP) and LCAP Federal Addendum 2019-20 for Board review and Public Hearing.

**BACKGROUND:**

Pursuant to Education Code 42103, the Pacific Grove Unified School District will conduct a public hearing regarding the Local Control Accountability Plan (LCAP). Copies of the LCAP will be available for public viewing beginning June 3- June 6, 2019.

The LCAP Federal Addendum is meant to supplement the LCAP to ensure that eligible Districts have the opportunity to meet the Local Educational Agency (LEA) Plan provisions of the ESSA. The LCAP Federal Addendum Template must be completed and submitted to the California Department of Education (CDE) to apply for ESSA funding (Title I, Title II, Title IV). LEAs are encouraged to review the LCAP Federal Addendum annually with their LCAP, as ESSA funding should be considered in yearly strategic planning.

**INFORMATION:**

By July 1, 2019, the governing board of each school district shall adopt a local control and accountability plan (LCAP) using a template adopted by the State Board, effective for three years with annual updates. The LCAP consists of the Plan Summary, Annual Update, Stakeholder Engagement, Goals, Actions, and Services, Demonstration of Increased or Improved Services for Unduplicated Pupils and LCFF Budget Overview for Parents. It includes the district's annual goals for all pupils and for each target student group identified according to the State and local performance indicators included in the Local Control Funding Formula (LCFF) Evaluation Rubrics. The Evaluation Rubrics are aligned to the eight state priorities listed below.

The LCAP template is aligned to the State Accountability System: California Schools Dashboard and the District 5 by 5 District/School Placement Report.

1. The Plan Summary enables the district to highlight the following:
  - The Story: A description of how the District serves the students and the community
  - LCAP Highlights: A summary of the key features of this year's LCAP
  - District's Greatest Progress

- District's Greatest Needs
  - Performance Gaps identified in the California School Dashboard
2. Annual Update on budgeted and actual expenditures for each LCAP Goal (3)
  3. Stakeholder Engagement Process
  4. 2019-2020 LCAP Goals, Actions, and Expenditures
  5. Increased or Improved Services for Unduplicated Students
  6. LCAP Expenditure Summary
  7. LCFF Budget Overview for Parents

This year the District's LCAP is the 3rd year of a three year implementation plan that began in 2017-2018 and consists of three goals in an effort to capture the commitment to all students and the student target groups identified with achievement gaps in Mathematics and English Language Arts. The first goal is designed to capture our base program, what we do to provide a quality educational program for ALL students in our TK-12 grade program. The second and third goals are written to specifically address the academic gaps for targeted student groups in the areas of mathematics and English Language arts.

The three LCAP goals are listed below:

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

#### **LCAP Federal Addendum:**

The District must address the Strategy and Alignment portion provided as to how Federal funding will be used with general funds to meet the needs of targeted students.

Under State Priority Alignment, state priority numbers are provided to demonstrate where an ESSA provision aligns with state priorities. This is meant to assist LEAs in determining where ESSA provisions may already be addressed in the District's LCAP, as it demonstrates the LEA's efforts to support the state priorities. California's ESSA State Plan significantly shifts the state's approach to the utilization of federal resources. The consolidated application identifies the Federal programs (funding) the District is requesting. Federal funds make up a small percentage of money we receive from the Federal Government.

In 2019-2020 we expect to receive the following based on our application:

- |   |           |
|---|-----------|
| 1. Title I Part A (Basic Grant)                       | \$127,629 |
| 2. Title II Part A (Teacher Quality)                  | \$ 31,376 |
| 3. Title IV Part A (Student Support & Academic Grant) | \$ 10,000 |

In the LCAP Federal Addendum we will demonstrate how Title I funds support our Intervention Programs at the elementary, middle, and Community High School. Professional development is addressed via Title II, and Title IV funds will be used for activities related to supporting safe and healthy students under Section 4108. We wanted to apply Title IV funds towards a middle school counselor position.

The California Eight State Priorities:

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

## **FISCAL IMPACT:**

See LCAP for fiscal details



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

**Dr. Ralph Gómez Porras**  
**Superintendent**  
(831) 646-6520  
Fax (831) 646-6500  
rporras@pgusd.org

**Song Chin-Bendib**  
**Assistant Superintendent**  
(831) 646-6509  
Fax (831) 646-6582  
[schinbendib@pgusd.org](mailto:schinbendib@pgusd.org)

## **PUBLIC HEARING NOTICE**

Pursuant to California Education Code § 42127 and § 42103, the Pacific Grove Unified School District Governing Board will hold a public hearing on Thursday, June 6, 2019 regarding

### **ADOPTION OF THE 2019-20 BUDGET & LOCAL CONTROL ACCOUNTABILITY PLAN**

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

Copies of the Budget and Local Control Accountability Plan will be available for public viewing beginning June 3, 2019 through June 6, 2019 at the District Office. For more information, please contact Ralph Porras, Superintendent at 646-6520.

Posted: May 20, 2019

# Local Control Accountability Plan and Annual Update (LCAP) Template

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

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

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

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

LEA Name

Pacific Grove Unified School  
District

Contact Name and Title

Ana Silva  
Director of Curriculum & Special  
Projects

Email and Phone

asilva@pgusd.org  
831 646-6526

## 2017-20 Plan Summary

### The Story

Describe the students and community and how the LEA serves them.

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

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

Our district is dedicated to preparing students for college and careers with 21st century skills. The goal of our elementary schools is to promote strong literacy and mathematics instruction to support critical thinking in all content areas. The middle school builds on this foundation with content area instruction and further developing students abilities to effectively communicate orally and in writing,

think critically, collaborate, and extend learning through creativity and innovation. The high school offers academic counseling to guide students with various options for college or career through Career Technical Education pathways, courses aligned to A to G, a variety of Advanced Placement courses and dual enrollment courses with Monterey Peninsula College.

Students who are learning the English language are supported by staff with the appropriate credential to support the various language levels of our students. Students who have been identified with disabilities are taught by appropriately credentialed staff who meet each student's needs through the Individual Education Plans process. Currently our district serves 10% Students with Disabilities, .4% Foster, and .2% homeless. We strive to ensure all students receive the appropriate supports to ensure college and career readiness upon high school graduation.

## LCAP Highlights

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

This year our district plan, as exemplified in the first LCAP goal, will continue to focus on ensuring all students are prepared for college and career upon high school graduation. Our base program ensures student success through systems of support that address the whole child's well being socially, emotionally and academically. Students are all taught by highly qualified teachers in safe and supporting environments in facilities that are clean and maintained to the highest standards. Students and parents are encouraged to provide input in the educational programs at each of the sites. We continue to enhance our technology infrastructure and provide digital citizenship learning opportunities for students and continue to support educational technology supports to staff through our Director of Educational Technology. Our focus on providing a safe place where students and staff is a top priority and we will continue to ensure all sites are following safety protocols in the event of an emergency.

In addition to our base program, this year we will be continuing to focus on closing the achievement gaps for our targeted student groups such as English learners, socio economically disadvantaged students, students with disabilities and foster youth. Our focus in the areas of mathematics (Goal 2) and English language arts (Goal 3) as well as any social or emotional supports to ensure these students thrive in school. We will continue to provide intervention supports at all levels. Elementary interventions will consist of classroom supports through flexible grouping models, instructional aide supports, as well as pull out and push in programs for more targeted and intensive instruction. Targeted instruction will be based on common formative assessment data that identifies student areas of need based on the California State Standards. Instructional Leadership teams will guide grade levels and departments through Cycles of Professional learning and the Professional Learning Communities process to identify student skills gaps and adjust instruction to meet student needs accordingly focused on Teacher Clarity, Success Criteria and timely feedback. We are adding an AVID 7th grade at the middle school to provide a transition to 8th grade AVID and then to the High School AVID programs. To support rigorous mathematics instruction at the conceptual and procedural levels while effectively incorporating mathematical practice, we will be continuing with the math coach to support teachers in grades k-5 with a new math adoption and grades 6-8 with targeted intervention supports. Additional support classes are offered at the middle and high school to close the achievement gap for students who are identified in the areas of English Language Arts and Math based on common formative assessments as well as other local indicators. The High school is also adding an intervention class for 10th grade students who are struggling in Math and English language arts.



Pacific Grove High School's (PGHS) Freshman Academy is designed to ease the transition from middle school to high school for our incoming freshman classes. The vision for the academy is as follows: Every student at PGHS will learn and utilize essential academic skills that will enable them to be successful in high school and beyond. The measurable goals for Freshman Academy are as follows: 1) Increase overall grade point average; 2) Increase A-G credits earned; 3) Increase overall academic skill sets; 4) Decrease behavioral issues. The success of Freshman Academy will be determined by collecting data from freshman classes prior to its implementation (control group) with data collected at the end of first and second semester from the 2019-2020 class (experimental group). In practice PGHS's Freshman Academy will require a shared Google Classroom among all freshman teachers. This will be essential for the growth and stability of the program. PGHS's freshman geography teachers will be the practitioners of Freshman Academy's pedagogy, however it will be necessary to take inventory of every freshman teacher's input regarding specific student needs. Along with our geography curriculum we will implement the following essential components of Freshman Academy into PGHS's geography class: 1. Essential Academic Skills - designed to teach students organization/calendar/note taking skills, study habits (e.g. how to study), and interpersonal/public speaking skills; 2. Writing and Research - introduces the expectations for writing at the high school level (e.g. APA formatted essays); 3. Ethics and Character Building - students learn to take ownership of their lives becoming self-motivated with The Seven Habits of Highly Effective Teenagers as a frequent resource (Covey, 2014); 4. Future Planning - designed to help students with college and career path readiness to formulate academic and potential career goals.

## Review of Performance

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

## Greatest Progress

Pacific Grove Unified School District continues to be proud of our ability to maintain very high graduation rates at 96.4% (2017-2018) increasing by 4% over 2016-17 including target student groups. Upon graduation the majority of students go on to post secondary schools with a few enlisting in the armed forces. As listed in the California Schools Dashboard, we showed significant increases in the area of mathematics with a High (green) status increasing by 12.7 with an overall 32.4 points above the standard.. Target student groups also showed significant growth in 2017-2018 English learners increased by 14.1 points, Students with Disabilities increased by 5.6 points, Socioeconomically challenged increased significantly by 25.3 points and Hispanic students increased by 3.6 points. In English Language Arts, we also showed significant increases overall with a High Blue status. Students with Disabilities increased by 3.2 points, English Learners increased by 10.8 points, Hispanic students increased by 9.9 points and Socioeconomically Disadvantaged students increased by 18 points. We are also very happy that our English Learners who were reclassified as English Language Proficient continue to make gains in Mathematics and English Language Arts. Our English learners are currently 12 points above standard with a 20.7 point increase over last year in English Language Arts and an increase of 20 points in math. We feel very confident the actions set forth to support our target student groups are making a positive impact.

Our parent community is integral to the educational success of students and to the success of our district programs. This year we had the highest response to our survey with 542, which is 93 more than last year in 2017-2018. Some highlights from our 2018-2019 annual parent survey indicate that 81% of parents agree schools encouraged parent input and contributions, 88% agree the schools promote academic success for all students, 92% feel that school is a safe place for students. The addition of safety measures and protocols at all sites along with additional counseling added at the elementary and high school, implementing behavior supports such as Toolbox at both elementary schools will continue to show a positive trend for enhancing both physical and emotional safety at all schools.

Students also have opportunities to provide input through local student surveys and focus groups. According to the California Healthy Kids Survey representing students in grades 7, 9, and 11 indicated that 66% felt connected to school, 75% are academically motivated, 71% felt safe at school, 78% said there were high expectations from adults at school and 65% said there were caring adults at school. The numbers indicated are averages for grades 7,9,11 responding strongly agree and agree to a series of questions for each indicator.

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

In an effort to assure our community that the safety and well-being of all of our students and staff is of utmost importance. We are very pleased with the work of all staff site safety teams and our Director of Safety, Barbara Martinez, to ensure that all sites are safe campuses. Listed below are some of the supports that PGUSD provided this 2018-2019 school year.

- District-wide professional development in THE BIG FIVE, School Emergency Guidelines for Immediate Action Response. This training was provided to new staff, substitute teachers, and site safety teams inclusive of management, classified and certificated staff.
- District-wide professional development provided by Elite Command Training targeted at providing Incident Command Training for District/Site Safety Teams.
- Partnered with Department of Homeland Security and local law enforcement in the "See Something, Say Something" campaign.
- Partnered with Sandy Hook Promise to provide administrators, staff and parents resources in wellness programs that identify, intervene and help at-risk individuals and gun safety practices that ensure firearms are kept safe and secure.
- Updated Site Safety Plans and Resources for mental health and crisis mitigation on our district website.
- Continued contract for service with District School Resource Officer (SRO) and Wonder Woofs, Canine Narcotic Unit.
- Installed "Lock Bloks" on all district doors. This device prevents hostile intruders entry into classrooms.



- Increased the number of surveillance cameras by 27 at two of our district sites.
- Installed fencing to facilitate ingress and egress at three of our district schools.
- Updated gate closures at all sites to facilitate ingress and egress

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

## Greatest Needs

Although our target student groups have been increasing percentage points over the last two years in English Language Arts and Math, as we dig deeper into our local formative assessments, analysis of student work and the California School Dashboard, student growth in mathematics and English language is not at the rate we would like for the following targeted student groups: English learners, Socioeconomically Disadvantaged, Students with Disabilities, and Hispanic students. For this reason we are writing specific goals and actions to meet the needs of these targeted groups. We would also like to see the scores in English Language Arts continue to increase especially for our English language learners.

In order to further close the achievement gap, a greater emphasis will be placed on teacher professional development with the math coach in grades k-8 and the implementation of integrated English language development for all content areas. Collaboration time will focus on lesson studies, student error analysis, and targeted instruction based on the analysis of common formative assessment data.

The dashboard also indicates that our suspension rates have increased and placed us in the yellow category district wide. As we analyzed our suspensions, compared to last year we noted an improvement in suspension rates for students with disabilities and African American, however our Hispanic students increased in this category. We also noted that due to our small population, a small number of students skews the data. However, this does not mean we will not continue to provide preventive measures such as Restorative Justice practices among other positive behavioral supports at all sites.

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

## Performance Gaps

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

SBA Math Performance Grades 3-8 and 11: see appendix for district wide All students English Language Art Scores by grade level. Overall- Green (high status) 32.4 points above the standard and Increased 12.7 points. We had no groups in the Red or Orange category. Only 1 group in yellow (Students with Disabilities), 3 groups green and 3 groups blue.

Target Student Groups:

Overall English Learners:(combination of EL and RFEP):Green : 8.2 points below standard, increased 14.1 points

Reclassified English learners: 9.3 points below standard, increased 7.5 points

English learners: 7 points below standard, increased 20 points

SED (socio-economic disadvantaged): Green: 20.6 points below standard, increased 25.3 points

Students with disabilities: Yellow: 63.7 points below standard, increased 5.6 points

2017-2018 SBA English Language Arts Performance Grades 3-8 and 11: see appendix for district wide All students English Language Art Scores by grade level. Overall- Blue (highest status) 56.5 points above the standard and Increased 8.5 points. We had no groups in the Red or Orange category. Only 1 group in yellow (Students with Disabilities), 2 groups green and 4 groups blue. Given the positive trajectory and growth for all student groups, we are continuing with the actions to ensure continued growth for all student target groups.

#### Target Student Groups:

Overall English learners (combination of EL and RFEP): Green-High (status) 12.4 points above standard and increased 10.8 points

English learners: 12 points above standard and increased 20.7 points

Reclassified English Learners: 12.7 points above standard and maintained -0.6 points

Socio-economic disadvantaged: Blue-highest (status) 14.8 points above standard, increased 18 points

Students with Disabilities: Yellow (low) 32.6 points below standard, increased 3.2 points

District formative assessments overall show target students making growth. We will continue to refine intervention strategies within the classroom setting with flexible small group instruction and frequent formative assessments to monitor progress. See Appendix for target group information.

2016-2017 Reclassification rate for English Learners: 20%

ELPAC: English Learner Proficiency Progress summative assessment in 2017-2018

Level 4: Well Developed 49.4%

Level 3: Moderately Developed 22.8%

Level 2: Somewhat Developed 15.2%

Level 1: Beginning Stage 12.7%

Given 2017-2018 is a baseline year for ELPAC, we are anticipating our English Learners to continue making progress towards attaining English Proficiency in 2018-2019 summative assessments.

## Comprehensive Support and Improvement

An LEA with a school or schools identified for comprehensive support and improvement (CSI) under the Every Student Succeeds Act must respond to the following prompts.

### Schools Identified

Identify the schools within the LEA that have been identified for CSI.

There are no schools in PGUSD identified for CSI

### Support for Identified Schools

Describe how the LEA supported the identified schools in developing CSI plans that included a school-level needs assessment, evidence-based interventions, and the identification of any resource inequities to be addressed through the implementation of the CSI plan.

NOT APPLICABLE

### Monitoring and Evaluating Effectiveness

Describe how the LEA will monitor and evaluate the implementation and effectiveness of the CSI plan to support student and school improvement.

NOT APPLICABLE

# Annual Update

## LCAP Year Reviewed: 2018-19

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

### Goal 1

Pacific Grove Unified School District, in partnership with students, parents, staff, and the community, will challenge all students by providing a quality instructional program in a positive, safe and stimulating environment, providing differentiated pathways for all students to be college and career ready upon graduation.

State and/or Local Priorities addressed by this goal:

State Priorities:

- Priority 1: Basic (Conditions of Learning)
- Priority 2: State Standards (Conditions of Learning)
- Priority 3: Parental Involvement (Engagement)
- Priority 4: Pupil Achievement (Pupil Outcomes)
- Priority 5: Pupil Engagement (Engagement)
- Priority 6: School Climate (Engagement)
- Priority 7: Course Access (Conditions of Learning)
- Priority 8: Other Pupil Outcomes (Pupil Outcomes)

Local Priorities:

### Annual Measurable Outcomes

Expected

Actual

#### Metric/Indicator

see appendix A : all local indicators template

#### 18-19

See appendix tool 1-8 Legislated metrics

#### Baseline

See appendix tool 1-8 Legislated metrics

See Appendix A: Copy of the California Dashboard for all academic and local indicators

## Actions / Services

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

### Action 1

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
<p>The base program includes:</p> <ol style="list-style-type: none"> <li>1. All teachers and administrators are highly qualified to provide support to students in attaining access to a comprehensive education.</li> <li>2. Classified staff and administrators in each job alike support student learning, health, and safety.</li> <li>3. All students have access to a broad and rigorous course of study to prepare them for college or careers. (program 5325, 8410)</li> <li>4. All parents and students are involved in providing input on decisions related to the district's instructional programs, increasing student engagement and participation to ensure high levels of achievement in all subject areas.</li> <li>5. Instructional delivery of all core content areas with standards aligned instructional materials.</li> <li>6. Teachers and support staff are trained on any new purchases and</li> </ol>	<p>The base program includes:</p> <ol style="list-style-type: none"> <li>1. All teachers and administrators are highly qualified to provide support to students in attaining access to a comprehensive education.</li> <li>2. Classified staff and administrators in each job alike support student learning, health, and safety.</li> <li>3. All students have access to a broad and rigorous course of study to prepare them for college or careers. (program 5325, 8410)</li> <li>4. All parents and students are involved in providing input on decisions related to the district's instructional programs, increasing student engagement and participation to ensure high levels of achievement in all subject areas.</li> <li>5. Instructional delivery of all core content areas with standards aligned instructional materials.</li> </ol>	<p>Teachers and Administrators 1000-1999: Certificated Personnel Salaries General Fund \$15,666,431.</p> <p>Classified Administrators and Staff 2000-2999: Classified Personnel Salaries General Fund \$6,069,867</p> <p>Certificated and Classified staff 3000-3999: Employee Benefits General Fund \$6,444,716</p> <p>All instructional materials, supplies + new adoptions 4000-4999: Books And Supplies General Fund \$1,174,500</p> <p>travel/conferences, Professional/Consulting 5000-5999: Services And Other Operating Expenditures General Fund \$1,605,376</p> <p>Technology hardware, infrastructure, Instructional core curriculum software, and instructional software 4000-4999: Books And Supplies Measure A Fund 21 \$600,000.</p>	<p>Teachers and Administrators 1000-1999: Certificated Personnel Salaries General Fund \$16,161,971</p> <p>Classified Administrators and Staff 2000-2999: Classified Personnel Salaries General Fund \$6,004,496</p> <p>Certificated and Classified staff 3000-3999: Employee Benefits General Fund \$5,585,348</p> <p>All instructional materials, supplies + new adoptions 4000-4999: Books And Supplies General Fund \$983,184</p> <p>travel/conferences, Professional/Consulting 5000-5999: Services And Other Operating Expenditures General Fund \$1,120,523</p> <p>Technology hardware, infrastructure, Instructional core curriculum software, and instructional software 4000-4999: Books And Supplies Measure A Fund 21 \$567,631</p>

adoptions of instructional materials.

7. Formative and summative assessment achievement results for all students in both English language arts and Math are analyzed for areas of need with additional teacher support and ongoing research based professional development.

8. In accordance with the District Technology Plan, continue to upgrade, enhance, and streamline technology systems, infrastructure, and hardware installations. Classroom technology needs are fulfilled in a coordinated, equitable, and strategic methods of prioritizing the purchase of digital curriculum and instructional programs.

(Measure A Bond program fund 21)

9. All students have access to regular vocal and instrumental music instruction by appropriately credential teachers. (program 1432)

10. All student learning is enhanced by providing an orderly, caring, and nurturing educational and social environment in which all students feel safe and take pride in their school and achievements. Positive interpersonal relationships among students and between students and staff are promoted

6. Teachers and support staff are trained on any new purchases and adoptions of instructional materials.

7. Formative and summative assessment achievement results for all students in both English language arts and Math are analyzed for areas of need with additional teacher support and ongoing research based professional development.

8. In accordance with the District Technology Plan, continue to upgrade, enhance, and streamline technology systems, infrastructure, and hardware installations. Classroom technology needs are fulfilled in a coordinated, equitable, and strategic methods of prioritizing the purchase of digital curriculum and instructional programs.

(Measure A Bond program fund 21)

9. All students have access to regular vocal and instrumental music instruction by appropriately credential teachers. (program 1432)

10. All student learning is enhanced by providing an orderly, caring, and nurturing educational and social environment in which all students feel safe and take pride in their school and achievements. Positive interpersonal relationships among students and between

through a variety of social/emotional supports and programs at each of the sites. (Certificated counselors and school psychologists and contract with Community Human Services) Increased counseling services at the elementary and High School and Community High School.

Taking a proactive stance to decrease suspensions district wide, we will be exploring the On Track: Early Warning System in Illuminate and identify social, emotional, and academic indicators that would allow us to intervene and support students to be successful and thrive as they progress in our TK-12 school system. We are also planning on developing criteria for suspensions in all grade spans and strategies to support and redirect students to make positive choices. To support students with disabilities, we will continue to work with Monterey County Behavioral Health, offer social skills curriculum, Handle With Care training, as well as identify through the IEP process methodology identified to increase pro-social behavior and decrease maladaptive behaviors.

To promote safe campuses there will be ongoing district wide professional development in THE BIG FIVE, School emergency guidelines for immediate action response.

students and staff are promoted through a variety of social/emotional supports and programs at each of the sites. (Certificated counselors and school psychologists and contract with Community Human Services) Increased counseling services at the elementary and High School and Community High School.

This year we took a proactive stance to decrease suspensions district wide, we are using the On Track: Early Warning System in Illuminate to identify social, emotional, and academic indicators that would allow us to intervene and support students to be successful and thrive as they progress in our TK-12 school system.

On 4/25/2019 The PGUSD Board of Education approved the updates to Board Policy, Regulation and Exhibit 5144 Student Discipline. The Exhibit is a new document listing District-wide optional consequences of Policy/Education Code violations.

To support students with disabilities, we will continue to work with Monterey County Behavioral Health, offer social skills curriculum, Handle With Care training, as well as identify through the IEP process methodology identified to increase pro-social behavior and decrease maladaptive behaviors.



- Partner with Monterey Behavioral Health to provide district wide training in Mental Health First Aid to provide teachers, school staff, administrators and classified staff, the tools to detect signs and symptoms of mental health problems in youth and how to respond in times of crisis.
- Partner with Department of Homeland Security and local law enforcement in their "See Something Say Something" Campaign.
- Install all exterior district doors with "Lock Blok" device to prevent hostile intruders entry to classrooms.
- Update emergency safety supplies at each campus.
- Continue Contract for service with District SRO and Canine Narcotic Unit.
- Provide community members access to relevant resources related to school safety that is posted on our district website.

Taking a proactive stance to decrease suspensions district wide, we will be exploring the On Track: Early Warning System in Illuminate and identify social,

To promote safe campuses District-wide professional development in THE BIG FIVE, School Emergency Guidelines for Immediate Action Response. This training was provided to new staff, substitute teachers, and site safety teams inclusive of management, classified and certificated staff. District-wide professional development provided by Elite Command Training targeted at providing Incident Command Training for District/Site Safety Teams. Partnered with Department of Homeland Security and local law enforcement in the "See Something, Say Something" campaign. Partnered with Sandy Hook Promise to provide administrators, staff and parents resources in wellness programs that identify, intervene and help at-risk individuals and gun safety practices that ensure firearms are kept safe and secure. Updated Site Safety Plans and Resources for mental health and crisis mitigation on our district website. Continued contract for service with District School Resource Officer (SRO) and Wonder Woofs, Canine Narcotic Unit. Installed "Lock Bloks" on all district doors. This device prevents hostile intruders entry into classrooms.



emotional, and academic indicators that would allow us to intervene and support students to be successful and thrive as they progress in our TK-12 school system. We are also planning on developing criteria for suspensions in all grade spans and strategies to support and redirect students to make positive choices.

Increased the number of surveillance cameras by 27 at two of our district sites.  
Installed fencing to facilitate ingress and egress at three of our district schools.  
Updated gate closures at all sites to facilitate ingress and egress

## Analysis

Complete a copy of the following table for each of the LEA's goals from the prior year LCAP. Duplicate the table as needed. Use actual annual measurable outcome data, including performance data from the LCFF Evaluation Rubrics, as applicable.

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

The district was able to accomplish all of its goals in regards to the actions/services provided for all students to ensure they were college and career ready upon graduation. In our efforts to increase safety at our schools, the district's safety officer, Barbara Martinez worked with site safety teams to implement district wide safety protocols as well as implement ideas provided by parents, students, and community to ensure everyone was taking proactive measures to keep our schools safe with a strong campaign of "SEE SOMETHING, SAY SOMETHING". We also did safety trainings for all classified staff and substitute teachers.

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

Overall the actions and services were highly effective. The academic performance for all students continues to improve and increase in Mathematics/English Language Arts, and our graduation rate is in the highest performance category: Blue. The areas we were concerned about such as suspensions also improved and will continue to improve as we follow the new Student Discipline Matrix adopted by the Board of Trustees. We will continue to build on this year's success with our District Wide Safety Plan and continue to implement the practices for safety incorporated this year at all sites (THE BIG FIVE, School emergency guidelines for immediate action response. This year the LOCK BLOK, a device to prevent hostile intruders, was installed in all classrooms and school offices. With a focus on student's needs emotionally, socially, and academically, we will continue to refine our practices to ensure all students at PGUSD thrive and become well rounded human beings who contribute positively in society.

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

1000 Object Code: Actual expenditures in salary came in higher than projected.

2000 Object Code: Less than projected due to conservation methods

3000 Object Code: Appears to be less now but STRS on Behalf payment will not be recorded until the books are closed showing a true picture for expenditures in benefits.

4000 Object Code: Carry Over Funds have not been expended however all instructional materials were provided

5000 Object Code: Spent less than projected due to realignment of expenditures to 1000 object codes

Fund 21 Measure A bond: Although we spent less than intended, we were able to purchase all technology (infrastructure, hardware, and software) to meet our goals.

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

There are no changes to this goal. We expect to see suspensions reduced as we implement the new board approved Student Discipline Matrix and Related Interventions for Grades K-12 (Exhibit 5144). To provide consistency within our elementary schools for behavior expectations, Forest Grove along with Robert Down, will also implement the Program Toolbox by Dovetail Learning, a Kindergarten through 6th grade program that supports children in understanding and managing their own emotional, social, and academic success. Children learn 12 simple yet powerful Tools. With practice, these Tools become valuable personal skills and strategies for self-awareness, self-management, and relationship-building, which, in turn, foster responsible decision-making. The curriculum is designed to teach students alternate ways to deal with adverse situations in a positive manner. At the Middle School Character Strong will be implemented with a strong focus on character development and social-emotional skills by promoting positive interactions and relationship skills.

To address the College and Career Dashboard indicator which showed a status of yellow in 2017-2018 with 59.9% prepared, 13.9% approaching prepared, 26.3% not prepared with an overall decline over 2016-2017 of 8.7% we are increasing dual enrollment classes from five to nine for the upcoming 2019-20 school year. In doing so we are allowing more options for students to complete a CTE Pathway and participate in a dual enrollment class, both of which will lead our students to be deemed College and Career Ready. A Freshman Academy will be implemented in 2019-2020 to ensure all 9th grade students transition smoothly to the high school and learn to utilize key essential academic skills that will enable them to be successful in high school and beyond.

# Annual Update

## LCAP Year Reviewed: 2018-19

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

### Goal 2

#### Mathematics

All English Learners (EL), Socioeconomically Disadvantaged Students (SED), Foster Youth (FY), Students With Disabilities (SWD), and Hispanic will show a measurable increase in achieving grade level standards in mathematics each year as measured by Smarter Balanced Assessments and local valid assessments.

State and/or Local Priorities addressed by this goal:

State Priorities:     Priority 1: Basic (Conditions of Learning)  
                              Priority 2: State Standards (Conditions of Learning)  
                              Priority 4: Pupil Achievement (Pupil Outcomes)  
                              Priority 7: Course Access (Conditions of Learning)

Local Priorities:

### Annual Measurable Outcomes

#### Expected

##### Metric/Indicator

State Measures:

Smarter Balanced Assessments (SBA) grades 3-8 and 11.

Local Measures:

Interim Formative Assessments (IFA's) to be given 3 or more times per year, grades K-12. These assessments can include, but are not limited to, pre built or custom assessments contained in Illuminate and other measures such as Basic Skills, MDTP, SMI, etc.

#### Actual

SBA Math Performance Grades 3-8 and 11: see appendix for district wide All students English Language Art Scores by grade level. Overall- Green (high status) 32.4 points above the standard and Increased 12.7 points. We had no groups in the Red or Orange category. Only 1 group in yellow, 3 groups green and 3 groups blue.

Local Measures:

See appendix for IFA data

## Expected

**18-19**

SBA Math Performance - Grades 3-8 and 11:

SBA Math performance for each student group (EL, SED, Students with Disabilities, etc.) will increase an average of 5 or more percentage points and/or maintain or improve performance status respectively as reflected on the CA Accountability Model and School Dashboard as compared to the previous year's performance.

IFA Performance in Math - All Grade Levels:

IFA scores for each student group (EL, SED, Students with Disabilities, etc.) respectively will increase incrementally throughout the school year by employing targeted and systematic academic intervention for students in need.

**Baseline**

2015-2016 SBA Results (to be updated with 2016-17 SBA Results) and current CA Accountability Model and School Dashboard placement.  
See Appendix A for 2015-2016 and 2016-2017 SBA results

## Actual

District formative assessments overall show target students making growth. We will continue to refine intervention strategies within the classroom setting with flexible small group instruction and frequent formative assessments to monitor progress.

SBA Math Performance- Grades 3-8 and 11

Overall English Learners:(combination of EL and RFEP):Green : 8.2 points below standard, increased 14.1 points  
Reclassified English learners: 9.3 points below standard, increased 7.5 points  
English learners: 7 points below standard, increased 20 points

SED (socio-economic disadvantaged): Green: 20.6 points below standard, increased 25.3 points

Students with disabilities: Yellow: 63.7 points below standard, increased 5.6 points

**Actions / Services**

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

**Action 1**

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
All Instructional Leadership teams (ILT) teams will continue to support the PLC work at the sites focusing	A district wide focus was on Teacher Clarity and Success Criteria as one of the most	no cost	no cost

on targeted instruction based on data analysis of common formative assessments and other local measures. Grade level teams will also work with the math instructional coach and the site administrator with lesson studies and peer observations in keeping with the Cycles of Professional Learning. Teachers will share and implement best practices to meet the needs of identified student groups and determine their success based on student data.

impactful practices, according to John Hattie's research, to improve learning for all students especially those that are behind. All Instructional Leadership teams (ILT) teams continued to support the PLC work at the sites focusing on targeted instruction based on data analysis of common formative assessments and other local measures. Grade level teams worked with the math instructional coach and the site administrator with on identifying students and how to best address their needs. Teachers also worked with intervention staff to provide targeted instruction for identified students. Teachers shared and implemented best practices to meet the needs of identified student groups and monitored growth throughout the year.

## Action 2

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
Develop a district wide vertical articulation cycle beginning and end of the year between 5th and 6th grades, 8th and 9th grades to share specific achievement data with the grade above them to ensure proper placement and support. Additionally, teams will discuss gaps aligned to the standards that they are seeing in the students they receive. Elementary, middle school, and	Unfortunately due to time constraints teachers were not able to meet in person to discuss students moving from 5th to 6th grades and 8th to 9th grades for math placement. However, there was pertinent information shared regarding the placement of students via our student information system, Illuminate. Teachers were able to make comments for placement using end	Substitute costs for articulation 1000-1999: Certificated Personnel Salaries General Fund \$5,500	There was no need for substitute coverage no cost

high school vertical articulation within grade spans will occur during collaboration times during the school year.

of year assessments and classroom performance overall. Students who are recommended for math supports at the high school were also communicated for proper placement in the math support class for IMI. Students will be assessed at the beginning of the school year 2019-2020 to determine proper placement in math classes.

### Action 3

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
Math Coach will work with elementary and middle school math departments to support math teachers in the PLC cycle. Focus on error analysis in student work and assessments along with specific targeted instructional strategies to meet student needs. Focus on academic language, sentence frames, conceptual understanding with math manipulatives and visual representations and articulation of mathematical practices with student peers.	Math Coach worked with elementary and middle school math departments to support math teachers in the PLC cycle. They focused on error analysis in student work and assessments along with specific targeted instructional strategies to meet student needs. Another focus was on academic language, sentence frames, conceptual understanding with math manipulatives and visual representations and articulation of mathematical practices with student peers. The math Coach also supported the math pilot process at the elementary schools and supported teachers with lesson demonstrations and resources.	5000-5999: Services And Other Operating Expenditures Supplemental \$38,880	Contract with Kate Gallaway 5000-5999: Services And Other Operating Expenditures General Fund-Supplemental \$38,800

### Action 4

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
-----------------------------	----------------------------	--------------------------	----------------------------------

Action 4: Students who struggle in math will receive multiple levels of support. Elementary math teachers will work with the math coach to analyze student errors and plan instruction at the conceptual level to build on the 8 mathematical practices. Elementary teachers will support students through leveled targeted interventions in the classroom through small group instruction as well as grade level flexible grouping.

Middle School: For students two or more grade levels behind will be scheduled in Math 180 courses beginning in grade six for a total of one general ed and two special education. Continue a math transition class for students on IEP's that are exiting Math 180. Continue with RTI classes for math 6, 7, 8 that offer a differentiated approach focusing on conceptual learning of mathematics and its application.

Students in grade level math classes who struggle will attend a Math Academic Intervention class offered after school at the Middle School level.

At the high school, a Math support class is offered in 8th period to support struggling students at the high school as well as a math support class designated for students who will concurrently be enrolled in Integrated math one class.

Students who struggled in math received multiple levels of support. Elementary math teachers worked with the math coach to analyze student errors and plan instruction at the conceptual level to build on the 8 mathematical practices. Elementary teachers also supported students through leveled targeted interventions in the classroom through small group instruction as well as grade level flexible grouping.

Middle School: students who were two or more grade levels behind were scheduled in Math 180 courses with concurrent enrollment in general education grade level math. One special education math 180 and 1 special education transitions math was also offered supporting students to be successful in grade level math once they exited the math 180 program.

Math response to intervention classes for grades 6, 7, 8 that offered a differentiated approach focusing on conceptual learning of mathematics and its application. The class was designed to progress at a slower pace to enable students to understand conceptual and procedural math concepts.

Students in grade level math classes who struggled also attended a Math Academic Intervention class offered after school.

General education MS: 1 math 180 and 3 math RTI (6, 7, 8) HS 2 math support classes 1000-1999: Certificated Personnel Salaries Supplemental \$154,143

Special education transitions Math and 1 math 180 Middle School 1000-1999: Certificated Personnel Salaries Supplemental \$51,973.

General education MS: 1 math 180 and 4 math RTI (two 6, 7, 8) HS 2 math support classes 1000-1999: Certificated Personnel Salaries General Fund-Supplemental \$158,442

Special education transitions Math and 1 math 180 Middle School 1000-1999: Certificated Personnel Salaries General Fund-Supplemental \$43,736



At the high school, a Math support class was offered for students who were identified in 8th grade as needing additional support in the integrated math 1 class during first period with a concurrent enrollment in Integrated Math 1 class.. An additional class was offered during 8th period to support struggling students with any of their math classes. Students who failed a test in IM1 can attend this class to get help and retake the test for an improved grade. Two teachers were assigned to provide tutoring services.

## Action 5

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
Action 5: Support AVID implementation at the middle school and high school. Maintain one section of 8th grade AVID and one section for AVID District Director. Also maintain a High School 9th grade AVID section and keep the second section of AVID for grades 10-12.	To support AVID implementation at the middle school and high school. One section of 8th grade AVID and one section for AVID District Director was offered. Two sections of AVID were offered at the high school, a ninth grade AVID and a section for grades 10-12.	3 AVID sections: 8th, 9th, and one section for District Avid Director 1000-1999: Certificated Personnel Salaries Supplemental \$90,213.	3 AVID sections: 8th, 9th, and one section for District Avid Director 1000-1999: Certificated Personnel Salaries General Fund-Supplemental \$75,006
		AVID membership fees 4000-4999: Books And Supplies General Fund \$8636.	Avid membership fees 4000-4999: Books And Supplies General Fund \$8636
		10th-12th grade AVID section paid by College & Career Readiness Block Grant 1000-1999: Certificated Personnel Salaries Other \$22,273.	10th-12th grade AVID section paid by College & Career Readiness Block Grant 1000-1999: Certificated Personnel Salaries Other \$16,555

## Action 6

Planned	Actual	Budgeted	Estimated Actual
PGUSD	Regular Meeting of June 6, 2019 Page 20 of 106		242



Actions/Services	Actions/Services	Expenditures	Expenditures
Action 6: Increase percentage of students target groups meeting A to G requirements with an additional .2 FTE counselor who will meet with students to support student participation in a 3rd year of mathematics courses.	The high school counselor focused on students on the D & F list as well as other target student groups to provide supports and increase student participation in a 3rd year of mathematics. She also provided outreach supports such as social-emotional and crisis intervention supports rather than study skills. These students sometimes feel a lot of pressure, become overwhelmed with the amount of work they have, or feel anxious about the next steps in life. We have had more crisis interventions this year compared to last year and I feel as though we have been successful in handling these situations.	1000-1999: Certificated Personnel Salaries Supplemental \$20,400	High school counselor .2 FTE 1000-1999: Certificated Personnel Salaries General Fund-Supplemental \$16,879

## Analysis

Complete a copy of the following table for each of the LEA's goals from the prior year LCAP. Duplicate the table as needed. Use actual annual measurable outcome data, including performance data from the LCFF Evaluation Rubrics, as applicable.

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

Overall we were able to implement all actions and services intended except for the articulation of teachers in person to discuss math transition between 5th and 6th grades and 8th to 9th grades. All target groups increased in points.

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

The math support classes for students in middle and high school were effective as they supported students in learning the math at deep conceptual levels and were able to target the instructional needs of students. Also successful were the AVID 8th, 9th, and 10-12 in supporting students to enlist metacognitive strategies to identify points of confusion with math concepts and procedures. The math coach supported the intervention teachers at the Middle and High school in the analysis of student work and common errors with instructional strategies to best meet student needs. The Math transition class was also successful for students to build the bridge from Math 180 to a general education math class. This year the HS math support class offered to students with a concurrent enrollment in Integrated math 1 also helped students to be successful in the regular IM1 class. As a matter of fact, enrollment in the middle school math 180 class is down as a result of the targeted intervention math classes offered in 6th, 7th, and 8th grades.

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

There is a difference since we budgeted for articulation between grade levels that did not take place as in substitute cost for articulation for 5th-6th grades and 8th -9th grades. Another difference was in the projected cost to provide AVID classes. Although we offered all AVID sections intended, the cost of one of the sections came in at a lower cost hence the difference from budgeted \$90,213 and estimated actual \$75,006

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

There are no changes made to this goal and our expected outcomes are to continue growing our students to meet and exceed standards for mathematics. We will continue with the offerings next year as we did this year. One change next year is to offer an intervention section at the high school to support 10th grade students who failed 9th grade IM1 or struggled this year. The 10th grade intervention math section will also be supported with instructional aids for a targeted small group approach. The additional high school counselor became a full time counselor serving one day at Community High School and four days at Pacific Grove High School. We will continue with this position to support students academically, socially, and emotionally for 2019-2020.

# Annual Update

## LCAP Year Reviewed: 2018-19

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

### Goal 3

English Language Arts:

All English Learners, Socio economically disadvantaged students, foster youth, and students with disabilities will show a measurable increase in achieving grade level standards in English Language Arts each year as measured by Smarter Balanced Assessments and local valid formative assessments.

State and/or Local Priorities addressed by this goal:

State Priorities:

- Priority 1: Basic (Conditions of Learning)
- Priority 2: State Standards (Conditions of Learning)
- Priority 3: Parental Involvement (Engagement)
- Priority 4: Pupil Achievement (Pupil Outcomes)
- Priority 7: Course Access (Conditions of Learning)

Local Priorities:

## Annual Measurable Outcomes

### Expected

#### Metric/Indicator

##### State Measures:

Smarter Balanced Assessments (SBA) grades 3-8 and 11.

#### CELDT

##### Local Measures:

Interim Formative Assessments (IFA) to be given 3 or more times per year, grades K-12. These assessments can include but are not limited to, pre-built or custom assessments contained in Illuminate and other measures such as Basic Skills, DIBELS, SRI, etc.

#### 18-19

SBA ELA Performance - Grades 3-8 and 11:

SBA ELA performance for each student group (EL, SED, Students with Disabilities, etc.) will increase an average of 5 or more percentage points and/or maintain or improve performance status respectively as reflected on the CA Accountability Model and School Dashboard as compared to the previous year's performance.

##### IFA Performance in ELA - All Grade Levels:

IFA scores for each student group (EL, SED, Students with Disabilities, etc.) respectively will increase incrementally throughout the school year by employing targeted and systematic academic intervention for students in need..

#### Baseline

2015-2016 SBA Results for ELA (to be updated with 2016-17 SBA Results) and current CA Accountability Model and School Dashboard placement. Please see Appendix A for 2015-2016 SBA results.

#### 2016-2017 CELDT

68% Making annual progress in learning English  
47% Attained English Proficiency level on CELDT  
Reclassification rate for English Learners: 21%

### Actual

SBA ELA Performance Grades 3-8 and 11: see appendix for district wide All students English Language Art Scores by grade level. Overall- Blue (highest status) 56.5 points above the standard and increased 8.5 points. We had no groups in the Red or Orange category. Only 1 group in yellow, 2 groups green and 4 groups blue.

#### Target group scores:

Overall English learners (combination of EL and RFEP: Green-High (status) 12.4 points above standard and increased 10.8 points

English learners: 12 points above standard and increased 20.7 points

Reclassified English Learners: 12.7 points above standard and maintained - 0.6 points

Socio-economic disadvantaged: Blue-highest (status) 14.8 points above standard, increased 18 points

Students with Disabilities: Yellow (low) 32.6 points below standard, increased 3.2 points

District formative assessments overall show target students making growth. We will continue to refine intervention strategies within the classroom setting with flexible small group instruction and frequent formative assessments to monitor progress. See Appendix for target group information.

ELPAC: English Learner Proficiency Progress summative assessment in 2017-2018

Level 4: Well Developed 49.4%

Level 3: Moderately Developed 22.8%

Level 2: Somewhat Developed 15.2%

Level 1: Beginning Stage 12.7%

Reclassification rate: 17%

Expected

Actual

**Actions / Services**

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

**Action 1**

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
Action 1: All ILT teams will continue to support PLC work at sites focusing on targeted interventions based on data analysis using common formative assessments and other local measures. Grade level teams will also work with the site administrator and Curriculum Director to implement	A district wide focus was on Teacher Clarity and Success Criteria as one of the most impactful practices, according to John Hattie's research, to improve learning for all students especially those that are behind. ILT teams worked together to support PLC work at sites focusing on targeted interventions based on data	no cost	No cost

best practices for integrated and designated English Language Development integrating lesson studies, and peer observations in keeping with the Cycles of Professional Learning Practice.

analysis using common formative assessments and other local measures.  
Grade level teams also work with the site administrator and Curriculum Director to implement best practices for integrated and designated English Language Development integrating lesson studies, and peer observations in keeping with the Cycles of Professional Learning Practice.

## Action 2

### Planned Actions/Services

Action 2: Provide ongoing training and practice including conference attendance, webinar and workshop participation for all grade level teams on district technology systems including Illuminate Education Data and Assessment System and Google.

### Actual Actions/Services

This year we implemented Illuminate Education as as our student information system and Assessment System. The process to transition to the new system involved many trainings, webinars, meetings, and workshops. Classified, Certificated, and Administrative personnel attended the Illuminate Conference and then came back to support all staff with professional development and offer ongoing supports throughout the year. ongoing training was made available for all grade level teams on district technology systems including Illuminate Education Data and Assessment System and Google.

### Budgeted Expenditures

5000-5999: Services And Other Operating Expenditures General Fund \$8,000

### Estimated Actual Expenditures

Registration and travel fees for conference 5000-5999: Services And Other Operating Expenditures General Fund \$10,312.

## Action 3

### Planned Actions/Services

### Actual Actions/Services

### Budgeted Expenditures

### Estimated Actual Expenditures

Action 3: Students who struggle in English Language Arts will receive multiple levels of support at the secondary level. Students two or more grade levels behind will be scheduled in Read 180 courses. A transitions English class will continue as another level of intervention for students on IEP's who cannot access general education English Language arts classes that are exiting the Read 180 program.

Students who struggle in English Language Arts received multiple levels of support at the secondary level. Students two or more grade levels behind were enrolled in Read 180 courses. Due to the low numbers for general education Read 180, only one class was offered. A transitions English class was also offered as another level of intervention for students on IEP's who cannot access general education English Language arts classes that are exiting the Read 180 program.

2 sections of general education Read 180 1000-1999: Certificated Personnel Salaries Supplemental \$46,666

Special education English transition class 1000-1999: Certificated Personnel Salaries General Fund \$21,982

2 sections of general education Read 180 1000-1999: Certificated Personnel Salaries General Fund-Supplemental \$39,699

Special education English transition class 1000-1999: Certificated Personnel Salaries General Fund \$18,498

## Action 4

### Planned Actions/Services

Action 4: Elementary ELA programs will incorporate certificated teachers and instructional assistants and materials needed to support grade level targeted interventions such as Read 180, targeted foundational reading instruction, and designated English language development support.

### Actual Actions/Services

Elementary ELA programs developed intervention teams consisting of certificated teachers, and instructional assistants and materials needed to support grade level targeted interventions such as Read 180, targeted foundational reading instruction, and designated English language development support. Supports were both push in and pull out programs.

### Budgeted Expenditures

Certificated salary and benefits 1000-1999: Certificated Personnel Salaries Supplemental \$368,657.

Classified salary and benefits 2000-2999: Classified Personnel Salaries General Fund \$181,730.

### Estimated Actual Expenditures

Certificated salary and benefits 1000-1999: Certificated Personnel Salaries General Fund-Supplemental \$363,945.

Classified salary and benefits 2000-2999: Classified Personnel Salaries General Fund \$304,206

## Action 5

### Planned Actions/Services

Professional development on Designated and Integrated English Language Development for all

### Actual Actions/Services

This year we sent teachers from each site for a total of 9 representing all sites to the BE

### Budgeted Expenditures

Workshop registration and travel for certificated and classified staff 5000-5999: Services And Other

### Estimated Actual Expenditures

Workshop registration and travel for certificated and classified staff 5000-5999: Services And Other

Middle and High school content area teachers.

GLAD training at the Monterey County Office of Education.

Operating Expenditures General Fund \$8,000

Operating Expenditures General Fund \$7229

Substitute costs 1000-1999: Certificated Personnel Salaries General Fund \$8,000.

Substitute costs 1000-1999: Certificated Personnel Salaries General Fund \$7638

## Action 6

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
Action 6: Academic intervention class at the middle school focusing on targeted instruction in English Language Arts based on local data from common formative assessments data and quarter grades for progress monitoring.	Academic intervention class at the middle school focused on targeted instruction in English Language Arts based on local data from common formative assessments data and quarter grades for progress monitoring. We served between 8 and 15 students. Although the focus was mainly on ELA, there was teacher assistance with Science and History. Students were motivated to use this class to improve their grades. Roughly 1/2 of the students placed were the result of a recommendation made by an SST. During the whole year, roughly 1/3 were served for the majority of the year, while two thirds were new placements/replacements. Students were a fairly representative mix of our overall demographics, with the highest representation being with the SED students (roughly 60%). One obstacle this year was finding teachers who were willing to provide supports after school. Hence the program didn't get started until November and only 3 teachers were hired.	1000-1999: Certificated Personnel Salaries General Fund \$8,160..	Certificated Teachers for tutoring support at the Middle School 1000-1999: Certificated Personnel Salaries General Fund \$3500



**Action 7**

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
Designated English Language Development teachers collaborate with general education teachers to ensure English Learners access core programs. Language Review teams meet twice a year to discuss English Learners and Reclassified Fluent English Learners individual strengths and areas of growth, reclassification criteria, and designated supports for Smarter Balanced end of year tests.	Designated English Language Development teachers collaborated with general education teachers to ensure English Learners accessed core programs and discussed strategies to support students in their core content areas. Language Review teams met twice a year to discuss English Learners and Reclassified Fluent English Learners individual strengths and areas of growth, reclassification criteria, and designated supports for Smarter Balanced end of year tests. At this time, students who had been reclassified within the last four years who were struggling were also included in discussion with the language review team to identify strategies and additional supports for student success.	Substitute costs for Language review team days 1000-1999: Certificated Personnel Salaries Other \$1,500.	Substitute costs for Language review team days (title 3) 1000-1999: Certificated Personnel Salaries Other \$1,000

**Action 8**

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
Offer English Learner Parent Education Classes to assist parents in helping their children with academic vocabulary, homework in content areas, and the understanding of school policy and procedure. Extend the class to	There are three positions that must be filled to make the class happen - one for the teacher, one for BASRP, and one to baby sit the young children. This year, the three who staffed the positions last year were not available.	1000-1999: Certificated Personnel Salaries Other \$4,000.  Baby sitting through BASRP 2000-2999: Classified Personnel Salaries Other \$1,400.	Adult Education Fund No cost  Adult Education Fund No cost

include all English Learner parents in the district.

## Action 9

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
Smarter balanced practice tests with Interim Assessment blocks will be implemented for students on IEP's to support the identification of appropriate accommodations and to familiarize the students to the testing format to relieve anxiety and promote student confidence.	Smarter balanced practice tests with Interim Assessment blocks were implemented for students on IEP's to support the identification of appropriate accommodations and to familiarize the students to the testing format to relieve anxiety and promote student confidence. Students also took the interim formative assessments in the Illuminate Assessment system which provides similar supports and practice SBA like questions and tasks.	no cost	No Cost

## Analysis

Complete a copy of the following table for each of the LEA's goals from the prior year LCAP. Duplicate the table as needed. Use actual annual measurable outcome data, including performance data from the LCFF Evaluation Rubrics, as applicable.

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

Overall we were able to implement most actions and services intended with the exception of the English Learner Parent Education class.

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

The goal to improve learning for target student groups was achieved. All student groups grew beyond the 5 points with the exception of Students with disabilities which grew by 3.2 points. The Read 180 and transitions English class have been very successful. We anticipate teachers who have been GLAD trained this year, will provide demonstration lessons and share with staff strategies that can be used in the classroom to support English learners and all students with learning content and academic language. The elementary intervention systems were very successful this year by employing small group targeted instruction. We will continue to focus on the work of PLC and continue our practice of embedding teacher clarity and success criteria made explicit for students to be partners with teachers in monitoring learning.

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

The Parent Education Class was not able to be offered due to the lack of personnel available to make this program work. Cost for the Illuminate conference to support the first year of implementation for the Student Information System required more staff to attend and build capacity and ensure the transition would be a smooth one. We budgeted \$8000 and ended up spending \$10,312. Finally, the after school academic intervention class offered at the middle school was not able to get started until November 2018. The challenge was finding teachers to want to do the work. Hence we were only able to hire three teachers therefore a reduction in cost from what was budgeted according to previous year's expenditures for the same offering (Budgeted \$8160 and estimated actual \$3500). Although \$1500 was budgeted to cover substitute costs for language review team days, not all schools needed substitutes. Many teachers attended the meetings during their prep periods and in some cases the ELD Specialist/Teacher did not require a substitute. The classified salaries for the instructional aids were miscalculated because of an error in coding the instructional aids. The monetary cost listed for 2018-2019 was for 11 instructional aids when in fact there are 21 instructional aids supporting the intervention program at the elementary level therefore double in cost.

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

There are no changes to this goal. We will continue with all actions in 2019-2020. We will again offer the Parent Education Class and begin sooner with the process of hiring qualified personnel to make the program successful again.

# Stakeholder Engagement

LCAP Year: **2019-20**

## Involvement Process for LCAP and Annual Update

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

In an effort to involve a greater number of stakeholders, each site has had multiple meetings with a variety of stakeholder groups to discuss current site plan goals, which are all aligned to the district's LCAP goals and the eight state priorities. During this process, each of the sites shared the actions implemented throughout the school year along with the measurable outcomes for those actions. With this information, stakeholders were able to provide specific input and direction for actions to be implemented in this and the following school year. This was done intentionally to involve all stakeholders with multiple opportunities to provide feedback on annual updates and future goals in a meaningful way. Based on our experiences this year, we found that stakeholders were more interested in offering opinions and ideas that directly affected their respective school sites where their children would be impacted. For this reason, we felt the involvement process needed to be primarily at the site level. In order to reach a broader stakeholder group and provide direction for the district goals, a parent survey from WestEd was also sent out to parents. We received a total of 505 parent surveys an increase of 13% over last years respondents. At the district level, we also had meetings representing both the Teachers and Classified Unions and the District English Language Advisory Committee. We also expanded our Technology Committee to include parents and other community members for input on the future Technology needs of the district as well as the implementation of a three year Technology plan. We also had a district wide discussion at multiple board meetings and site based parent-teacher-student meetings to gather input regarding safety and protocols.

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

**Student Services:** The Director of Student Services attended monthly SELPA meetings. Meetings provide direction from the CDE on current assembly bills that directly impact best practices. SELPA provides direction and support in the development and submission of required annual reports such as; CALPADS, Personnel Data report, Performance Indicator Review repost, Annual Service Pan.

In addition, the SELPA provides professional development at the Monterey County Office of Education that focuses on the improvement of services to SWDs. PGUSD SpEd staff are encouraged and financially supported to attend any training pertinent to their assignment. Examples of PD attended by PGUSD staff include; The Autism Series, CAPTAIN training, Assistive Technology Series, Legally Defensible IEP Notes.

In addition, The SELPA provides on site professional development at district request. For instance, SELPA program specialists provided training to district sped teachers and para-professionals on Applied Behavioral Analysis and data collection.

The SELPA Director and Program Specialists are available for consultation by phone and email at all times for specific questions regarding cases and improving best practices.

On May 23, 2019 the Superintendent consulted with the Selpa Director at a meeting at the Monterey County Office of Education.

Pacific Grove High School:

PTA meetings took place at PGHS on August 7 and the first Tuesday of each month thereafter attended by parents, students, and administration: parents were brought up to speed on various topics: School safety vis a vis intruders on campus, active shooters, drugs on and off campus, vaping and emotional health. Parents were interested in the recent uptick of vaping on campus and off campus, as well as hosting Coffee with the Principal for open communication with interested parents. Additionally, parents wanted to bring Sober Graduation back on to campus for the 2019 graduation to allow more student participation.

Results from the meetings included frequent communication from administration with specific details. Further changes in addressing emotional health included support for mental health issues and partnering with the Ohana Center.

Coffee with the Principals: Sept. 12, 2018, Jan. 29: Parents, Pacific Grove PD, Administration

Parents were educated on recent survey data from a variety of sources. Vaping has increased dramatically. PGPD gave information on vaping.

Parents and administration are very concerned about the uptick of vaping use - particularly at school.

Signs were posted around bathrooms with information regarding vaping. Partnerships are being formed with the Sun Street Center, Ohana Teen Mental Health Center, and DARE programming.

Student assemblies will be planned for the 2019-20 school year.

Site Council: All meetings held at PGHS on the 4th Monday of each month except Dec. 10 instead of Dec. 31.

Faculty, Administration, Students, Parents:

All school goals relating to the WASC accreditation critical needs assessment from their 2018 visit as well as additional cultural goals that included fostering creative writing, visual and performing arts, and mental health

Input was given with respect to writing the WASC self-study in 2018 as well as the beginning plans to address the critical needs.

Additionally, specific input was given to design an expansion of the tutoring program, math support class, and other support classes..

The tutoring and library hours expansion has begun with a survey to parents asking for volunteers, consultation with the math department on the structure of the program and a plan to include community members who do not have children at the school. Additionally, targeted study halls will be added for the 2019-20 school year as well as a second AVID class and Freshmen Academy embedded into the freshmen social science curriculum.

Student surveys and focus groups: May and November 2018

Students were surveyed through the California Healthy Kids Survey and a Site Council survey for input on their current status on connectedness to school, drug use and perceptions. They were also surveyed for input on their greatest needs with respect to academics and mental health. Data was shared with faculty and with the Site Council. Students felt safe on campus despite the occasional drug use. Stress from studies was common and students need a quiet place to study. The Site Council took input from students to design the expanded library hours. Student input also directed the efforts to address mental health issues to focus less on individual counseling and more on forum-like settings for students to share and talk.

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

Based on all the input from all stakeholder meetings the focus was given toward deeply developing and implementing the Freshmen Academy to directly teach study skills in freshmen social science classes for implementation in the 2019-20 school year. Furthermore, a targeted study hall has been developed for sophomore students who have shown poor performance on the CAASPP as well as poor grades. Deeper attention to partnering with local mental health providers has been given and a parent and student series of workshops is planned for the 2019-20 school year. Funding has also been allocated to extend the library hours as students have indicated that they need quiet places to study. This has been done in conjunction to making the Student Union more student-centered and attractive through new furniture, computer stations, and music.

\*\*\*\*\*

Community High School:

Faculty/Staff meetings: Monthly formal and bi-monthly informal meetings: topics discussed and input from the staff included student achievement, targeted intervention, behavioral and academic expectations, technology implementation, implementation of refined health curriculum for all content areas, partnerships with Ohana Center (social and mental health) and Sun Street Center (substance abuse), and counseling services.

Students: Monthly meetings: Students contributed to creating a safer classroom environment with respect to bullying and teasing. As a response, CHS will have a 6 part series sponsored by the Ohana Center in the 2019-20 school year to address mental health issues and to give students tools and resources to address their needs. Career options and job preparation became a focus and

mock interviews were set up in response. Students were offered the option of attending CTE classes at the comprehensive high school, but they said they were more interested in attending the local community college as well as participating in a local artists community work space. Only one student took advantage of attending a class at the local community college and one other worked in the community work space.

School Site Council: 10/24/18, 12/7/18, 5/10/19: Review of the site plan and its goals, mental health, CTE opportunities, and refinement of discipline procedures to address suspensions.

Parents: Multiple informal meetings throughout the year as well as email communication to inform parents regarding school rules/procedures, student goals, graduation requirements, behavioral expectations. Input from parents was that the communication through email was not effective and that texting is a better way. CHS response is to send more texts instead of emails.

\*\*\*\*\*

Pacific Grove Middle School:

PTSA meetings: 7/24/18,9/19/18,10/24/18,12/5/18,1/23/19,3/20/19,4/25/19,5/22/19

topics included: homework and technology, safety procedures, student data on formative assessments, California Healthy Kids Survey results, California Accountability Dashboard and student groups of concern, social-emotional issues, bullying, and the peer to peer program.

School Site Council:8/20/18,11/9/18,4/29/19,5/13/19 Discussion topics included: Academic struggling students, social-emotional programs related to anti-bullying, growth mindset program, formative assessments results, California Accountability Dashboard, California Healthy Kids Survey results, professional development for teachers regarding English learners.

Students: California Healthy Kids Survey December 2018, and 3 surveys regarding bullying 10/3/18, 3/1/19, 5/24/19

Parent meetings: : 10/2/18 Tech Night, 10/11/18 Parent safety night, 3/19/19/ Raising Resilient Children with Dr. Swick,

Staff meetings on a monthly basis to to discuss site goals and formative assessment results, California School Dashboard and targeted student groups, Growth mindset activities, student social-emotional issues. Instructional leadership team meetings:8/9/18,9/4/18,10/29/18,12/3/18,2/11/19,3/25/19,5/6/19 focus AVID, growth mindset, strategies to support English learners, PLC cycles, teacher clarity/success criteria playbook.

As a result of all stakeholder meetings, the following are actions to be implemented for the 2019-2020 school year:

- Purchase of a Character Development Curriculum
- Creation of new section of AVID 7



- Professional Development- Intervention Strategies to target student learning when there are gaps
- Host training for students on students with Autism via PE classes
- Professional Development- English Language Development Strategies
- Acquire training for staff in identification of social emotional crises in students and strategies to support students in crisis
- Continued funding of After school Intervention Class (AIC) to focus on additional support of students struggling in Language Arts and Math
- ILT focus on the creation and implementation of a school wide emphasis on teaching organizational skills
- Continue ILT focus on the implementation of a quarterly focus on student Brain and Heart traits, Teacher Clarity and Student Success Criteria
- Continue to host Dr. Swick and Dr. Bufkin to address student(s) social emotional well-being
- Continue administration of Bullying Survey and Olweus Survey
- Continue parent tech night scheduled for the Fall with incoming 6th grade students trained via the keyboarding class

\*\*\*\*\*

#### Forest Grove Elementary:

School Site Council Meetings monthly on the second Tuesday and focused: math adoption and enacting a social-emotional learning program Toolbox by Dovetail Learning for grades TK-5.

English Language Advisory Committee: 11/2/2018 and 3/5/2019. Topics discussed: reporting excused absences and the truancy program, reclassification process, bilingual books in the lending library, computer loan program, outdoor lighting for evening events, online access to curriculum, before and after school tutoring, emails and newsletters in Spanish, English Learner Family Toolkit, California Seal of Biliteracy,

Site Governance and Instructional leadership team: Monthly meetings focused on student discipline. In response administration worked with teachers to development a behavioral intervention system rooted in alternative discipline approach. When a student is referred to the principal, the principal works with the teacher to develop consequences that are restorative, reflective, and instructional. School site council rewrote our goals to identify these two groups as groups to focus on for our intervention efforts (Hispanic & socio-economic challenged). The restructuring of aide time did not meet teacher needs. Teachers felt there was not sufficient time for aides to assist with small groups while continuing to attend to administrative tasks teachers identified as necessary for class preparation. Intervention program design will be tailored to helping site reach ELA and Math goals

Site Plan Parent Survey: February 2019: Families responding to the survey identified concerns such as bullying, mean comments by students to each other, and anxiety as areas that needed to be addressed. Respondents also rated school safety very high although there were comments about some school facilities needing better maintenance.



Annual Title I Parent Survey May 2019: We had 100% of replies say that their child benefited from the extra help in math and/or reading. We also had 100% of replies that said this is a beneficial program at our school. 92 % said that newsletters and parent conference reports were helpful. The survey was also available in English on one side and Spanish on the other. This enabled more parents to offer their input on the survey.

Annual English Learner Parent Survey feedback: This year 43 surveys were sent home and 22 were returned. The results were predominantly positive. All of the comments were appreciative, indicating that parents are happy with the program and feel supported by the school staff. This year, every parent said that they felt welcome at the school and only six parents said they were only comfortable participating in school activities sometimes. That is a much lower number than in the past and we are pleased to see more parent participation. One observation from the survey and an area for improvement was that only 12 parents felt that a translator was available when they needed one. Only 13 knew how to access the Parent Handbook on line. Next year the ELD program will include this information in a letter home as well as sharing it at the initial ELAC meeting. 11 parents indicated that they would prefer to have the ELAC meetings held in the evenings, so we will be sure to host at least one night meeting to see if attendance improves. We currently see an average of 15 parents during our morning ELAC meetings. Overall, the parent survey suggests that parents feel comfortable and supported and appreciate that the ELD program is available to their children.

As a result of all stakeholder meetings and feedback the following actions listed in the site plan will be implemented at Forest Grove:

Instructional program:

- Adoption of Swun Math as our curriculum for 2019-20 and beyond.
- Continue adjusting instructional aide schedule to provide support for small group instructional while creating time to support teacher's clerical needs.
- Forest Grove will add a .65 resource teacher to help with our special education caseload and provide intervention services for our students.

Campus Culture:

- Forest Grove will adopt the Toolbox by Dovetail learning to improve peer relationships and train student how to use their strengths to succeed emotionally, socially, and academically at school.
- Forest Grove will strengthen its behavioral intervention program by adding restorative, reflective, and instructional activities to its discipline program
- Forest Grove will implement the use of PGUSD's discipline matrix to enhance district wide consistency to our approach to student discipline.

\*\*\*\*\*

Robert Down Elementary:

School Site Council: Monthly meetings September through May: Consider change in lobby and entry doors, creating community partnership with MIIS/DLI/NPS for language instructors/tutors and Waste Management for Recycling and Sustainability Program for 2019-20, service learning on anti-bullying for 4th and 5th grade students, parent survey to support site plan goals.

Students focus group: Increase use of Service Leaders and create a student survey for beyond 5th grade to gather more student input in regards to issues on campus.

PTA meetings-parents, teachers and site administrator monthly September-May: Fundraising for Jen Hinton Field Dedication Signs, lunch Area cover, gates and access to campus, CHKS Survey Results, Site Council Parent Survey Results

Parent forums on safety: November 20, 2018 discussed safety measures and protocols in place at Robert Down such as BIG Five as well as other issues regarding access to the campus.

Faculty/staff monthly meetings: Teacher Clarity Toolkit (Fisher and Frey) purchased for all teachers for Summer 2019 reading/review and implementation of use during 2019-20.

Teacher Leadership team meetings monthly from August to May. Topics discussed: 2019-20 Professional Development Focus, grade level time math adoption and Team up with Forest Grove, 5th grade articulation opportunities with PGMS and across grade levels, gather more input from staff regarding goals for SPSA via Site Council survey and asking for feedback/visits to Leadership/Site Council from staff members who do not serve on either committee, professional development planned for classified staff for SWUN math, ELA adopted materials, and Toolbox based on feedback from California Healthy Kids survey.

English Learner Parent Survey:

Approximately 80% of the surveys were returned. Nearly all of the families indicated always for each question. 100% of the replies indicated that the ELD program has been beneficial for their child. Families offered extra comments regarding feeling welcomed by office and principal. Families are satisfied with communication with classroom teacher, and are appreciative of extra attention they are providing to their child. One family responded “sometimes” to most of the questions. This is an important reminder to reach out and connect with all families, and to reassure that their involvement is welcomed and valued. One family indicated that they did not know how to access parent handbook. ELD and office have worked together to provide visual information to offer to new families such as a graphic which shows the school start and end times.

Based on the various stakeholder meetings, the following actions will be written into the site plan for 2019-2020:

- Goal 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

- Goal 2 focus - 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.
- Goal 3 - 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.

\*\*\*\*\*

#### District Meetings:

District English Language Advisory Committee (DELAC) January 30, 2019 and May 16, 2019. English Language Advisory Committee( ELAC) members from both Robert Down/Middle School and Forest Grove attended. The Local Control Accountability Plan was presented and reviewed with the committee members. There was a presentation of the California Accountability Dashboard and the District goals and action items as laid out in the LCAP in relation to the identified student groups and their achievement gaps in mathematics and language arts. Information was shared on the district's review of progress towards college and career readiness upon graduation as well as the greatest areas of need. Suggestions were made to continue monitoring reclassified (RFEP) students: parents need a clear understanding of what RFEP status means and need to be clear to parents that RFEP means that students are still being monitored, and still have services and additional help available to them, and how to ask for it. Parents need to be a participant in the reclassification of their child to gain a better perspective of what is available to them. Teachers also need to be aware of how to best serve the reclassified student as well. Continue to administer and review the EL parent surveys at the elementary level. After school tutoring both at school and home is beneficial for EL students. Parents need help too, difficult to help students with homework. Parents need to continue to learn how to advocate for their students. How to be sure that teachers are aware of student's 504 accommodations for example. Take a team approach between parents and teachers. We have some gaps in communication between the Middle School and High School counselors as there is currently only 1 Middle School counselor.

Need to continue to focus on academic vocabulary and literacy across subject areas. Lists with definitions of concepts across subject areas might be helpful (example: mathematical terminology). Language arts and acquisition can be taught through content in all subjects. Because elementary ELD students are in pull out EL programs, they sometimes miss important content that is

happening in the mainstream classroom and can fall behind. There needs to be a coordinated effort between the EL teacher and the classroom teacher. At the secondary level, after-school EL tutoring precludes EL students from participating in other after school activities such as sports, or, their grades may not be high enough to qualify for athletics. We were able to offer scholarships for the After School Enrichment Program to low income ELD students this year to provide these students with the opportunity for additional enrichment. District wide our EL numbers are down, we may not qualify for Title III money. There is a need for bilingual staff and materials for all parent education opportunities. We will continue to meet twice a year, January/May to check the progress of LCAP goals and actions.

Pacific Grove Teachers Association and Classified SEA: May 20, 2019

Teachers and Classified Union leadership went over the annual update actions and expenditures for 2018-2019 and the LCAP goals for 2019-2020. Overall the district is doing well according to all state priorities and the growth for all target groups towards meeting standards. Although there is positive growth, there are still gaps between the focus target groups and all other peers. Areas of need were discussed regarding targeted student groups in the area of mathematics and English language arts and actions outlined in the 2019-2020 LCAP addressing specific needs. Teacher and classified input will be important as individual sites drill down on site based student data, paying particular attention to student target groups. Units agreed that classified staff, specifically instructional aides needed more opportunities for professional development to better support student needs, especially next year as we adopt a new math program. Classified staff need to be invited to staff meetings to engage in conversation for site plans to offer different perspectives. Other ideas were to have the math coach with instructional aids to provide ongoing support with the new math program at elementary. The PGTA president noted the professional development listed as actions in the 2018-2019 annual update, and mentioned that folks should be held accountable for sharing what they learned during collaboration or staff meetings. This would ensure professional development was shared by all and not just the folks who attended a workshop such as GLAD and Illuminate this year. Also discussed was the constant changes with new programs and/or instructional practices that we don't keep long enough to become proficient and use automatically in the classroom.

District Public Hearing for the Local Control Accountability Plan is scheduled for June 6, 2019

District Local Control Accountability Plan will be presented to the board for approval on June 20, 2019

## Impact on LCAP and Annual Update

How did these consultations impact the LCAP for the upcoming year?

Based on the various stakeholder meetings at the sites, along with the feedback from parents, students, teachers, classified staff, and community members, a majority of participants were satisfied with the goals and action plans the district and sites are implementing to address the District's goals and their alignment to the State's Eight Priorities. Stakeholder feedback supports the

district's goals to specifically meet the needs of targeted student groups with achievement gaps in mathematics and English language arts and are pleased with the growth for our target groups year after year. Stakeholders shared positive comments regarding the district's base program in support of all of California's eight state priorities (Conditions of Learning: basic services provided by the district with its facilities, highly qualified teachers, and instructional materials, Pupil Achievement, Pupil Engagement, Parental Involvement, School Climate)

Themes that emerged from stakeholder feedback reinforce and enhance the district's LCAP goals and actions for 2019-2020. The district will continue its ongoing efforts to provide a quality base program that supports ALL students to graduate from high school prepared for college and/or careers with highly qualified teachers, clean classrooms, in safe, supportive learning environments attending to the whole child academically, socially, and emotionally. Discussions and plans to ensure all campuses are safe will continue ongoing professional development for all staff.

To support students at the High School and Community HS, a full time counselor has been added this year and will continue for the 2019-2020 school year. The counselor will be at Community High School one day a week and 4 days at the High School. The focus will be to support target student groups to ensure college and/or career preparation throughout high school and tend to students who require additional counseling for social/emotional needs.

All sites will also continue to implement social/emotional programs to build student resilience, confidence, and social skills as well as address issues related to depression and other social/emotional needs. The results of California Healthy Kids Survey will be shared with the teaching staff and leadership classes at the, Middle and High school to gather ideas on how to best meet areas of need such as depression, suicide, and the overall social emotional needs for all students. We will continue to monitor students at risk via the ON TRACK system in Illuminate.

Robert Down and Forest Grove will be implementing the same program, Toolbox, to support all students with social emotional needs.

We will continue to support professional development opportunities for certificated and classified instructional staff in support of targeted student groups. We will also continue to build on the work of Instructional Leader Teams with as they engage in the PLC process to analyze student data based on common formative assessment to address the instructional needs of students with achievement gaps. The Professional learning focus will be to refine the process of the analysis and evidence of student learning to support the learning for all of our students and identifying students who require additional instructional strategies in the classroom and those who require other intervention supports. The focus on Teacher Clarity along with Success Criteria will support students in understanding where they are in their learning progression towards standards. This will also support teachers as they differentiate instruction to meet student needs with a targeted approach. English learners, economically disadvantaged students, foster youth, and students with disabilities will be closely monitored to ensure they are also supported academically, socially, and emotionally. Students who receive intervention services will be supported with the curriculum used in the classroom that is grade level appropriate and aligned to grade level standards.

To support Educational Technology and Data Analysis we are integrating our student information system and assessment system into one platform: Illuminate Education. The district will continue to provide a check out system for students to use computing devices

at home. More efforts to address issues with Cyber safety and bullying will continue with student and parent forums along with information nights on technology use at home such as google classroom and online instructional programs.

To provide ongoing support for students who require additional support in mathematics and English language arts we will continue to offer support classes at the Middle and High School and continue with transitional math and English classes at the middle school for students exiting the Math and Read 180 programs. For all students who require additional support in all core academic classes, we will continue to provide support classes, study halls, before/after school tutoring, a Summer School program, and specified intervention programs at the sites. We will continue to support teachers with an Instructional Math Coach for grades k-8.

Due to the feedback from our English Learner families and an increase of Hispanic families who represent the largest percentage of our English Language Learners, communication practices were improved this year and we will continue to reach out to this and other communities more effectively through personal invitations to site parent meetings and events. The parent portal in Illuminate along with the email system and its ability to be translated into several languages will enhance our efforts. ELAC's at the sites will survey parents to determine when is the best time for meetings so that all families feel welcome. Parents will also be invited to attend the language review team meetings to provide input regarding the reclassification of their students. We will also seek the input from our parents of English learners in an effort to meet their needs and improve the instructional program with an annual survey. After school supports such as homework help and tutoring will be offered to all English learners at all sites. We will also continue the Parent education class offered at Forest Grove for all English learner parents. Better efforts will be made to communicate with parents regarding the reclassification as proficient in English and what this entails. The schools will also make a better effort in communicating with teachers which students are RFEP and their monitoring process.

All School Site Plans reflect the actions based on the variety of stakeholder meetings listed. Please see school site plans for specific actions related to stakeholder feedback.



# Goals, Actions, & Services

Strategic Planning Details and Accountability

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

(Select from New Goal, Modified Goal, or Unchanged Goal)

Unchanged 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.

### State and/or Local Priorities addressed by this goal:

State Priorities:

- Priority 1: Basic (Conditions of Learning)
- Priority 2: State Standards (Conditions of Learning)
- Priority 3: Parental Involvement (Engagement)
- Priority 4: Pupil Achievement (Pupil Outcomes)
- Priority 5: Pupil Engagement (Engagement)
- Priority 6: School Climate (Engagement)
- Priority 7: Course Access (Conditions of Learning)
- Priority 8: Other Pupil Outcomes (Pupil Outcomes)

Local Priorities:

### Identified Need:

In order to adequately prepare students for their future, it is critical that our base program be of high quality. We will also be looking at how best to decrease suspension rates at the elementary, middle, and high school for targeted groups and continue to implement Restorative Justice practices. Please see appendix A for a district data representing the 8 state priorities. College and Career Readiness Indicator status of yellow in 2017-2018 with 59.9% prepared, 13.9 approaching prepared, 26.3 not prepared with an overall decline over 2016-2017 of 8.7%

## Expected Annual Measurable Outcomes

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
see appendix A : all local indicators template	See appendix tool 1-8 Legislated metrics	See appendix tool 1-8 Legislated metrics	See appendix tool 1-8 Legislated metrics	See appendix tool 1-8 Legislated metrics

## Planned Actions / Services

Complete a copy of the following table for each of the LEA's Actions/Services. Duplicate the table, including Budgeted Expenditures, as needed.

### Action 1

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

#### Students to be Served:

(Select from All, Students with Disabilities, or Specific Student Groups)

All

#### Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

All Schools

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

#### Students to be Served:

(Select from English Learners, Foster Youth, and/or Low Income)

[Add Students to be Served selection here]

#### Scope of Services:

(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

[Add Scope of Services selection here]

#### Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

[Add Location(s) selection here]

### Actions/Services

Select from New, Modified, or Unchanged for 2017-18

Unchanged Action

Select from New, Modified, or Unchanged for 2018-19

Modified Action

Select from New, Modified, or Unchanged for 2019-20

Unchanged Action

2017-18 Actions/Services

The base program includes:

1. All teachers and administrators are highly qualified to provide support to

2018-19 Actions/Services

The base program includes:

1. All teachers and administrators are highly qualified to provide support to students in attaining access to a comprehensive education.

2019-20 Actions/Services

The base program includes:

1. All teachers and administrators are highly qualified to provide support to



students in attaining access to a comprehensive education.

2. Classified staff and administrators in each job alike support student learning, health, and safety.

3. All students have access to a broad and rigorous course of study to prepare them for college or careers. (program 5325, 8410)

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

5. Instructional delivery of all core content areas with standards aligned instructional materials.

6. Teachers and support staff are trained on any new purchases and adoptions of instructional materials.

7. Formative and summative assessment achievement results for all students in both English language arts and Math are analyzed for areas of need with additional teacher support and ongoing research based professional development.

8. In accordance with the District Technology Plan, continue to maintain and enhance technology infrastructure based on ongoing needs and purchase digital

2. Classified staff and administrators in each job alike support student learning, health, and safety.

3. All students have access to a broad and rigorous course of study to prepare them for college or careers. (program 5325, 8410)

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

5. Instructional delivery of all core content areas with standards aligned instructional materials.

6. Teachers and support staff are trained on any new purchases and adoptions of instructional materials.

7. Formative and summative assessment achievement results for all students in both English language arts and Math are analyzed for areas of need with additional teacher support and ongoing research based professional development.

8. In accordance with the District Technology Plan, continue to upgrade, enhance, and streamline technology systems, infrastructure, and hardware installations. Classroom technology needs are fulfilled in a coordinated, equitable,

students in attaining access to a comprehensive education.

2. Classified staff and administrators in each job alike support student learning, health, and safety.

3. All students have access to a broad and rigorous course of study to prepare them for college or careers. (program 5325, 8410) To address College and Career Readiness we are increasing dual enrollment classes from five to nine for the upcoming 2019-20 school year. In doing so we are allowing more options for students to complete a CTE Pathway and participate in a dual enrollment class, both of which will lead our students to be deemed College and Career Ready. Also implemented will be the Freshman Academy designed to ease the transition from middle school to high school for our incoming freshman classes. The vision for the academy is as follows: Every student at PGHS will learn and utilize essential academic skills that will enable them to be successful in high school and beyond. The measurable goals for Freshman Academy are as follows: 1) Increase overall grade point average; 2) Increase A-G credits earned; 3) Increase overall academic skill sets; 4) Decrease behavioral issues.

4. All parents and students are involved in providing input on decisions related to the district's instructional programs, increasing student engagement and participation to

curriculum and instructional programs.  
(Measure A Bond program fund 21)

9. All students have access to regular vocal and instrumental music instruction by appropriately credential teachers.  
(program 1432)

10. All student learning is enhanced by providing an orderly, caring, and nurturing educational and social environment in which all students feel safe and take pride in their school and achievements. Positive interpersonal relationships among students and between students and staff are promoted through a variety of social/emotional supports and programs at each of the sites. ( Certificated counselors and school psychologists and contract with Community Human Services)

11. Expand facilities to reduce class size in the elementary grades and maintain the integrity of essential programs.

and strategic methods of prioritizing the purchase of digital curriculum and instructional programs.

(Measure A Bond program fund 21)

9. All students have access to regular vocal and instrumental music instruction by appropriately credential teachers.  
(program 1432)

10. All student learning is enhanced by providing an orderly, caring, and nurturing educational and social environment in which all students feel safe and take pride in their school and achievements. Positive interpersonal relationships among students and between students and staff are promoted through a variety of social/emotional supports and programs at each of the sites. ( Certificated counselors and school psychologists and contract with Community Human Services) Increased counseling services at the elementary and High School and Community High School.

Taking a proactive stance to decrease suspensions district wide, we will be exploring the On Track: Early Warning System in Illuminate and identify social, emotional, and academic indicators that would allow us to intervene and support students to be successful and thrive as they progress in our TK-12 school system. We are also planning on developing criteria for suspensions in all grade spans and strategies to support and redirect students to make positive choices. To

ensure high levels of achievement in all subject areas.

5. Instructional delivery of all core content areas with standards aligned instructional materials.

6. Teachers and support staff are trained on any new purchases and adoptions of instructional materials. This year elementary grades TK-5th will implement a new math program, SWUN Math, and receive intensive professional development from SWUN coaches and our own district math coach.

7. Formative and summative assessment achievement results for all students in both English language arts and Math are analyzed for areas of need with additional teacher support and ongoing research based professional development.

8. In accordance with the District Technology Plan, continue to upgrade, enhance, and streamline technology systems, infrastructure, and hardware installations. Classroom technology needs are fulfilled in a coordinated, equitable, and strategic methods of prioritizing the purchase of digital curriculum and instructional programs. District-wide technology systems alignment and training: ISI implementation, support, Classroom instructional technology upgrades: replacement of outdated projectors, document cameras, teacher

support students with disabilities, we will continue to work with Monterey County Behavioral Health, offer social skills curriculum, Handle With Care training, as well as identify through the IEP process methodology identified to increase pro-social behavior and decrease maladaptive behaviors.

To promote safe campuses there will be ongoing district wide professional development in THE BIG FIVE, School emergency guidelines for immediate action response.

- Partner with Monterey Behavioral Health to provide district wide training in Mental Health First Aid to provide teachers, school staff, administrators and classified staff, the tools to detect signs and symptoms of mental health problems in youth and how to respond in times of crisis.
- Partner with Department of Homeland Security and local law enforcement in their "See Something Say Something" Campaign.
- Install all exterior district doors with "Lock Blok" device to prevent hostile intruders entry to classrooms.
- Update emergency safety supplies at each campus.
- Continue Contract for service with District SRO and Canine Narcotic Unit.

and student devices - Laptops, Chromebooks, iPads  
Wifi Network Upgrades and Expansion: Routers, Access Points, 3D design/CAD, robotics kits, and STEM-based equipment for curriculum integration at all schools

K-5 Computer Science instruction provided to all students - K5.

Parent Ed Tech Night - Fall 2018 (PGMS) (Measure A Bond program fund 21)

9. All students have access to regular vocal and instrumental music instruction by appropriately credential teachers. (program 1432)

10. All student learning is enhanced by providing an orderly, caring, and nurturing educational and social environment in which all students feel safe and take pride in their school and achievements. Positive interpersonal relationships among students and between students and staff are promoted through a variety of social/emotional supports and programs at each of the sites. ( Certificated counselors and school psychologists and contract with Community Human Services). We will track students via Illuminate's On Track Early Warning System and implement the district wide suspension criteria as well as strategies to support students in making positive behavior choices. The board approved Student Discipline Matrix and Related Interventions will be used as a guideline to provide district wide optional consequences.

- Provide community members access to relevant resources related to school safety that is posted on our district website.

Taking a proactive stance to decrease suspensions district wide, we will be exploring the On Track: Early Warning System in Illuminate and identify social, emotional, and academic indicators that would allow us to intervene and support students to be successful and thrive as they progress in our TK-12 school system. We are also planning on developing criteria for suspensions in all grade spans and strategies to support and redirect students to make positive choices.

To provide consistency within our elementary schools for behavior expectations, Forest Grove along with Robert Down, will also implement the Program Toolbox by Dovetail Learning, a Kindergarten through 6th grade program that supports children in understanding and managing their own emotional, social, and academic success. Children learn 12 simple yet powerful Tools. With practice, these Tools become valuable personal skills and strategies for self-awareness, self-management, and relationship-building, which, in turn, foster responsible decision-making. The curriculum is designed to teach students alternate ways to deal with adverse situations in a positive manner. At the Middle School Character Strong will be implemented with a strong focus on character development and social-emotional skills by promoting positive interactions and relationship skills. The High School and Community High School will continue their efforts with implementation of Restorative Justice practice.

To support students with disabilities, we will continue to work with Monterey County Behavioral Health, offer social skills curriculum, Handle With Care training, as well as identify through the IEP process methodology identified to increase pro-social behavior and decrease maladaptive behaviors.

We will continue to provide the following safety supports to our 2019-2020 district wide safety plan:

District-wide professional development in THE BIG FIVE, School Emergency Guidelines for Immediate Action Response. This training will be provided to new staff, substitute teachers, and site safety teams inclusive of management, classified and certificated staff.

Partner with Department of Homeland Security and local law enforcement in the "See Something, Say Something" campaign.

Partner with Sandy Hook Promise to provide administrators, staff and parents resources in wellness programs that identify, intervene and help at-risk individuals and gun safety practices that ensure firearms are kept safe and secure. Update Site Safety Plans and Resources for mental health and crisis mitigation on our district website.

Continue contract for service with District School Resource Officer (SRO) and Wonder Woofs, Canine Narcotic Unit.

Partner with Monterey Behavioral Health to provide district wide training in Mental Health First Aid

Install an additional eight surveillance cameras at district office and maintenance facility.

Move from the use of analog radios to digital radios district wide.

--	--	--

**Budgeted Expenditures**

Year	2017-18	2018-19	2019-20
Amount	\$14,556,650	\$15,666,431.	\$16,464,034
Source	General Fund	General Fund	General Fund
Budget Reference	1000-1999: Certificated Personnel Salaries Teachers and Adminstrators	1000-1999: Certificated Personnel Salaries Teachers and Administrators	1000-1999: Certificated Personnel Salaries Teachers and Adminstrators
Amount	\$5,254,117	\$6,069,867	\$6,275,948
Source	General Fund	General Fund	General Fund
Budget Reference	2000-2999: Classified Personnel Salaries Classified Administrators and Staff	2000-2999: Classified Personnel Salaries Classified Administrators and Staff	2000-2999: Classified Personnel Salaries Classified Administrators and Staff
Amount	\$5,798,117.	\$6,444,716	\$7,313,329
Source	General Fund	General Fund	General Fund
Budget Reference	3000-3999: Employee Benefits Certificated and Classified staff	3000-3999: Employee Benefits Certificated and Classified staff	3000-3999: Employee Benefits Certificated and Classified staff
Amount	\$995,790.	\$1,174,500	\$1,122,411
Source	General Fund	General Fund	General Fund
Budget Reference	4000-4999: Books And Supplies All instructional materials, supplies and new adoptions (Middle school: ELA, HS: AP World Geography),	4000-4999: Books And Supplies All instructional materials, supplies + new adoptions	4000-4999: Books And Supplies Approved Textbooks and Core Curriculum, Reference materials, Materials & Supplies, Noncapitalized Equipment

Amount	\$1,452,413	\$1,605,376	\$2,012,869
Source	General Fund	General Fund	General Fund
Budget Reference	5000-5999: Services And Other Operating Expenditures travel/conferences, Professional/Consulting	5000-5999: Services And Other Operating Expenditures travel/conferences, Professional/Consulting	5000-5999: Services And Other Operating Expenditures travel/conferences, Professional/Consulting, Dues/Memberships, Insurance, Utilities/Housekeeping, Rentals/Leases/Repairs, Professional Consulting, Communications
Amount	\$400,000.	\$600,000.	\$580,000
Source	Measure A Fund 21	Measure A Fund 21	Measure A Fund 21
Budget Reference	4000-4999: Books And Supplies Technology hardware, infrastructure, and instructional software	4000-4999: Books And Supplies Technology hardware, infrastructure, Instructional core curriculum software, and instructional software	4000-4999: Books And Supplies Technology hardware, infrastructure, Instructional core curriculum software, and instructional software
Amount	\$600,000.		\$57,036
Source	General Fund		General Fund
Budget Reference	6000-6999: Capital Outlay Five Elementary Portables paid out of fund 40		7000-7439: Other Outgo Special Education Billback and indirect costs
Amount			\$75,880
Source			General Fund
Budget Reference			7000-7439: Other Outgo Interfund transfer out



# Goals, Actions, & Services

Strategic Planning Details and Accountability

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

(Select from New Goal, Modified Goal, or Unchanged Goal)

Unchanged Goal

## Goal 2

Mathematics

All English Learners (EL), Socioeconomically Disadvantaged Students (SED), Foster Youth (FY), Students With Disabilities (SWD), and Hispanic will show a measurable increase in achieving grade level standards in mathematics each year as measured by Smarter Balanced Assessments and local valid assessments.

### State and/or Local Priorities addressed by this goal:

State Priorities:     Priority 1: Basic (Conditions of Learning)  
                              Priority 2: State Standards (Conditions of Learning)  
                              Priority 4: Pupil Achievement (Pupil Outcomes)  
                              Priority 7: Course Access (Conditions of Learning)

Local Priorities:

### Identified Need:

According to the CA School Dashboard for the Smarter Balanced Assessment Math indicator students showed remarkable growth for the 2017-2018 results: all targeted groups improved significantly in this area, moving from Orange status to GREEN in 2017-2018, and students with disabilities from Orange to YELLOW, we want to continue with all actions and services to ensure continued growth .

SBA Math performance for each student group (EL, SED, Students with Disabilities, etc.) did increase by more than 5 percentage points.

Overall English Learners:(combination of EL and RFEP):Green : 8.2 points below standard, increased 14.1 points

Reclassified English learners: 9.3 points below standard, increased 7.5 points

English learners: 7 points below standard, increased 20 points

SED (socio-economic disadvantaged): Green: 20.6 points below standard, increased 25.3 points



Students with disabilities: Yellow: 63.7 points below standard, increased 5.6 points.

IFA Performance in Math - All Grade Levels: Please see the appendix for grade level formative assessment results to include all student target groups.

IFA scores for each student group (EL, SED, Students with Disabilities, etc.) respectively showed growth throughout the school year by employing targeted and systematic academic intervention for students in need.

## Expected Annual Measurable Outcomes

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
<p>State Measures: Smarter Balanced Assessments (SBA) grades 3-8 and 11.</p> <p>Local Measures: Interim Formative Assessments (IFA's) to be given 3 or more times per year, grades K-12. These assessments can include, but are not limited to, pre built or custom assessments contained in Illuminate and other measures such as Basic Skills, MDTP, SMI, etc.</p>	<p>2015-2016 SBA Results (to be updated with 2016-17 SBA Results) and current CA Accountability Model and School Dashboard placement. See Appendix A for 2015-2016 and 2016-2017 SBA results</p>	<p>SBA Math Performance - Grades 3-8 and 11:</p> <p>SBA Math performance for each student group (EL, SED, Students with Disabilities, etc.) will increase an average of 5 or more percentage points and/or maintain or improve performance status respectively as reflected on the CA Accountability Model and School Dashboard as compared to the previous year's performance.</p> <p>IFA Performance in Math - All Grade Levels: IFA scores for each student group (EL, SED, Students with Disabilities, etc.)</p>	<p>SBA Math Performance - Grades 3-8 and 11:</p> <p>SBA Math performance for each student group (EL, SED, Students with Disabilities, etc.) will increase an average of 5 or more percentage points and/or maintain or improve performance status respectively as reflected on the CA Accountability Model and School Dashboard as compared to the previous year's performance.</p> <p>IFA Performance in Math - All Grade Levels: IFA scores for each student group (EL, SED, Students with Disabilities, etc.)</p>	<p>SBA Math Performance - Grades 3-8 and 11:</p> <p>SBA Math performance for each student group (EL, SED, Students with Disabilities, etc.) will increase an average of 5 or more percentage points and/or maintain or improve performance status respectively as reflected on the CA Accountability Model and School Dashboard as compared to the previous year's performance.</p> <p>IFA Performance in Math - All Grade Levels: IFA scores for each student group (EL, SED, Students with Disabilities, etc.)</p>

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
		respectively will increase incrementally throughout the school year by employing targeted and systematic academic intervention for students in need.	respectively will increase incrementally throughout the school year by employing targeted and systematic academic intervention for students in need.	respectively will increase incrementally throughout the school year by employing targeted and systematic academic intervention for students in need.

## Planned Actions / Services

Complete a copy of the following table for each of the LEA's Actions/Services. Duplicate the table, including Budgeted Expenditures, as needed.

### Action 1

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

#### Students to be Served:

(Select from All, Students with Disabilities, or Specific Student Groups)

[Add Students to be Served selection here]

#### Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

[Add Location(s) selection here]

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

#### Students to be Served:

(Select from English Learners, Foster Youth, and/or Low Income)

English Learners  
Foster Youth  
Low Income

#### Scope of Services:

(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

LEA-wide

#### Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

All Schools

### Actions/Services

Select from New, Modified, or Unchanged for 2017-18

Modified Action

Select from New, Modified, or Unchanged for 2018-19

Unchanged Action

Select from New, Modified, or Unchanged for 2019-20

Unchanged Action

2017-18 Actions/Services

PGUSD

2018-19 Actions/Services

Regular Meeting of June 6, 2019  
Page 54 of 106

2019-20 Actions/Services

276

All site Instructional Leadership teams (ILT) teams will continue to support the PLC work at the sites focusing on targeted instruction based on data analysis of common formative assessments and other local measures. Grade level teams will also work with the math instructional coach and the site administrator with lesson studies and peer observations in keeping with the Cycles of Professional Learning. Teachers will share and implement best practices to meet the needs of identified student groups and determine their success based on student data.

•

All Instructional Leadership teams (ILT) teams will continue to support the PLC work at the sites focusing on targeted instruction based on data analysis of common formative assessments and other local measures. Grade level teams will also work with the math instructional coach and the site administrator with lesson studies and peer observations in keeping with the Cycles of Professional Learning. Teachers will share and implement best practices to meet the needs of identified student groups and determine their success based on student data.

All Instructional Leadership teams (ILT) teams will continue to support the PLC work at the sites focusing on targeted instruction based on data analysis of common formative assessments and other local measures. All sites will also continue to refine practices with teacher clarity, feedback and success criteria. Grade level teams will also work with the math instructional coach and the site administrator with lesson studies and peer observations in keeping with the Cycles of Professional Learning. Teachers will share and implement best practices to meet the needs of identified student groups and determine their success based on student data.

## Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	\$19,200.	no cost	no cost
Source	Education Effectiveness Funds		
Budget Reference	1000-1999: Certificated Personnel Salaries Stipends for Site Instructional Leadership Teams		

## Action 2

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

### Students to be Served:

(Select from All, Students with Disabilities, or Specific Student Groups)

[Add Students to be Served selection here]

### Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

[Add Location(s) selection here]

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

**Students to be Served:**

(Select from English Learners, Foster Youth, and/or Low Income)

English Learners  
Foster Youth  
Low Income

**Scope of Services:**

(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

LEA-wide

**Location(s):**

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

All Schools

**Actions/Services**

Select from New, Modified, or Unchanged for 2017-18

New Action

Select from New, Modified, or Unchanged for 2018-19

Unchanged Action

Select from New, Modified, or Unchanged for 2019-20

Unchanged Action

**2017-18 Actions/Services**

Action 2: Develop a district wide vertical articulation cycle beginning and end of the year between 5th and 6th grades, 8th and 9th grades to share specific achievement data with the grade above them to ensure proper placement and support. Additionally, teams will discuss gaps aligned to the standards that they are seeing in the students they receive. Elementary, middle school, and high school vertical articulation within grade spans will occur during collaboration times during the school year.

**2018-19 Actions/Services**

Develop a district wide vertical articulation cycle beginning and end of the year between 5th and 6th grades, 8th and 9th grades to share specific achievement data with the grade above them to ensure proper placement and support. Additionally, teams will discuss gaps aligned to the standards that they are seeing in the students they receive. Elementary, middle school, and high school vertical articulation within grade spans will occur during collaboration times during the school year.

**2019-20 Actions/Services**

Develop a district wide vertical articulation cycle at the end of the year between 5th and 6th grades, 8th and 9th grades to share specific achievement data with the grade above them to ensure proper placement and support. Additionally, teams will discuss gaps aligned to the standards that they are seeing in the students they receive. Elementary, middle school, and high school vertical articulation within grade spans will occur during collaboration times during the school year.

**Budgeted Expenditures**

Year	2017-18	2018-19	2019-20
Amount	\$5,500.	\$5,500	\$2,500
Source	General Fund	General Fund	General Fund
Budget Reference	1000-1999: Certificated Personnel Salaries Substitute costs for articulation	1000-1999: Certificated Personnel Salaries Substitute costs for articulation	1000-1999: Certificated Personnel Salaries Substitute costs for articulation

### Action 3

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

#### Students to be Served:

(Select from All, Students with Disabilities, or Specific Student Groups)

[Add Students to be Served selection here]

#### Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

[Add Location(s) selection here]

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

#### Students to be Served:

(Select from English Learners, Foster Youth, and/or Low Income)

English Learners  
Foster Youth  
Low Income

#### Scope of Services:

(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

#### Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

Specific Schools: Robert Down Elementary, Forest Grove Elementary, and Pacific Grove Middle School  
Specific Grade Spans: TK-8

### Actions/Services

Select from New, Modified, or Unchanged for 2017-18

Modified Action

Select from New, Modified, or Unchanged for 2018-19

Unchanged Action

Select from New, Modified, or Unchanged for 2019-20

Modified Action

#### 2017-18 Actions/Services

Action 3: Math Coach will work with elementary and middle school math departments to support math teachers in the PLC cycle. Focus on error analysis in student work and assessments along with

#### 2018-19 Actions/Services

Math Coach will work with elementary and middle school math departments to support math teachers in the PLC cycle. Focus on error analysis in student work and assessments along with specific

#### 2019-20 Actions/Services

Math Coach will work with elementary teachers and instructional aids TK-5th to support the new adopted math curriculum and middle school math departments to support math teachers in the PLC cycle.

specific targeted instructional strategies to meet student needs. Focus on academic language, sentence frames, conceptual understanding with math manipulatives and visual representations and articulation of mathematical practices with student peers.

targeted instructional strategies to meet student needs. Focus on academic language, sentence frames, conceptual understanding with math manipulatives and visual representations and articulation of mathematical practices with student peers.

Focus on error analysis in student work and assessments along with specific targeted instructional strategies to meet student needs in the targeted intervention math classes. Focus on academic language, sentence frames, conceptual understanding with math manipulatives and visual representations and articulation of mathematical practices with student peers.

### Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	\$38,880	\$38,880	\$22,200
Source	Supplemental	Supplemental	General Fund-Supplemental
Budget Reference	5800: Professional/Consulting Services And Operating Expenditures	5000-5999: Services And Other Operating Expenditures	5800: Professional/Consulting Services And Operating Expenditures Contract for Math Coach Elementary 296 hrs. MS 74 hrs.

### Action 4

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

#### Students to be Served:

(Select from All, Students with Disabilities, or Specific Student Groups)

All  
Specific Student Groups: Students with disabilities  
[Add Students to be Served selection here]

#### Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

[Add Location(s) selection here]

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

#### Students to be Served:

(Select from English Learners, Foster Youth, and/or Low Income)

#### Scope of Services:

(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

#### Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

English Learners  
Foster Youth  
Low Income  
[Add Students to be Served selection here]

LEA-wide  
[Add Scope of Services selection here]

All Schools  
[Add Location(s) selection here]

## Actions/Services

Select from New, Modified, or Unchanged  
for 2017-18

Select from New, Modified, or Unchanged  
for 2018-19

Select from New, Modified, or Unchanged  
for 2019-20

Modified Action

Modified Action

Modified Action

### 2017-18 Actions/Services

Action 4: Students who struggle in math will receive multiple levels of support. Elementary math teachers will work with the math coach to analyze student errors and plan instruction at the conceptual level to build on the 8 mathematical practices. Elementary teachers will support students through leveled targeted interventions in the classroom through small group instruction as well as grade level flexible grouping.

Middle School: For students two or more grade levels behind will be scheduled in Math 180 courses beginning in grade six for a total of two general education and two for special education.(The addition of the 2nd Math 180 class for special education is new for 2017-2018). A math transition class is being added for students on IEP's that are exiting Math 180. New classes will be developed for math 7, and 8 that offer a differentiated approach focusing on conceptual learning of mathematics and its application. Students

### 2018-19 Actions/Services

Action 4: Students who struggle in math will receive multiple levels of support. Elementary math teachers will work with the math coach to analyze student errors and plan instruction at the conceptual level to build on the 8 mathematical practices. Elementary teachers will support students through leveled targeted interventions in the classroom through small group instruction as well as grade level flexible grouping.

Middle School: For students two or more grade levels behind will be scheduled in Math 180 courses beginning in grade six for a total of one general ed and two special education. Continue a math transition class for students on IEP's that are exiting Math 180. Continue with RTI classes for math 6, 7, 8 that offer a differentiated approach focusing on conceptual learning of mathematics and its application. Students in grade level math classes who struggle will attend a Math Academic

### 2019-20 Actions/Services

Action 4: Students who struggle in math will receive multiple levels of support. Elementary math teachers will work with the math coach to analyze student errors and plan instruction at the conceptual level to build on the 8 mathematical practices. Elementary teachers will support students through leveled targeted interventions in the classroom through small group instruction as well as grade level flexible grouping.

Middle School: For students two or more grade levels behind will be scheduled in Math 180 courses beginning in grade six for a total of one general ed and one special education. Continue a math transition class for students on IEP's that are exiting Math 180. . Continue modified classes for math 6, 7, and 8 that offer a differentiated approach focusing on conceptual learning of mathematics and its application. Students in grade level math classes who struggle will attend a Math Academic

in grade level math classes who struggle will attend a Math Academic Intervention class offered after school at the Middle School level.

At the high school, a Math support class is offered in the day to support struggling students at the high school as well as a Fundamentals of Math class.

Intervention class offered after school at the Middle School level.

At the high school, a Math support class is offered in 8th period to support struggling students at the high school as well as a math support class designated for students who will concurrently be enrolled in Integrated math one class.

Intervention class offered after school at the Middle School level.

At the high school, a Math support class is offered in 8th period to support struggling students at the high school as well as a math support class designated for students who will concurrently be enrolled in Integrated math one class. A new targeted intervention math/English class is offered for 10th grade students who are at risk of failing.

### Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	\$96,467.	\$154,143	\$150,208
Source	Supplemental	Supplemental	General Fund-Supplemental
Budget Reference	1000-1999: Certificated Personnel Salaries General education MS: 2 math 180, HS Fundamentals of math	1000-1999: Certificated Personnel Salaries General education MS: 1 math 180 and 3 math RTI (6, 7, 8) HS 2 math support classes	1000-1999: Certificated Personnel Salaries General education MS: 1 math 180 and 3 math RTI (6, 7, 8) HS 2 math support classes and 10th grade math/English intervention class
Amount	\$44,325.	\$51,973.	\$43,737
Source	General Fund	Supplemental	General Fund-Supplemental
Budget Reference	1000-1999: Certificated Personnel Salaries Special education transitions Math A & B at middle school	1000-1999: Certificated Personnel Salaries Special education transitions Math and 1 math 180 Middle School	1000-1999: Certificated Personnel Salaries Special education transitions Math and 1 math 180 Middle school

### Action 5

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:



**Students to be Served:**

(Select from All, Students with Disabilities, or Specific Student Groups)

[Add Students to be Served selection here]

**Location(s):**

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

[Add Location(s) selection here]

**OR**

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

**Students to be Served:**

(Select from English Learners, Foster Youth, and/or Low Income)

English Learners  
Foster Youth  
Low Income**Scope of Services:**

(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

Schoolwide

**Location(s):**

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

Specific Schools: Pacific Grove Middle school and High School  
Specific Grade Spans: grades 7, 8, 9, and 10-12**Actions/Services**

Select from New, Modified, or Unchanged for 2017-18

Modified Action

Select from New, Modified, or Unchanged for 2018-19

New Action

Select from New, Modified, or Unchanged for 2019-20

Modified Action

**2017-18 Actions/Services**

Action 5: Support AVID implementation at the middle school and high school. Maintain one section of 8th grade AVID and one section for AVID District Director. Also maintain a High School 9th grade AVID section and add one 10th grade AVID section.

**2018-19 Actions/Services**

Action 5: Support AVID implementation at the middle school and high school. Maintain one section of 8th grade AVID and one section for AVID District Director. Also maintain a High School 9th grade AVID section and keep the second section of AVID for grades 10-12.

**2019-20 Actions/Services**

Action 5: Support AVID implementation at the middle school and high school. Add one section to 7th grade AVID and maintain one section of 8th grade AVID and one section for AVID District Director. Also maintain a High School 9th grade AVID section and 10-12 grade AVID.

**Budgeted Expenditures**

Year	2017-18	2018-19	2019-20
Amount	\$80,000.	\$90,213.	\$109,679
Source	Supplemental	Supplemental	General Fund-Supplemental
Budget Reference	1000-1999: Certificated Personnel Salaries 2 AVID sections: 8th and 9th grade and one section for District AVID director	1000-1999: Certificated Personnel Salaries 3 AVID sections: 8th, 9th, and one section for District Avid Director	1000-1999: Certificated Personnel Salaries 4 AVID sections: 7th, 8th, 9th, 10th-12 and one section for District AVID Director
Amount	\$8636.	\$8636.	\$9,118
Source	General Fund	General Fund	General Fund
Budget Reference	4000-4999: Books And Supplies AVID membership fees	4000-4999: Books And Supplies AVID membership fees	5000-5999: Services And Other Operating Expenditures AVID membership fees
Amount	\$20,000	\$22,273.	
Source	Other	Other	
Budget Reference	1000-1999: Certificated Personnel Salaries 10th grade AVID section paid by College & Career Readiness Block Grant	1000-1999: Certificated Personnel Salaries 10th-12th grade AVID section paid by College & Career Readiness Block Grant	

## Action 6

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

### Students to be Served:

(Select from All, Students with Disabilities, or Specific Student Groups)

[Add Students to be Served selection here]

### Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

[Add Location(s) selection here]

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

### Students to be Served:

(Select from English Learners, Foster Youth, and/or Low Income)

### Scope of Services:

(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

### Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

English Learners  
Foster Youth  
Low Income

Specific Schools: Pacific Grove High School  
Specific Grade Spans: 9-12

### Actions/Services

Select from New, Modified, or Unchanged for 2017-18

Select from New, Modified, or Unchanged for 2018-19

Select from New, Modified, or Unchanged for 2019-20

New Action

Unchanged Action

Unchanged Action

#### 2017-18 Actions/Services

Action 6: Increase percentage of students target groups meeting A to G requirements with an additional .2 FTE counselor who will meet with students to support student participation in a 3rd year of mathematics courses.

#### 2018-19 Actions/Services

Action 6: Increase percentage of students target groups meeting A to G requirements with an additional .2 FTE counselor who will meet with students to support student participation in a 3rd year of mathematics courses.

#### 2019-20 Actions/Services

Increase percentage of students target groups meeting A to G requirements and/or enrollment in CTE pathways with an additional full time counselor who will meet with target student groups at the high school and one day a week at Community High School

### Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	\$20,000.	\$20,400	\$86,829
Source	Other	Supplemental	General Fund-Supplemental
Budget Reference	1000-1999: Certificated Personnel Salaries College and Career College Readiness Block Grant	1000-1999: Certificated Personnel Salaries	1000-1999: Certificated Personnel Salaries

# Goals, Actions, & Services

Strategic Planning Details and Accountability

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

(Select from New Goal, Modified Goal, or Unchanged Goal)

Unchanged Goal

## Goal 3

English Language Arts:

All English Learners, Socio economically disadvantaged students, foster youth, and students with disabilities will show a measurable increase in achieving grade level standards in English Language Arts each year as measured by Smarter Balanced Assessments and local valid formative assessments.

### State and/or Local Priorities addressed by this goal:

State Priorities:

- Priority 1: Basic (Conditions of Learning)
- Priority 2: State Standards (Conditions of Learning)
- Priority 3: Parental Involvement (Engagement)
- Priority 4: Pupil Achievement (Pupil Outcomes)
- Priority 7: Course Access (Conditions of Learning)

Local Priorities:

### Identified Need:

2017-2018 SBA ELA Performance Grades 3-8 and 11: see appendix for district wide All students English Language Art Scores by grade level. Overall- Blue (highest status) 56.5 points above the standard and Increased 8.5 points. We had no groups in the Red or Orange category. Only 1 group in yellow, 2 groups green and 4 groups blue. Given the positive trajectory and growth for all student groups, we are continuing with the actions to ensure continued growth for all student target groups.

**Target group scores:**

Overall English learners (combination of EL and RFEP: Green-High (status) 12.4 points above standard and increased 10.8 points  
 English learners: 12 points above standard and increased 20.7 points  
 Reclassified English Learners: 12.7 points above standard and maintained -0.6 points

Socio-economic disadvantaged: Blue-highest (status) 14.8 points above standard, increased 18 points

Students with Disabilities: Yellow (low) 32.6 points below standard, increased 3.2 points

District formative assessments overall show target students making growth. We will continue to refine intervention strategies within the classroom setting with flexible small group instruction and frequent formative assessments to monitor progress. See Appendix for target group information.

2017-2018 Reclassification rate for English Learners: 17%

ELPAC: English Learner Proficiency Progress summative assessment in 2017-2018

Level 4: Well Developed 49.4%  
 Level 3: Moderately Developed 22.8%  
 Level 2: Somewhat Developed 15.2%  
 Level 1: Beginning Stage 12.7%

Given 2017-2018 is a baseline year for ELPAC, we are anticipating our English Learners to continue making progress towards attaining English Proficiency in 2018-2019 summative assessments.

**Expected Annual Measurable Outcomes**

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
State Measures: Smarter Balanced Assessments (SBA) grades 3-8 and 11.	2015-2016 SBA Results for ELA (to be updated with 2016-17 SBA Results) and current CA Accountability Model and School Dashboard	SBA ELA Performance - Grades 3-8 and 11:  SBA ELA performance for each student group (EL, SED, Students with	SBA ELA Performance - Grades 3-8 and 11:  SBA ELA performance for each student group (EL, SED, Students with	SBA ELA Performance - Grades 3-8 and 11:  SBA ELA performance for each student group (EL, SED, Students with

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
Local Measures: Interim Formative Assessments (IFA) to be given 3 or more times per year, grades K-12. These assessments can include but are not limited to, pre-built or custom assessments contained in Illuminate and other measures such as Basic Skills, DIBELS, SRI, etc.	placement. Please see Appendix A for 2015-2016 SBA results.  2016-2017 CELDT 68% Making annual progress in learning English 47% Attained English Proficiency level on CELDT Reclassification rate for English Learners: 21%	Disabilities, etc.) will increase an average of 5 or more percentage points and/or maintain or improve performance status respectively as reflected on the CA Accountability Model and School Dashboard as compared to the previous year's performance.  IFA Performance in ELA - All Grade Levels: IFA scores for each student group (EL, SED, Students with Disabilities, etc.) respectively will increase incrementally throughout the school year by employing targeted and systematic academic intervention for students in need.	Disabilities, etc.) will increase an average of 5 or more percentage points and/or maintain or improve performance status respectively as reflected on the CA Accountability Model and School Dashboard as compared to the previous year's performance.  IFA Performance in ELA - All Grade Levels: IFA scores for each student group (EL, SED, Students with Disabilities, etc.) respectively will increase incrementally throughout the school year by employing targeted and systematic academic intervention for students in need..	Disabilities, etc.) will increase an average of 5 or more percentage points and/or maintain or improve performance status respectively as reflected on the CA Accountability Model and School Dashboard as compared to the previous year's performance.  IFA Performance in ELA - All Grade Levels: IFA scores for each student group (EL, SED, Students with Disabilities, etc.) respectively will increase incrementally throughout the school year by employing targeted and systematic academic intervention for students in need.

## Planned Actions / Services

Complete a copy of the following table for each of the LEA's Actions/Services. Duplicate the table, including Budgeted Expenditures, as needed.

### Action 1

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

#### Students to be Served:

(Select from All, Students with Disabilities, or Specific Student Groups)

#### Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

All  
[Add Students to be Served selection here]

[Add Location(s) selection here]

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

**Students to be Served:**

(Select from English Learners, Foster Youth, and/or Low Income)

English Learners

Foster Youth

Low Income

[Add Students to be Served selection here]

**Scope of Services:**

(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

LEA-wide

[Add Scope of Services selection here]

**Location(s):**

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

All Schools

[Add Location(s) selection here]

**Actions/Services**

Select from New, Modified, or Unchanged for 2017-18

Modified Action

Select from New, Modified, or Unchanged for 2018-19

Unchanged Action

Select from New, Modified, or Unchanged for 2019-20

Unchanged Action

**2017-18 Actions/Services**

Action 1: All ILT teams will continue to support PLC work at sites focusing on targeted interventions based on data analysis using common formative assessments and other local measures. Grade level teams will also work with the site administrator and Curriculum Director to implement best practices for integrated and designated English Language Development integrating lesson studies, and peer observations in keeping with the Cycles of Professional Learning Practice.

**2018-19 Actions/Services**

Action 1: All ILT teams will continue to support PLC work at sites focusing on targeted interventions based on data analysis using common formative assessments and other local measures. Grade level teams will also work with the site administrator and Curriculum Director to implement best practices for integrated and designated English Language Development integrating lesson studies, and peer observations in keeping with the Cycles of Professional Learning Practice.

**2019-20 Actions/Services**

All Instructional Leadership teams (ILT) teams will continue to support the PLC work at the sites focusing on targeted instruction based on data analysis of common formative assessments and other local measures. All sites will also continue to refine practices with teacher clarity, feedback and success criteria. Grade level teams will also work with the math instructional coach and the site administrator with lesson studies and peer observations in keeping with the Cycles of Professional Learning. Teachers will share and implement best practices to meet the needs of identified student groups and

determine their success based on student data.

### Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	cost reflected in Goal 2	no cost	no cost

### Action 2

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

#### Students to be Served:

(Select from All, Students with Disabilities, or Specific Student Groups)

All  
[Add Students to be Served selection here]

#### Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

[Add Location(s) selection here]

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

#### Students to be Served:

(Select from English Learners, Foster Youth, and/or Low Income)

English Learners  
Foster Youth  
Low Income  
[Add Students to be Served selection here]

#### Scope of Services:

(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

LEA-wide  
[Add Scope of Services selection here]

#### Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

All Schools  
[Add Location(s) selection here]

### Actions/Services

Select from New, Modified, or Unchanged for 2017-18

Modified Action

2017-18 Actions/Services

Select from New, Modified, or Unchanged for 2018-19

Unchanged Action

2018-19 Actions/Services

Select from New, Modified, or Unchanged for 2019-20

Unchanged Action

2019-20 Actions/Services



Action 2: Provide ongoing training and practice including conference attendance, webinar and workshop participation for all grade level teams on district technology systems including Illuminate Education Data and Assessment System and Google.

Action 2: Provide ongoing training and practice including conference attendance, webinar and workshop participation for all grade level teams on district technology systems including Illuminate Education Data and Assessment System and Google.

Action 2: Provide ongoing training and practice including conference attendance, webinar and workshop participation for all grade level teams on district technology systems including Illuminate Education Data and Assessment System and Google.

### Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	\$5,000	\$8,000	\$4,000
Source	Education Effectiveness Funds	General Fund	General Fund
Budget Reference	5000-5999: Services And Other Operating Expenditures	5000-5999: Services And Other Operating Expenditures	5000-5999: Services And Other Operating Expenditures

### Action 3

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

#### Students to be Served:

(Select from All, Students with Disabilities, or Specific Student Groups)

All

[Add Students to be Served selection here]

#### Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

[Add Location(s) selection here]

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

#### Students to be Served:

(Select from English Learners, Foster Youth, and/or Low Income)

English Learners

Foster Youth

Low Income

[Add Students to be Served selection here]

#### Scope of Services:

(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

[Add Scope of Services selection here]

#### Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

Specific Schools: Middle and High School

Specific Grade Spans: 6-12

[Add Location(s) selection here]

### Actions/Services

Select from New, Modified, or Unchanged  
for 2017-18

Modified Action

Select from New, Modified, or Unchanged  
for 2018-19

Unchanged Action

Select from New, Modified, or Unchanged  
for 2019-20

Unchanged Action

#### 2017-18 Actions/Services

Action 3: Students who struggle in English Language Arts will receive multiple levels of support at the secondary level. Students two or more grade levels behind will be scheduled in Read 180 courses. At the middle school a transitions English class will be added as another level of intervention for students on IEP's who cannot access general education English Language arts classes that are exiting the Read 180 program.

#### 2018-19 Actions/Services

Action 3: Students who struggle in English Language Arts will receive multiple levels of support at the secondary level. Students two or more grade levels behind will be scheduled in Read 180 courses. A transitions English class will continue as another level of intervention for students on IEP's who cannot access general education English Language arts classes that are exiting the Read 180 program.

#### 2019-20 Actions/Services

Action 3: Students who struggle in English Language Arts will receive multiple levels of support at the secondary level. At the middle school, students two or more grade levels behind will be scheduled in general education Read 180 courses. A transitions English class will continue as another level of intervention for students on IEP's who cannot access general education English Language arts classes after exiting the Special Education Read 180 program. At the high school, an intervention English class will support sophomores needing additional support.

### Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	\$39,869.	\$46,666	\$41,378
Source	Supplemental	Supplemental	General Fund-Supplemental
Budget Reference	1000-1999: Certificated Personnel Salaries 2 sections of general education Read 180	1000-1999: Certificated Personnel Salaries 2 sections of general education Read 180	1000-1999: Certificated Personnel Salaries 2 sections of general education Read 180
Amount	\$23,000.	\$21,982	\$19,266
Source	General Fund	General Fund	General Fund
Budget Reference	1000-1999: Certificated Personnel Salaries Special education English transition class	1000-1999: Certificated Personnel Salaries Special education English transition class	1000-1999: Certificated Personnel Salaries Special education English transition class

Amount			\$8,900
Source			General Fund-Supplemental
Budget Reference			1000-1999: Certificated Personnel Salaries 10th grade intervention English

**Action 4**

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

**Students to be Served:**

(Select from All, Students with Disabilities, or Specific Student Groups)

All  
[Add Students to be Served selection here]

**Location(s):**

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

Specific Schools: Middle School  
[Add Location(s) selection here]

**OR**

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

**Students to be Served:**

(Select from English Learners, Foster Youth, and/or Low Income)

English Learners  
Foster Youth  
Low Income  
[Add Students to be Served selection here]

**Scope of Services:**

(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

[Add Scope of Services selection here]

**Location(s):**

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

Specific Schools: Robert Down Elementary and Forest Grove Elementary  
[Add Location(s) selection here]

**Actions/Services**

Select from New, Modified, or Unchanged for 2017-18

Unchanged Action

Select from New, Modified, or Unchanged for 2018-19

Unchanged Action

Select from New, Modified, or Unchanged for 2019-20

Unchanged Action

**2017-18 Actions/Services**

Action 4: Elementary ELA programs will incorporate certificated teachers and instructional assistants and materials needed to support grade level targeted

**2018-19 Actions/Services**

Action 4: Elementary ELA programs will incorporate certificated teachers and instructional assistants and materials needed to support grade level targeted

**2019-20 Actions/Services**

Action 4: Elementary ELA programs will incorporate certificated teachers and instructional assistants and materials needed to support grade level targeted

interventions such as Read 180, targeted foundational reading instruction, and designated English language development support.

interventions such as Read 180, targeted foundational reading instruction, and designated English language development support.

interventions such as Read 180, targeted foundational reading instruction, and designated English language development support.

### Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	\$360,784.	\$368,657.	\$330,453
Source	Supplemental	Supplemental	General Fund-Supplemental
Budget Reference	1000-1999: Certificated Personnel Salaries Certificated salary and benefits	1000-1999: Certificated Personnel Salaries Certificated salary and benefits	1000-1999: Certificated Personnel Salaries Certificated salary elementary intervention programs
Amount	\$144,922.	\$181,730.	\$337,227
Source	General Fund	General Fund	General Fund
Budget Reference	2000-2999: Classified Personnel Salaries Classified salary and benefits	2000-2999: Classified Personnel Salaries Classified salary and benefits	2000-2999: Classified Personnel Salaries Classified salary (all elementary instr. aids)

### Action 5

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

#### Students to be Served:

(Select from All, Students with Disabilities, or Specific Student Groups)

[Add Students to be Served selection here]

#### Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

[Add Location(s) selection here]

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

#### Students to be Served:

(Select from English Learners, Foster Youth, and/or Low Income)

#### Scope of Services:

(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

#### Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

English Learners

LEA-wide

All Schools

**Actions/Services**Select from New, Modified, or Unchanged  
for 2017-18Select from New, Modified, or Unchanged  
for 2018-19Select from New, Modified, or Unchanged  
for 2019-20

Modified Action

Unchanged Action

Unchanged Action

**2017-18 Actions/Services**

Action 5: Professional development on Designated and Integrated English Language Development for all elementary and Middle school teachers and classified instructional aides.

**2018-19 Actions/Services**

Professional development on Designated and Integrated English Language Development for all Middle and High school content area teachers.

**2019-20 Actions/Services**

Continued supports and professional development for all elementary and content area teachers at the Middle and High school with implementation of integrated English Language development best practices.

**Budgeted Expenditures**

Year	2017-18	2018-19	2019-20
Amount	\$3,500.	\$8,000	\$2,000
Source	Other	General Fund	General Fund
Budget Reference	5000-5999: Services And Other Operating Expenditures Workshop registration and travel for certificated and classified staff	5000-5999: Services And Other Operating Expenditures Workshop registration and travel for certificated and classified staff	5000-5999: Services And Other Operating Expenditures Workshop registration and travel for certificated and classified staff
Amount	\$1,000.	\$8,000.	\$1,000.
Source	Other	General Fund	General Fund
Budget Reference	1000-1999: Certificated Personnel Salaries Substitute costs	1000-1999: Certificated Personnel Salaries Substitute costs	1000-1999: Certificated Personnel Salaries Substitute costs

**Action 6**

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

**Students to be Served:**

(Select from All, Students with Disabilities, or Specific Student Groups)

**Location(s):**

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

[Add Students to be Served selection here]

[Add Location(s) selection here]

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

**Students to be Served:**

(Select from English Learners, Foster Youth, and/or Low Income)

English Learners  
Foster Youth  
Low Income**Scope of Services:**

(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

Schoolwide

**Location(s):**

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

Specific Schools: Pacific Grove Middle School

**Actions/Services**

Select from New, Modified, or Unchanged for 2017-18

Unchanged Action

Select from New, Modified, or Unchanged for 2018-19

Unchanged Action

Select from New, Modified, or Unchanged for 2019-20

Unchanged Action

**2017-18 Actions/Services**

Action 6: Academic intervention class at the middle school focusing on targeted instruction in English Language Arts based on local data from common formative assessments data and quarter grades for progress monitoring.

**2018-19 Actions/Services**

Action 6: Academic intervention class at the middle school focusing on targeted instruction in English Language Arts based on local data from common formative assessments data and quarter grades for progress monitoring.

**2019-20 Actions/Services**

Action 6: Academic intervention class at the middle school focusing on targeted instruction in English Language Arts based on local data from common formative assessments data and quarter grades for progress monitoring.

**Budgeted Expenditures**

Year	2017-18	2018-19	2019-20
Amount	\$8000.	\$8,160..	\$8,300.
Source	General Fund	General Fund	General Fund
Budget Reference	1000-1999: Certificated Personnel Salaries	1000-1999: Certificated Personnel Salaries	1000-1999: Certificated Personnel Salaries

**Action 7**

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

**Students to be Served:**

(Select from All, Students with Disabilities, or Specific Student Groups)

All

[Add Students to be Served selection here]

**Location(s):**

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

[Add Location(s) selection here]

**OR**

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

**Students to be Served:**

(Select from English Learners, Foster Youth, and/or Low Income)

English Learners

[Add Students to be Served selection here]

**Scope of Services:**

(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

LEA-wide

Limited to Unduplicated Student Group(s)

[Add Scope of Services selection here]

**Location(s):**

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

All Schools

[Add Location(s) selection here]

**Actions/Services**

Select from New, Modified, or Unchanged for 2017-18

Unchanged Action

Select from New, Modified, or Unchanged for 2018-19

Unchanged Action

Select from New, Modified, or Unchanged for 2019-20

Unchanged Action

**2017-18 Actions/Services**

Designated English Language Development teachers collaborate with general education teachers to ensure English Learners access core programs. Language Review teams meet twice a year to discuss English Learners and Reclassified Fluent English Learners individual strengths and areas of growth, reclassification criteria, and designated supports for Smarter Balanced end of year tests.

**2018-19 Actions/Services**

Designated English Language Development teachers collaborate with general education teachers to ensure English Learners access core programs. Language Review teams meet twice a year to discuss English Learners and Reclassified Fluent English Learners individual strengths and areas of growth, reclassification criteria, and designated supports for Smarter Balanced end of year tests.

**2019-20 Actions/Services**

Designated English Language Development teachers collaborate with general education teachers to ensure English Learners access core programs. Language Review teams meet twice a year to discuss English Learners and Reclassified Fluent English Learners individual strengths and areas of growth, reclassification criteria, and designated supports for Smarter Balanced end of year tests.

**Budgeted Expenditures**

Year	2017-18	2018-19	2019-20
Amount	\$1,500.	\$1,500.	\$1,500.
Source	Other	Other	Other
Budget Reference	1000-1999: Certificated Personnel Salaries Substitute costs for Language review team days	1000-1999: Certificated Personnel Salaries Substitute costs for Language review team days	1000-1999: Certificated Personnel Salaries Substitute costs for Language review team days (Title 3)

## Action 8

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

### Students to be Served:

(Select from All, Students with Disabilities, or Specific Student Groups)

[Add Students to be Served selection here]

### Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

[Add Location(s) selection here]

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

### Students to be Served:

(Select from English Learners, Foster Youth, and/or Low Income)

English Learners

### Scope of Services:

(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

Schoolwide

### Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

Specific Schools: Forest Grove Elementary

## Actions/Services

Select from New, Modified, or Unchanged for 2017-18

Unchanged Action

Select from New, Modified, or Unchanged for 2018-19

Unchanged Action

Select from New, Modified, or Unchanged for 2019-20

Unchanged Action

### 2017-18 Actions/Services

Offer English Learner Parent Education Classes to assist parents in helping their children with academic vocabulary, homework in content areas, and the understanding of school policy and procedure. Extend the class to include all English Learner parents in the district.

### 2018-19 Actions/Services

Offer English Learner Parent Education Classes to assist parents in helping their children with academic vocabulary, homework in content areas, and the understanding of school policy and procedure. Extend the class to include all English Learner parents in the district.

### 2019-20 Actions/Services

Offer English Learner Parent Education Classes to assist parents in helping their children with academic vocabulary, homework in content areas, and the understanding of school policy and procedure. Extend the class to include all English Learner parents in the district.



**Budgeted Expenditures**

Year	2017-18	2018-19	2019-20
Amount	\$4,000.	\$4,000.	\$4,000.
Source	Other	Other	Adult Education Fund
Budget Reference	1000-1999: Certificated Personnel Salaries	1000-1999: Certificated Personnel Salaries	1000-1999: Certificated Personnel Salaries
Amount	\$1,400.	\$1,400.	\$1,400.
Source	Other	Other	Other
Budget Reference	2000-2999: Classified Personnel Salaries Baby sitting through BASRP	2000-2999: Classified Personnel Salaries Baby sitting through BASRP	2000-2999: Classified Personnel Salaries Baby sitting through BASRP (paid by Title 3)

**Action 9**

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

**Students to be Served:**

(Select from All, Students with Disabilities, or Specific Student Groups)

Students with Disabilities

**Location(s):**

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

All Schools

**OR**

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

**Students to be Served:**

(Select from English Learners, Foster Youth, and/or Low Income)

[Add Students to be Served selection here]

**Scope of Services:**

(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

[Add Scope of Services selection here]

**Location(s):**

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

[Add Location(s) selection here]

**Actions/Services**

Select from New, Modified, or Unchanged for 2017-18

New Action

Select from New, Modified, or Unchanged for 2018-19

Unchanged Action

Select from New, Modified, or Unchanged for 2019-20

Unchanged Action

## 2017-18 Actions/Services

Smarter balanced practice tests with Interim Assessment blocks will be implemented for students on IEP's to support the identification of appropriate accommodations and to familiarize the students to the testing format to relieve anxiety and promote student confidence.

## 2018-19 Actions/Services

Smarter balanced practice tests with Interim Assessment blocks will be implemented for students on IEP's to support the identification of appropriate accommodations and to familiarize the students to the testing format to relieve anxiety and promote student confidence.

## 2019-20 Actions/Services

Smarter balanced practice tests with Interim Assessment blocks will be implemented for students on IEP's to support the identification of appropriate accommodations and to familiarize the students to the testing format to relieve anxiety and promote student confidence.

**Budgeted Expenditures**

Year	2017-18	2018-19	2019-20
Amount	no cost	no cost	no cost

# Demonstration of Increased or Improved Services for Unduplicated Pupils

LCAP Year: **2019-20**

Estimated Supplemental and Concentration Grant Funds

\$772,063

Percentage to Increase or Improve Services

4.29%

Describe how services provided for unduplicated pupils are increased or improved by at least the percentage identified above, either qualitatively or quantitatively, as compared to services provided for all students in the LCAP year.

Identify each action/service being funded and provided on a schoolwide or LEA-wide basis. Include the required descriptions supporting each schoolwide or LEA-wide use of funds (see instructions).

Students who are struggling academically are our first priority. Every year our district intervention program is refined with a focus to ensure we are providing the supports for students who are identified with achievement gaps at the elementary, middle and high school focusing on closing the achievement gap for English learners, socioeconomically challenged students, students with disabilities, and foster youth.

We believe that providing a robust elementary intervention program is essential in supporting target student groups early on with mathematics and literacy instruction. The elementary intervention supports include a Multiple Tiered System where teachers address the academic, social, and emotional needs of the child. Every school has counseling services and school wide programs such as Toolbox at Robert Down and Forest Grove, PG Middle school Students of Concern, and the DOT Program at the High School ensure students social and emotional needs are met. Districtwide, students are identified using the ON TRACK system in Illuminate, which identifies students who might be at risk based on key criteria such as attendance, behavior, academics, referrals, etc. We are continuing with the additional counseling hours at all sites to target students emotional/social needs as a preemptive measure. Administrators and teachers work collaboratively to analyze student work and common formative assessments to identify student needs and differentiate instruction accordingly within and across the grade levels. Each elementary school has an intervention team comprised of a certificated teacher, an English language development teacher, special education teachers, and instructional aides that deliver support in the classroom with additional intervention supports outside of the classroom with a pull out model before, during, and after school. After carefully analyzing student needs, we found students needed to receive supports with the core curriculum in English Language Arts and Math and will be continuing with this practice at all sites. Intervention teachers and instructional aides will push in to the classroom and support students as needed with supplemental materials aligned to the core curriculum. Students are also offered homework help and tutoring before and after school. Students are monitored weekly to insure they are progressing in

meeting academic standards. We also offer the Read 180 program for students who are behind grade level in reading for students in 4th and 5th grades.

To support our English learners at the elementary grades, we have two certificated English Language Development (ELD) teachers who provide additional classroom supports to enhance language acquisition as well as provide the social/emotional supports to ensure students and families are connected to the greater school community. The ELD teachers also work in concert with the intervention team to ensure the instructional targets are met in a coordinated effort. In 2018-2019 ELD and a classroom teacher from each site were trained on GLAD strategies. For 2019-2020, we expect ELD teachers to demonstrate these strategies for other teachers in their classrooms and offer professional development at staff meetings and collaboration times throughout the school year. This will make core content comprehensible for English learners, and other students who have learning gaps. Students are also encouraged to attend before and after school tutoring and homework help. The tutoring is offered to all English learners at the elementary, middle, and high school. To be certain that our most challenged students do not fall behind during the summer, we offer a four week summer school program for grades k-8. The summer school program is designed to meet the needs of ALL struggling students specifically our English learners, students with disabilities, socioeconomically challenged, and foster youth.

The middle and the high school intervention programs also follow a Multiple Tiered System of Support. The counseling departments at the middle and high school work with students to provide academic, social, and emotional supports. Students who are identified with achievement gaps are placed in support classes such as Read 180 and Math 180. At the middle school students with Individual Education Plans (IEP) and 504 plans are scheduled into the learning center for one period a day to receive academic support, homework assistance, and re-teaching of skills. The middle school is continuing with the math and English transitions classes for students on IEP's who have completed the Read 180 and/or Math 180 programs but still have an achievement gap that precludes them from accessing general education English language arts and mathematics classes. The middle school is also adding a 7th grade AVID(Advancement Via Individual Determination) class in addition to the current 8th grade AVID class to build the AVID program at the Middle school which feeds the AVID program at the High School. Students who are identified as struggling according to formative assessments, grades, and teacher recommendation are assigned to the Academic Intervention class after school. The middle school math department will also be continuing with the differentiated math placement in grades 6, 7, and 8 to build conceptual understanding and increase academic language instruction for math.

The high school will continue to provide two AVID sections, one for incoming freshman and another section for grades 10,11, & 12. To support students in 10th grade based on data, a new intervention class has been added to target math and English language arts instruction. Additional Instructional aids will be provided to assist with small group instruction. A 3rd full time counselor will continue to target English learners and Socio economically challenged students and also continue supporting our students at Community High School academically, socially, and emotionally. The high school administration, teachers, and support staff also identify students who are challenged academically, emotionally, or socially during a collaborative process known as the "DOT" program. The goal is to provide students with meaningful adult connections and guidance throughout their high school years. The high school also uses the ON Track system in Illuminate to identify students who are at risk. The high school will offer a math support class for students who are also enrolled in Integrated Math 1 that have been identified as needing further support within the school day designed to address

students' skill gaps in math as they transition to high school. Other supports include study hall and an 8th period math intervention class. Students with disabilities also have the option to be placed in the Read 180 and/or Math 180 program at the high school.

Please note the amount of money our district spends on providing increased or improved services for our unduplicated students exceeds the estimated amount of Supplemental and Concentration Grant Funds listed above. Due to the fact Pacific Grove is a Basic Aid district, where funding comes from property taxes, the district will implement services that will exceed \$772,063. For LCAP year 2019-2020 the district will provide supports for all unduplicated students with estimated expenditures of \$ 793,384

#### LCAP Year: **2018-19**

Estimated Supplemental and Concentration Grant Funds

\$775,619

Percentage to Increase or Improve Services

4.47%

Describe how services provided for unduplicated pupils are increased or improved by at least the percentage identified above, either qualitatively or quantitatively, as compared to services provided for all students in the LCAP year.

Identify each action/service being funded and provided on a schoolwide or LEA-wide basis. Include the required descriptions supporting each schoolwide or LEA-wide use of funds (see instructions).

Students who are struggling academically are our first priority. Every year our district intervention program is refined with a focus to ensure we are providing the supports for students who are identified with achievement gaps at the elementary, middle and high school focusing on closing the achievement gap for English learners, socioeconomically challenged students, students with disabilities, and foster youth.

We believe that providing a robust elementary intervention program is essential in supporting target student groups early on with mathematics and literacy instruction. The elementary intervention supports include a Multiple Tiered System where teachers address the academic, social, and emotional needs of the child. Every school has counseling services and school wide programs such as Toolkit at Robert Down, MindUp at Forest Grove and PG Middle school and the DOT Program at the High School ensure students social and emotional needs are met. For the 2018-2019 school year we have added additional counseling hours at the elementary and high school to specifically address target student needs. Administrators and teachers work collaboratively to analyze student work and common formative assessments to identify student needs and differentiate instruction accordingly within and across the grade levels. Each elementary school has an intervention team comprised of a certificated teacher, an English language development teacher, special education teachers, and instructional aides that deliver support in the classroom with additional intervention supports outside of the classroom with a pull out model before, during, and after school. After carefully analyzing student needs, we found students needed to receive supports with the core curriculum in English Language Arts and Math. Intervention teachers and instructional aides will push in to the classroom and support students as needed with supplemental materials aligned to the core curriculum. Students are also offered homework help and tutoring before and after school. Students are monitored weekly to insure they are progressing in meeting academic standards. We also offer the Read 180 program for students who are behind grade level in reading for students in 4th and 5th grades.

To support our English learners at the elementary grades, we have two certificated English Language Development (ELD) teachers who provide additional classroom supports to enhance language acquisition as well as provide the social/emotional supports to ensure students and families are connected to the greater school community. The ELD teachers also work in concert with the intervention team to ensure the instructional targets are met in a coordinated effort. Students are also encouraged to attend before and after school tutoring and homework help. The tutoring is offered to all English learners at the elementary, middle, and high school. To be certain that our most challenged students do not fall behind during the summer, we offer a four week summer school program for grades k-8. The summer school program is designed to meet the needs of ALL struggling students specifically our English learners, students with disabilities, socioeconomically challenged, and foster youth.

The middle and the high school intervention programs also follow a Multiple Tiered System of Support. The counseling departments at the middle and high school work with students to provide academic, social, and emotional supports. Students who are identified with achievement gaps are placed in support classes such as Read 180 and Math 180. At the middle school students with Individual Education Plans (IEP) and 504 plans are scheduled into the learning center for one period a day to receive academic support, homework assistance, and re-teaching of skills. The middle school is adding another tier of intervention for students on IEP's who have completed the Read 180 and/or Math 180 programs but still have an achievement gap that precludes them from accessing

general education English language arts and mathematics classes. Selected students will be enrolled in Transition English and or Transition Math classes as per the decision of the IEP team. Students who are identified as struggling according to formative assessments, grades, and teacher recommendation are assigned to the Academic Intervention class after school. The middle school math department will also be offering a new differentiated math placement in grades 6, 7, and 8 to build conceptual understanding and increase academic language instruction for math. The middle school will also be offering a study hall for grades 6, 7, and 8 within the school day to provide additional supports for at risk students.

The high school will continue to provide two AVID (Advancement Via Individual Determination) sections for incoming freshman and another section for grades 10,11, & 12. Additional counseling hours to target English learners and Socio economically challenged students will continue for 2018-2019 and this position is now a .8FTE also supporting our students at Community High School. The high school administration, teachers, and support staff also identify students who are challenged academically, emotionally, or socially during a collaborative process known as the "DOT" program. The goal is to provide students with meaningful adult connections and guidance throughout their high school years. The high school will offer a math support class for students who are also enrolled in Integrated Math 1 that have been identified as needing further support within the school day designed to address students' skill gaps in math as they transition to high school. Other supports include study hall and an 8th period math intervention class. Students with disabilities also have the option to be placed in the Read 180 and/or Math 180 program at the high school.

Please note the amount of money our district spends on providing increased or improved services for our unduplicated students exceeds the estimated amount of Supplemental and Concentration Grant Funds listed above. Due to the fact Pacific Grove is a Basic Aid district, where funding comes from property taxes, the district will implement services that will exceed \$775,619. For LCAP year 2018-2019 the district will provide supports for all unduplicated students with estimated expenditures of \$775,932.

#### LCAP Year: **2017-18**

Estimated Supplemental and Concentration Grant Funds

\$489,629.

Percentage to Increase or Improve Services

2.91%



Describe how services provided for unduplicated pupils are increased or improved by at least the percentage identified above, either qualitatively or quantitatively, as compared to services provided for all students in the LCAP year.

Identify each action/service being funded and provided on a schoolwide or LEA-wide basis. Include the required descriptions supporting each schoolwide or LEA-wide use of funds (see instructions).

Students who are struggling academically are our first priority. Every year our district intervention program is refined with a focus to ensure we are providing the supports for students who are identified with achievement gaps at the elementary, middle and high school focusing on closing the achievement gap for English learners, socioeconomically challenged students, students with disabilities, and foster youth.

We believe that providing a robust elementary intervention program is essential in supporting target student groups early on with mathematics and literacy instruction. The elementary intervention supports include a Multiple Tiered System where teachers address the academic, social, and emotional needs of the child. Every school has counseling services and school wide programs such as Toolkit at Robert Down, MindUp at Forest Grove and PG Middle school and the DOT Program at the High School ensure students social and emotional needs are met. Administrators and teachers work collaboratively to analyze student work and common formative assessments to identify student needs and differentiate instruction accordingly within and across the grade levels. Each elementary school has an intervention team comprised of a certificated teacher, an English language development teacher, special education teachers, and instructional aides that deliver support in the classroom with additional intervention supports outside of the classroom with a pull out model before, during, and after school. Students are also offered homework help and tutoring before and after school. Students are monitored weekly to insure they are progressing in meeting academic standards. We also offer the Read 180 program for students who are behind grade level in reading for students in 4th and 5th grades.

To support our English learners at the elementary grades, we have two certificated English Language Development (ELD) teachers who provide additional classroom supports to enhance language acquisition as well as provide the social/emotional supports to ensure students and families are connected to the greater school community. The ELD teachers also work in concert with the intervention team to ensure the instructional targets are met in a coordinated effort. To be certain that our most challenged students do not fall behind during the summer, we offer a four week summer school program for grades k-8. The summer school program is designed to meet the needs of ALL struggling students specifically our English learners, students with disabilities, socioeconomically challenged, and foster youth.

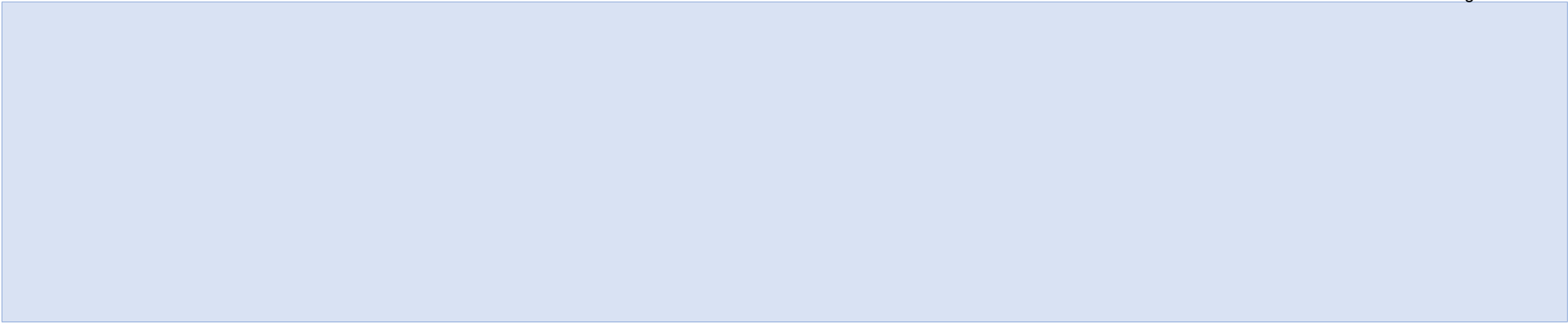
The middle and the high school intervention programs also follow a Multiple Tiered System of Support. The counseling departments at the middle and high school work with students to provide academic, social, and emotional supports. Students who are identified with achievement gaps are placed in support classes such as Read 180 and Math 180. At the middle school students with Individual



Education Plans (IEP) and 504 plans are scheduled into the learning center for one period a day to receive academic support, homework assistance, and re-teaching of skills. The middle school is adding another tier of intervention for students on IEP's who have completed the Read 180 and/or Math 180 programs but still have an achievement gap that precludes them from accessing general education English language arts and mathematics classes. Selected students will be enrolled in Transition English and or Transition Math classes as per the decision of the IEP team. Students who are identified as struggling according to formative assessments, grades, and teacher recommendation are assigned to the Academic Intervention class after school. The middle school math department will also be offering a new differentiated math placement in grades 6,7, and 8 to build conceptual understanding and increase academic language instruction for math.

The high school will be adding an additional AVID (Advancement Via Individual Determination) section for 10th, 11th and 12th grade students and additional counseling hours to target English learners and Socio economically challenged students. The high school administration, teachers, and support staff also identify students who are challenged academically, emotionally, or socially during a collaborative process known as the "DOT" program. The goal is to provide students with meaningful adult connections and guidance throughout their high school years. The high school also offers a Fundamental of Math course designed to address students' skill gaps in math as they transition to high school. Other supports include study hall and an 8th period math intervention class. This year we will also offer a two week math program in the summer for students who need that additional support to better prepare them for the first math course in high school Integrated Math. Students with disabilities also have the option to be placed in the Read 180 and/or Math 180 program at the high school.

Please note the amount of money our district spends on providing increased or improved services for our unduplicated students exceeds the estimated amount of Supplemental and Concentration Grant Funds listed above. Due to the fact Pacific Grove is a Basic Aid district, where funding comes from property taxes, the district will implement services that will exceed \$489,629. For LCAP year 2017-2018 the district will provide supports for all unduplicated students with estimated expenditures of \$615,920



## Addendum

*The Local Control and Accountability Plan (LCAP) and Annual Update Template documents and communicates local educational agencies' (LEAs) actions and expenditures to support student outcomes and overall performance. The LCAP is a three-year plan, which is reviewed and updated annually, as required. Charter schools may complete the LCAP to align with the term of the charter school's budget, typically one year, which is submitted to the school's authorizer. The LCAP and Annual Update Template must be completed by all LEAs each year.*

*For school districts, the LCAP must describe, for the school district and each school within the district, goals and specific actions to achieve those goals for all students and each student group identified by the Local Control Funding Formula (LCFF) (ethnic, socioeconomically disadvantaged, English learners, foster youth, pupils with disabilities, and homeless youth), for each of the state priorities and any locally identified priorities.*

*For county offices of education, the LCAP must describe, for each county office of education-operated school and program, goals and specific actions to achieve those goals for all students and each LCFF student group funded through the county office of education (students attending juvenile court schools, on probation or parole, or expelled under certain conditions) for each of the state priorities and any locally identified priorities. School districts and county offices of education may additionally coordinate and describe in their LCAPs services funded by a school district that are provided to students attending county-operated schools and programs, including special education programs.*

*If a county superintendent of schools has jurisdiction over a single school district, the county board of education and the governing board of the school district may adopt and file for review and approval a single LCAP consistent with the requirements in Education Code (EC) sections 52060, 52062, 52066, 52068, and 52070. The LCAP must clearly articulate to which entity's budget (school district or county superintendent of schools) all budgeted and actual expenditures are aligned.*

*Charter schools must describe goals and specific actions to achieve those goals for all students and each LCFF subgroup of students including students with disabilities and homeless youth, for each of the state priorities that apply for the grade levels served or the nature of the program operated by the charter school, and any locally identified priorities. For charter schools, the inclusion and description of goals for state priorities in the LCAP may be modified to meet the grade levels served and the nature of the programs provided, including modifications to reflect only the statutory requirements explicitly applicable to charter schools in the EC. Changes in LCAP goals and actions/services for charter schools that result from the annual update process do not necessarily constitute a material revision to the school's charter petition.*

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

## Instructions: Linked Table of Contents

[Plan Summary](#)

[Annual Update](#)

[Stakeholder Engagement](#)

[Goals, Actions, and Services](#)

[Planned Actions/Services](#)

[Demonstration of Increased or Improved Services for Unduplicated Students](#)

*For additional questions or technical assistance related to completion of the LCAP template, please contact the local county office of education, or the CDE's Local Agency Systems Support Office at: 916-319-0809 or by email at: [lcff@cde.ca.gov](mailto:lcff@cde.ca.gov).*

## Plan Summary

The LCAP is intended to reflect an LEA's annual goals, actions, services and expenditures within a fixed three-year planning cycle. LEAs must include a plan summary for the LCAP each year.

When developing the LCAP, enter the appropriate LCAP year, and address the prompts provided in these sections. When developing the LCAP in year 2 or year 3, enter the appropriate LCAP year and replace the previous summary information with information relevant to the current year LCAP.

In this section, briefly address the prompts provided. These prompts are not limits. LEAs may include information regarding local program(s), community demographics, and the overall vision of the LEA. LEAs may also attach documents (e.g., the California School Dashboard data reports) if desired and/or include charts illustrating goals, planned outcomes, actual outcomes, or related planned and actual expenditures.

An LEA may use an alternative format for the plan summary as long as it includes the information specified in each prompt and the budget summary table.

The reference to California School Dashboard means the California School Dashboard adopted by the State Board of Education under EC Section 52064.5.

## Comprehensive Support and Improvement

An LEA with a school or schools identified for comprehensive support and improvement (CSI) under the Every Student Succeeds Act must respond to the following prompts:

- **Schools Identified:** Identify the schools within the LEA that have been identified for CSI.
- **Support for Identified Schools:** Describe how the LEA supported the identified schools in developing CSI plans that included a school-level needs assessment, evidence-based interventions, and the identification of any resource inequities to be addressed through the implementation of the CSI plan.
- **Monitoring and Evaluating Effectiveness:** Describe how the LEA will monitor and evaluate the implementation and effectiveness of the CSI plan to support student and school improvement.

## Annual Update

The planned goals, expected outcomes, actions/services, and budgeted expenditures must be copied verbatim from the previous year's\* approved LCAP; in addition, list the state and/or local priorities addressed by the planned goals. Minor typographical errors may be corrected.

\* For example, for LCAP year 2017/18 of the 2017/18 – 2019/20 LCAP, review the goals in the 2016/17 LCAP. Moving forward, review the goals from the most recent LCAP year. For example, LCAP year 2020/21 will review goals from the 2019/20 LCAP year, which is the last year of the 2017/18 – 2019/20 LCAP.

## Annual Measurable Outcomes

For each goal in the prior year, identify and review the actual measurable outcomes as compared to the expected annual measurable outcomes identified in the prior year for the goal.

## Actions/Services

Identify the planned Actions/Services and the budgeted expenditures to implement these actions toward achieving the described goal. Identify the actual actions/services implemented to meet the described goal and the estimated actual annual expenditures to implement the actions/services. As applicable, identify any changes to the students or student groups served, or to the planned location of the actions/services provided.

## Analysis

Using actual annual measurable outcome data, including data from the California School Dashboard, analyze whether the planned actions/services were effective in achieving the goal. Respond to the prompts as instructed.

- Describe the overall implementation of the actions/services to achieve the articulated goal. Include a discussion of relevant challenges and successes experienced with the implementation process.
- Describe the overall effectiveness of the actions/services to achieve the articulated goal as measured by the LEA.
- Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures. Minor variances in expenditures or a dollar-for-dollar accounting is not required.
- Describe any changes made to this goal, expected outcomes, metrics, or actions and services to achieve this goal as a result of this analysis and analysis of the data provided in the California School Dashboard, as applicable. Identify where those changes can be found in the LCAP.

## Stakeholder Engagement

Meaningful engagement of parents, students, and other stakeholders, including those representing the student groups identified by LCFF, is critical to the development of the LCAP and the budget process. EC identifies the minimum consultation requirements for school districts and county offices of education as consulting with teachers, principals, administrators, other school personnel, local bargaining units of the school district, parents, and pupils in developing the LCAP. EC requires

charter schools to consult with teachers, principals, administrators, other school personnel, parents, and pupils in developing the LCAP. In addition, EC Section 48985 specifies the requirements for the translation of notices, reports, statements, or records sent to a parent or guardian.

The LCAP should be shared with, and LEAs should request input from, school site-level advisory groups, as applicable (e.g., school site councils, English Learner Advisory Councils, student advisory groups, etc.), to facilitate alignment between school-site and district-level goals and actions. An LEA may incorporate or reference actions described in other plans that are being undertaken to meet specific goals.

**Instructions:** The stakeholder engagement process is an ongoing, annual process. The requirements for this section are the same for each year of a three-year LCAP. When developing the LCAP, enter the appropriate LCAP year, and describe the stakeholder engagement process used to develop the LCAP and Annual Update. When developing the LCAP in year 2 or year 3, enter the appropriate LCAP year and replace the previous stakeholder narrative(s) and describe the stakeholder engagement process used to develop the current year LCAP and Annual Update.

**School districts and county offices of education:** Describe the process used to consult with the Parent Advisory Committee, the English Learner Parent Advisory Committee, parents, students, school personnel, the LEA's local bargaining units, and the community to inform the development of the LCAP and the annual review and analysis for the indicated LCAP year.

**Charter schools:** Describe the process used to consult with teachers, principals, administrators, other school personnel, parents, and students to inform the development of the LCAP and the annual review and analysis for the indicated LCAP year.

Describe how the consultation process impacted the development of the LCAP and annual update for the indicated LCAP year, including the goals, actions, services, and expenditures.

## Goals, Actions, and Services

LEAs must include a description of the annual goals, for all students and each LCFF identified group of students, to be achieved for each state priority as applicable to type of LEA. An LEA may also include additional local priorities. This section shall also include a description of the specific planned actions an LEA will take to meet the identified goals, and a description of the expenditures required to implement the specific actions.

**School districts and county offices of education:** The LCAP is a three-year plan, which is reviewed and updated annually, as required.

**Charter schools:** The number of years addressed in the LCAP may align with the term of the charter schools budget, typically one year, which is submitted to the school's authorizer. If year 2 and/or year 3 is not applicable, charter schools must specify as such.

### New, Modified, Unchanged

As part of the LCAP development process, which includes the annual update and stakeholder engagement, indicate if the goal, identified need, related state and/or local priorities, and/or expected annual measurable outcomes for the current LCAP year or future LCAP years are modified or unchanged from the previous year's LCAP; or, specify if the goal is new.

## Goal

State the goal. LEAs may number the goals using the “Goal #” box for ease of reference. A goal is a broad statement that describes the desired result to which all actions/services are directed. A goal answers the question: What is the LEA seeking to achieve?

## Related State and/or Local Priorities

List the state and/or local priorities addressed by the goal. The LCAP must include goals that address each of the state priorities, as applicable to the type of LEA, and any additional local priorities; however, one goal may address multiple priorities. ([Link to State Priorities](#))

## Identified Need

Describe the needs that led to establishing the goal. The identified needs may be based on quantitative or qualitative information, including, but not limited to, results of the annual update process or performance data from the California School Dashboard, as applicable.

## Expected Annual Measurable Outcomes

For each LCAP year, identify the metric(s) or indicator(s) that the LEA will use to track progress toward the expected outcomes. LEAs may identify metrics for specific student groups. Include in the baseline column the most recent data associated with this metric or indicator available at the time of adoption of the LCAP for the first year of the three-year plan. The most recent data associated with a metric or indicator includes data as reported in the annual update of the LCAP year immediately preceding the three-year plan, as applicable. The baseline data shall remain unchanged throughout the three-year LCAP. In the subsequent year columns, identify the progress to be made in each year of the three-year cycle of the LCAP. Consider how expected outcomes in any given year are related to the expected outcomes for subsequent years.

The metrics may be quantitative or qualitative, but at minimum an LEA must use the applicable required metrics for the related state priorities, in each LCAP year as applicable to the type of LEA. For the student engagement priority metrics, as applicable, LEAs must calculate the rates as described in the [LCAP Template Appendix, sections \(a\) through \(d\)](#).

## Planned Actions/Services

For each action/service, the LEA must complete either the section “For Actions/Services not included as contributing to meeting Increased or Improved Services Requirement” or the section “For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement.” The LEA shall not complete both sections for a single action.

### For Actions/Services Not Contributing to Meeting the Increased or Improved Services Requirement

#### Students to be Served

The “Students to be Served” box is to be completed for all actions/services except for those which are included by the LEA as contributing to meeting the requirement to increase or improve services for unduplicated students. Indicate in this box which students will benefit from the actions/services by entering “All”, “Students with Disabilities”, or “Specific Student Group(s)”. If “Specific Student Group(s)” is entered, identify the specific student group(s) as appropriate.

## Location(s)

Identify the location where the action/services will be provided. If the services are provided to all schools within the LEA, the LEA must identify "All Schools". If the services are provided to specific schools within the LEA or specific grade spans only, the LEA must enter "Specific Schools" or "Specific Grade Spans". Identify the individual school or a subset of schools or grade spans (e.g., all high schools or grades K-5), as appropriate.

**Charter schools** operating more than one site, authorized within the same charter petition, may choose to distinguish between sites by entering "Specific Schools" and identifying the site(s) where the actions/services will be provided. For charter schools operating only one site, "All Schools" and "Specific Schools" may be synonymous and, therefore, either would be appropriate. Charter schools may use either term provided they are used in a consistent manner through the LCAP.

## For Actions/Services Contributing to Meeting the Increased or Improved Services Requirement:

### Students to be Served

For any action/service contributing to the LEA's overall demonstration that it has increased or improved services for unduplicated students above what is provided to all students (see Demonstration of Increased or Improved Services for Unduplicated Students section, below), the LEA must identify the unduplicated student group(s) being served.

### Scope of Service

For each action/service contributing to meeting the increased or improved services requirement, identify the scope of service by indicating "LEA-wide", "Schoolwide", or "Limited to Unduplicated Student Group(s)". The LEA must identify one of the following three options:

- If the action/service is being funded and provided to upgrade the entire educational program of the LEA, enter "LEA-wide."
- If the action/service is being funded and provided to upgrade the entire educational program of a particular school or schools, enter "schoolwide".
- If the action/service being funded and provided is limited to the unduplicated students identified in "Students to be Served", enter "Limited to Unduplicated Student Group(s)".

**For charter schools and single-school school districts**, "LEA-wide" and "Schoolwide" may be synonymous and, therefore, either would be appropriate. For charter schools operating multiple schools (determined by a unique CDS code) under a single charter, use "LEA-wide" to refer to all schools under the charter and use "Schoolwide" to refer to a single school authorized within the same charter petition. Charter schools operating a single school may use "LEA-wide" or "Schoolwide" provided these terms are used in a consistent manner through the LCAP.

## Location(s)

Identify the location where the action/services will be provided. If the services are provided to all schools within the LEA, the LEA must indicate "All Schools". If the services are provided to specific schools within the LEA or specific grade spans only, the LEA must enter "Specific Schools" or "Specific Grade Spans". Identify the individual school or a subset of schools or grade spans (e.g., all high schools or grades K-5), as appropriate.



**Charter schools** operating more than one site, authorized within the same charter petition, may choose to distinguish between sites by entering “Specific Schools” and identify the site(s) where the actions/services will be provided. For charter schools operating only one site, “All Schools” and “Specific Schools” may be synonymous and, therefore, either would be appropriate. Charter schools may use either term provided they are used in a consistent manner through the LCAP.

## **Actions/Services**

For each LCAP year, identify the actions to be performed and services provided to meet the described goal. Actions and services that are implemented to achieve the identified goal may be grouped together. LEAs may number the action/service using the “Action #” box for ease of reference.

### **New/Modified/Unchanged:**

- Enter “New Action” if the action/service is being added in any of the three years of the LCAP to meet the articulated goal.
- Enter “Modified Action” if the action/service was included to meet an articulated goal and has been changed or modified in any way from the prior year description.
- Enter “Unchanged Action” if the action/service was included to meet an articulated goal and has not been changed or modified in any way from the prior year description.
  - If a planned action/service is anticipated to remain unchanged for the duration of the plan, an LEA may enter “Unchanged Action” and leave the subsequent year columns blank rather than having to copy/paste the action/service into the subsequent year columns. Budgeted expenditures may be treated in the same way as applicable.

**Note:** The goal from the prior year may or may not be included in the current three-year LCAP. For example, when developing year 1 of the LCAP, the goals articulated in year 3 of the preceding three-year LCAP will be from the prior year.

**Charter schools** may complete the LCAP to align with the term of the charter school’s budget that is submitted to the school’s authorizer. Accordingly, a charter school submitting a one-year budget to its authorizer may choose not to complete the year 2 and year 3 portions of the “Goals, Actions, and Services” section of the template. If year 2 and/or year 3 is not applicable, charter schools must specify as such.

## **Budgeted Expenditures**

For each action/service, list and describe budgeted expenditures for each school year to implement these actions, including where those expenditures can be found in the LEA’s budget. The LEA must reference all fund sources for each proposed expenditure. Expenditures must be classified using the California School Accounting Manual as required by EC sections 52061, 52067, and 47606.5.

Expenditures that are included more than once in an LCAP must be indicated as a duplicated expenditure and include a reference to the goal and action/service where the expenditure first appears in the LCAP.

If a county superintendent of schools has jurisdiction over a single school district, and chooses to complete a single LCAP, the LCAP must clearly articulate to which entity's budget (school district or county superintendent of schools) all budgeted expenditures are aligned.

## Demonstration of Increased or Improved Services for Unduplicated Students

This section must be completed for each LCAP year. When developing the LCAP in year 2 or year 3, copy the "Demonstration of Increased or Improved Services for Unduplicated Students" table and enter the appropriate LCAP year. Using the copy of the section, complete the section as required for the current year LCAP. Retain all prior year sections for each of the three years within the LCAP.

### Estimated Supplemental and Concentration Grant Funds

Identify the amount of funds in the LCAP year calculated on the basis of the number and concentration of low income, foster youth, and English learner students as determined pursuant to California Code of Regulations, Title 5 (5 CCR) Section 15496(a)(5).

### Percentage to Increase or Improve Services

Identify the percentage by which services for unduplicated pupils must be increased or improved as compared to the services provided to all students in the LCAP year as calculated pursuant to 5 CCR Section 15496(a)(7).

Consistent with the requirements of 5 CCR Section 15496, describe how services provided for unduplicated pupils are increased or improved by at least the percentage calculated as compared to services provided for all students in the LCAP year. To improve services means to grow services in quality and to increase services means to grow services in quantity. This description must address how the action(s)/service(s) limited for one or more unduplicated student group(s), and any schoolwide or districtwide action(s)/service(s) supported by the appropriate description, taken together, result in the required proportional increase or improvement in services for unduplicated pupils.

If the overall increased or improved services include any actions/services being funded and provided on a schoolwide or districtwide basis, identify each action/service and include the required descriptions supporting each action/service as follows.

For those services being provided on an LEA-wide basis:

- For school districts with an unduplicated pupil percentage of 55% or more, and for charter schools and county offices of education: Describe how these services are **principally directed to** and **effective in** meeting its goals for unduplicated pupils in the state and any local priorities.
- For school districts with an unduplicated pupil percentage of less than 55%: Describe how these services are **principally directed to** and **effective in** meeting its goals for unduplicated pupils in the state and any local priorities. Also describe how the services are **the most effective use of the funds to** meet these goals for its unduplicated pupils. Provide the basis for this determination, including any alternatives considered, supporting research, experience or educational theory.

For school districts only, identify in the description those services being funded and provided on a schoolwide basis, and include the required description supporting the use of the funds on a schoolwide basis:

- For schools with 40% or more enrollment of unduplicated pupils: Describe how these services are **principally directed to** and **effective in** meeting its goals for its unduplicated pupils in the state and any local priorities.
- For school districts expending funds on a schoolwide basis at a school with less than 40% enrollment of unduplicated pupils: Describe how these services are **principally directed to** and how the services are **the most effective use of the funds to** meet its goals for English learners, low income students and foster youth, in the state and any local priorities.

# State Priorities

**Priority 1: Basic Services** addresses the degree to which:

- A. Teachers in the LEA are appropriately assigned and fully credentialed in the subject area and for the pupils they are teaching;
- B. Pupils in the school district have sufficient access to the standards-aligned instructional materials; and
- C. School facilities are maintained in good repair.

**Priority 2: Implementation of State Standards** addresses:

- A. The implementation of state board adopted academic content and performance standards for all students, which are:
  - a. English Language Arts – Common Core State Standards (CCSS) for English Language Arts
  - b. Mathematics – CCSS for Mathematics
  - c. English Language Development (ELD)
  - d. Career Technical Education
  - e. Health Education Content Standards
  - f. History-Social Science
  - g. Model School Library Standards
  - h. Physical Education Model Content Standards
  - i. Next Generation Science Standards
  - j. Visual and Performing Arts
  - k. World Language; and
- B. How the programs and services will enable English learners to access the CCSS and the ELD standards for purposes of gaining academic content knowledge and English language proficiency.

**Priority 3: Parental Involvement** addresses:

- A. The efforts the school district makes to seek parent input in making decisions for the school district and each individual school site;
- B. How the school district will promote parental participation in programs for unduplicated pupils; and
- C. How the school district will promote parental participation in programs for individuals with exceptional needs.

**Priority 4: Pupil Achievement** as measured by all of the following, as applicable:

- A. Statewide assessments;
- B. The Academic Performance Index;
- C. The percentage of pupils who have successfully completed courses that satisfy University of California (UC) or California State University (CSU) entrance requirements, or programs of study that align with state board approved career technical educational standards and framework;
- D. The percentage of English learner pupils who make progress toward English proficiency as measured by the California English Language Development Test (CELDT);
- E. The English learner reclassification rate;
- F. The percentage of pupils who have passed an advanced placement examination with a score of 3 or higher; and
- G. The percentage of pupils who participate in, and demonstrate college preparedness pursuant to, the Early Assessment Program, or any subsequent assessment of college preparedness.

**Priority 5: Pupil Engagement** as measured by all of the following, as applicable:

- A. School attendance rates;
- B. Chronic absenteeism rates;
- C. Middle school dropout rates;
- D. High school dropout rates; and
- E. High school graduation rates;

**Priority 6: School Climate** as measured by all of the following, as applicable:

- A. Pupil suspension rates;
- B. Pupil expulsion rates; and
- C. Other local measures, including surveys of pupils, parents, and teachers on the sense of safety and school connectedness.

**Priority 7: Course Access** addresses the extent to which pupils have access to and are enrolled in:

- A. S broad course of study including courses described under *EC* sections 51210 and 51220(a)-(i), as applicable;
- B. Programs and services developed and provided to unduplicated pupils; and
- C. Programs and services developed and provided to individuals with exceptional needs.

**Priority 8: Pupil Outcomes** addresses pupil outcomes, if available, for courses described under *EC* sections 51210 and 51220(a)-(i), as applicable.

**Priority 9: Coordination of Instruction of Expelled Pupils (COE Only)** addresses how the county superintendent of schools will coordinate instruction of expelled pupils.

**Priority 10. Coordination of Services for Foster Youth (COE Only)** addresses how the county superintendent of schools will coordinate services for foster children, including:

- A. Working with the county child welfare agency to minimize changes in school placement
- B. Providing education-related information to the county child welfare agency to assist in the delivery of services to foster children, including educational status and progress information that is required to be included in court reports;
- C. Responding to requests from the juvenile court for information and working with the juvenile court to ensure the delivery and coordination of necessary educational services; and
- D. Establishing a mechanism for the efficient expeditious transfer of health and education records and the health and education passport.

**Local Priorities** address:

- A. Local priority goals; and
- B. Methods for measuring progress toward local goals.

# APPENDIX A: PRIORITIES 5 AND 6 RATE CALCULATION INSTRUCTIONS

For the purposes of completing the LCAP in reference to the state priorities under *EC* sections 52060 and 52066, as applicable to type of LEA, the following shall apply:

(a) "Chronic absenteeism rate" shall be calculated as follows:

- (1) The number of K-8 students who were absent 10 percent or more of the school days excluding students who were:
  - (A) enrolled less than 31 days
  - (B) enrolled at least 31 days but did not attend at least one day
  - (C) flagged as exempt in the district attendance submission. K-8 students are considered to be exempt if they:
    - (i) are enrolled in a Non-Public School
    - (ii) receive instruction through a home or hospital instructional setting
    - (iii) are attending a community college full-time.
- (2) The number of students who meet the enrollment requirements.
- (3) Divide (1) by (2).

(b) "High school dropout rate" shall be calculated as follows:

- (1) The number of cohort members who dropout by the end of year 4 in the cohort where "cohort" is defined as the number of first-time grade 9 pupils in year 1 (starting cohort) plus pupils who transfer in, minus pupils who transfer out, emigrate, or die during school years 1, 2, 3, and 4.
- (2) The total number of cohort members.
- (3) Divide (1) by (2).

(c) "High school graduation rate" shall be calculated as follows:

- (1) For a 4-Year Cohort Graduation Rate:
  - (A) The number of students in the cohort who earned a regular high school diploma by the end of year 4 in the cohort.
  - (B) The total number of students in the cohort.
  - (C) Divide (1) by (2).
- (2) For a Dashboard Alternative Schools Status (DASS) Graduation Rate:
  - (A) The number of students who either graduated as grade 11 students or who earned any of the following:
    - (i) a regular high school diploma
    - (ii) a High School Equivalency Certificate
    - (iii) an adult education diploma
    - (iv) a Certificate of Completion and was eligible for the California Alternative Assessment if under the age of 20.
  - (B) The number of students in the DASS graduation cohort.
  - (C) Divide (1) by (2).

(d) "Suspension rate" shall be calculated as follows:

- (1) The unduplicated count of pupils involved in one or more incidents for which the pupil was suspended during the academic year (July 1 – June 30).
- (2) The unduplicated count of pupils with a primary, secondary, or short-term enrollment during the academic year (July 1 – June 30).
- (3) Divide (1) by (2).

(e) "Expulsion rate" shall be calculated as follows:

- (1) The unduplicated count of pupils involved in one or more incidents for which the pupil was expelled during the academic year (July 1 – June 30).
- (2) The unduplicated count of pupils with a primary, secondary, or short-term enrollment during the academic year (July 1 – June 30).

(3) Divide (1) by (2).

NOTE: Authority cited: Sections 42238.07 and 52064, *Education Code*. Reference: Sections 2574, 2575, 42238.01, 42238.02, 42238.03, 42238.07, 47605, 47605.6, 47606.5, 48926, 52052, 52060, 52061, 52062, 52063, 52064, 52066, 52067, 52068, 52069, 52070, 52070.5, and 64001,; 20 U.S.C. Sections 6312 and 6314.

## APPENDIX B: GUIDING QUESTIONS

### Guiding Questions: Annual Review and Analysis

- 1) How have the actions/services addressed the needs of all pupils and did the provisions of those services result in the desired outcomes?
- 2) How have the actions/services addressed the needs of all subgroups of pupils identified pursuant to EC Section 52052, including, but not limited to, English learners, low-income pupils, and foster youth; and did the provision of those actions/services result in the desired outcomes?
- 3) How have the actions/services addressed the identified needs and goals of specific school sites and were these actions/services effective in achieving the desired outcomes?
- 4) What information (e.g., quantitative and qualitative data/metrics) was examined to review progress toward goals in the annual update?
- 5) What progress has been achieved toward the goal and expected measurable outcome(s)? How effective were the actions and services in making progress toward the goal? What changes to goals, actions, services, and expenditures are being made in the LCAP as a result of the review of progress and assessment of the effectiveness of the actions and services?
- 6) What differences are there between budgeted expenditures and estimated actual annual expenditures? What were the reasons for any differences?

### Guiding Questions: Stakeholder Engagement

- 1) How have applicable stakeholders (e.g., parents and pupils, including parents of unduplicated pupils and unduplicated pupils identified in *EC* Section 42238.01; community members; local bargaining units; LEA personnel; county child welfare agencies; county office of education foster youth services programs, court-appointed special advocates, and other foster youth stakeholders; community organizations representing English learners; and others as appropriate) been engaged and involved in developing, reviewing, and supporting implementation of the LCAP?
- 2) How have stakeholders been included in the LEA's process in a timely manner to allow for engagement in the development of the LCAP?
- 3) What information (e.g., quantitative and qualitative data/metrics) was made available to stakeholders related to the state priorities and used by the LEA to inform the LCAP goal setting process? How was the information made available?
- 4) What changes, if any, were made in the LCAP prior to adoption as a result of written comments or other feedback received by the LEA through any of the LEA's engagement processes?
- 5) What specific actions were taken to meet statutory requirements for stakeholder engagement pursuant to *EC* sections 52062, 52068, or 47606.5, as applicable, including engagement with representatives of parents and guardians of pupils identified in *EC* Section 42238.01?
- 6) What specific actions were taken to consult with pupils to meet the requirements 5 *CCR* Section 15495(a)?



- 7) How has stakeholder involvement been continued and supported? How has the involvement of these stakeholders supported improved outcomes for pupils, including unduplicated pupils, related to the state priorities?

## Guiding Questions: Goals, Actions, and Services

- 1) What are the LEA's goal(s) to address state priorities related to "Conditions of Learning": Basic Services (Priority 1), the Implementation of State Standards (Priority 2), and Course Access (Priority 7)?
- 2) What are the LEA's goal(s) to address state priorities related to "Pupil Outcomes": Pupil Achievement (Priority 4), Pupil Outcomes (Priority 8), Coordination of Instruction of Expelled Pupils (Priority 9 – COE Only), and Coordination of Services for Foster Youth (Priority 10 – COE Only)?
- 3) What are the LEA's goal(s) to address state priorities related to parent and pupil "Engagement": Parental Involvement (Priority 3), Pupil Engagement (Priority 5), and School Climate (Priority 6)?
- 4) What are the LEA's goal(s) to address any locally-identified priorities?
- 5) How have the unique needs of individual school sites been evaluated to inform the development of meaningful district and/or individual school site goals (e.g., input from site level advisory groups, staff, parents, community, pupils; review of school level plans; in-depth school level data analysis, etc.)?
- 6) What are the unique goals for unduplicated pupils as defined in *EC* Section 42238.01 and groups as defined in *EC* Section 52052 that are different from the LEA's goals for all pupils?
- 7) What are the specific expected measurable outcomes associated with each of the goals annually and over the term of the LCAP?
- 8) What information (e.g., quantitative and qualitative data/metrics) was considered/reviewed to develop goals to address each state or local priority?
- 9) What information was considered/reviewed for individual school sites?
- 10) What information was considered/reviewed for subgroups identified in *EC* Section 52052?
- 11) What actions/services will be provided to all pupils, to subgroups of pupils identified pursuant to *EC* Section 52052, to specific school sites, to English learners, to low-income pupils, and/or to foster youth to achieve goals identified in the LCAP?
- 12) How do these actions/services link to identified goals and expected measurable outcomes?
- 13) What expenditures support changes to actions/services as a result of the goal identified? Where can these expenditures be found in the LEA's budget?

*Prepared by the California Department of Education, January 2019*

## LCAP Expenditure Summary

Total Expenditures by Funding Source						
Funding Source	2018-19 Annual Update Budgeted	2018-19 Annual Update Actual	2017-18	2018-19	2019-20	2017-18 through 2019-20 Total
All Funding Sources	32,602,843.00	31,537,234.00	29,983,070.00	32,602,843.00	35,085,202.00	97,671,115.00
Adult Education Fund	0.00	0.00	0.00	0.00	4,000.00	4,000.00
Education Effectiveness Funds	0.00	0.00	24,200.00	0.00	0.00	24,200.00
General Fund	31,202,738.00	30,215,541.00	28,891,470.00	31,202,738.00	33,704,918.00	93,799,126.00
General Fund-Supplemental	0.00	736,507.00	0.00	0.00	793,384.00	793,384.00
Measure A Fund 21	600,000.00	567,631.00	400,000.00	600,000.00	580,000.00	1,580,000.00
Other	29,173.00	17,555.00	51,400.00	29,173.00	2,900.00	83,473.00
Supplemental	770,932.00	0.00	616,000.00	770,932.00	0.00	1,386,932.00

\* Totals based on expenditure amounts in goal and annual update sections.

Total Expenditures by Object Type						
Object Type	2018-19 Annual Update Budgeted	2018-19 Annual Update Actual	2017-18	2018-19	2019-20	2017-18 through 2019-20 Total
All Expenditure Types	32,602,843.00	31,537,234.00	29,983,070.00	32,602,843.00	35,085,202.00	97,671,115.00
1000-1999: Certificated Personnel Salaries	16,461,738.00	16,906,869.00	15,280,295.00	16,461,738.00	17,271,784.00	49,013,817.00
2000-2999: Classified Personnel Salaries	6,252,997.00	6,308,702.00	5,400,439.00	6,252,997.00	6,614,575.00	18,268,011.00
3000-3999: Employee Benefits	6,444,716.00	5,585,348.00	5,798,117.00	6,444,716.00	7,313,329.00	19,556,162.00
4000-4999: Books And Supplies	1,783,136.00	1,559,451.00	1,404,426.00	1,783,136.00	1,702,411.00	4,889,973.00
5000-5999: Services And Other Operating Expenditures	1,660,256.00	1,176,864.00	1,460,913.00	1,660,256.00	2,027,987.00	5,149,156.00
5800: Professional/Consulting Services And Operating Expenditures	0.00	0.00	38,880.00	0.00	22,200.00	61,080.00
6000-6999: Capital Outlay	0.00	0.00	600,000.00	0.00	0.00	600,000.00
7000-7439: Other Outgo	0.00	0.00	0.00	0.00	132,916.00	132,916.00

\* Totals based on expenditure amounts in goal and annual update sections.

Total Expenditures by Object Type and Funding Source							
Object Type	Funding Source	2018-19 Annual Update Budgeted	2018-19 Annual Update Actual	2017-18	2018-19	2019-20	2017-18 through 2019-20 Total
All Expenditure Types	All Funding Sources	32,602,843.00	31,537,234.00	29,983,070.00	32,602,843.00	35,085,202.00	97,671,115.00
1000-1999: Certificated Personnel Salaries	Adult Education Fund	0.00	0.00	0.00	0.00	4,000.00	4,000.00
1000-1999: Certificated Personnel Salaries	Education Effectiveness Funds	0.00	0.00	19,200.00	0.00	0.00	19,200.00
1000-1999: Certificated Personnel Salaries	General Fund	15,701,913.00	16,191,607.00	14,637,475.00	15,701,913.00	16,495,100.00	46,834,488.00
1000-1999: Certificated Personnel Salaries	General Fund-Supplemental	0.00	697,707.00	0.00	0.00	771,184.00	771,184.00
1000-1999: Certificated Personnel Salaries	Other	27,773.00	17,555.00	46,500.00	27,773.00	1,500.00	75,773.00
1000-1999: Certificated Personnel Salaries	Supplemental	732,052.00	0.00	577,120.00	732,052.00	0.00	1,309,172.00
2000-2999: Classified Personnel Salaries	General Fund	6,251,597.00	6,308,702.00	5,399,039.00	6,251,597.00	6,613,175.00	18,263,811.00
2000-2999: Classified Personnel Salaries	Other	1,400.00	0.00	1,400.00	1,400.00	1,400.00	4,200.00
3000-3999: Employee Benefits	General Fund	6,444,716.00	5,585,348.00	5,798,117.00	6,444,716.00	7,313,329.00	19,556,162.00
4000-4999: Books And Supplies	General Fund	1,183,136.00	991,820.00	1,004,426.00	1,183,136.00	1,122,411.00	3,309,973.00
4000-4999: Books And Supplies	Measure A Fund 21	600,000.00	567,631.00	400,000.00	600,000.00	580,000.00	1,580,000.00
5000-5999: Services And Other Operating Expenditures	Education Effectiveness Funds	0.00	0.00	5,000.00	0.00	0.00	5,000.00
5000-5999: Services And Other Operating Expenditures	General Fund	1,621,376.00	1,138,064.00	1,452,413.00	1,621,376.00	2,027,987.00	5,101,776.00
5000-5999: Services And Other Operating Expenditures	General Fund-Supplemental	0.00	38,800.00	0.00	0.00	0.00	0.00
5000-5999: Services And Other Operating Expenditures	Other	0.00	0.00	3,500.00	0.00	0.00	3,500.00
5000-5999: Services And Other Operating Expenditures	Supplemental	38,880.00	0.00	0.00	38,880.00	0.00	38,880.00
5800: Professional/Consulting Services And Operating Expenditures	General Fund-Supplemental	0.00	0.00	0.00	0.00	22,200.00	22,200.00

Total Expenditures by Object Type and Funding Source							
Object Type	Funding Source	2018-19 Annual Update Budgeted	2018-19 Annual Update Actual	2017-18	2018-19	2019-20	2017-18 through 2019-20 Total
5800: Professional/Consulting Services And Operating Expenditures	Supplemental	0.00	0.00	38,880.00	0.00	0.00	38,880.00
6000-6999: Capital Outlay	General Fund	0.00	0.00	600,000.00	0.00	0.00	600,000.00
6000-6999: Capital Outlay	Other	0.00	0.00	0.00	0.00	0.00	0.00
7000-7439: Other Outgo	General Fund	0.00	0.00	0.00	0.00	132,916.00	132,916.00

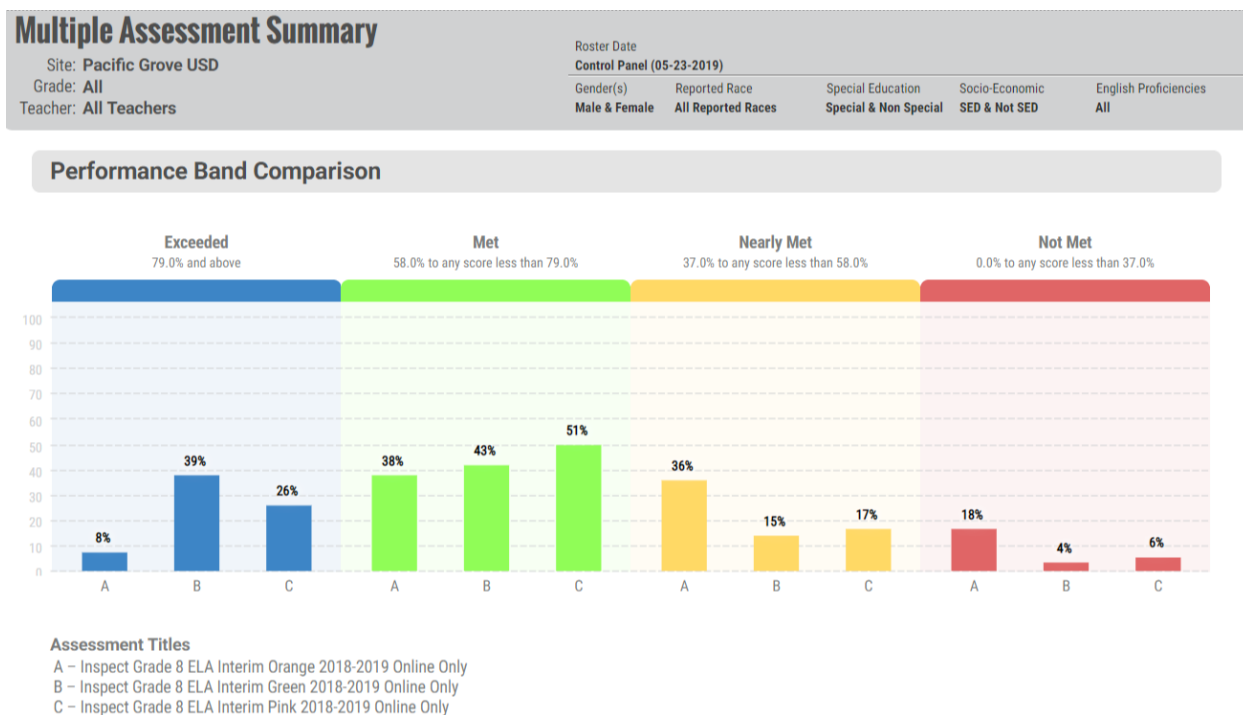
\* Totals based on expenditure amounts in goal and annual update sections.

## Total Expenditures by Goal

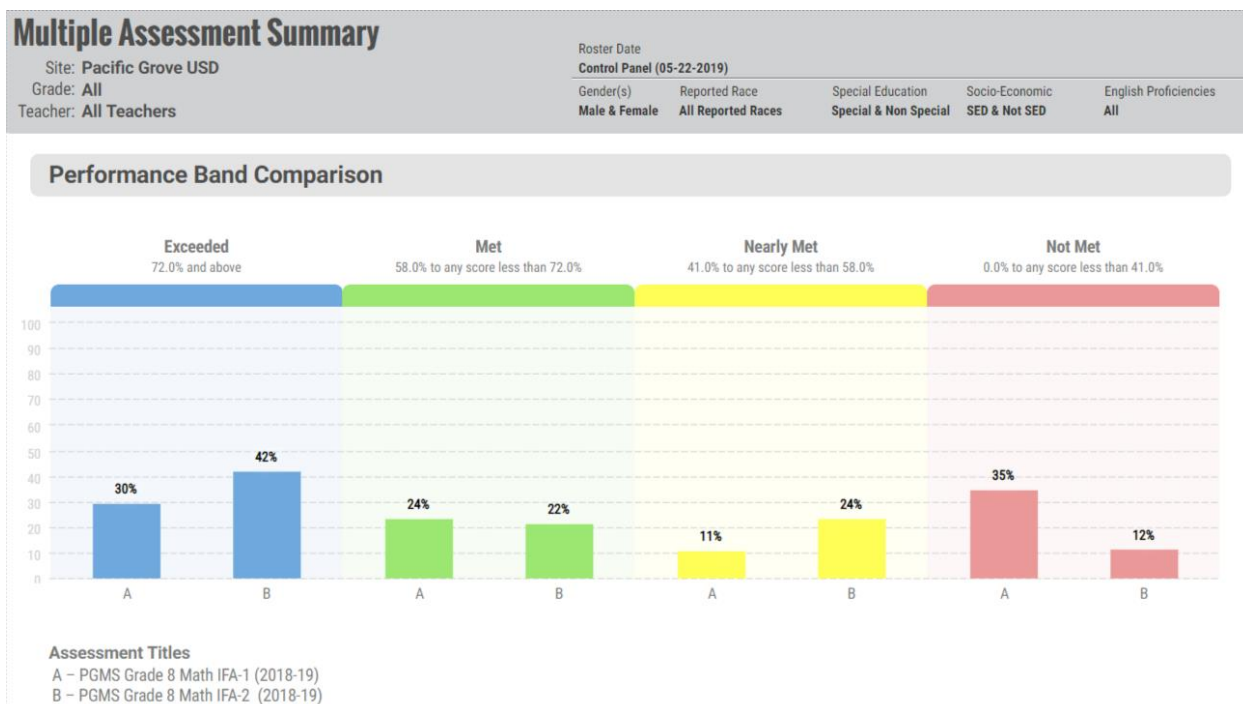
Goal	2018-19 Annual Update Budgeted	2018-19 Annual Update Actual	2017-18	2018-19	2019-20	2017-18 through 2019-20 Total
Goal 1	31,560,890.00	30,423,153.00	29,057,087.00	31,560,890.00	33,901,507.00	94,519,484.00
Goal 2	392,018.00	358,054.00	333,008.00	392,018.00	424,271.00	1,149,297.00
Goal 3	649,935.00	756,027.00	592,975.00	649,935.00	759,424.00	2,002,334.00
Goal 4			0.00	0.00	0.00	0.00
Goal 5			0.00	0.00	0.00	0.00

\* Totals based on expenditure amounts in goal and annual update sections.

## Grade 8: 2018-19 Interim Formative Assessment (IFA) Results: ELA Orange/Fall vs. Green/Winter vs. Pink/Spring



## Grade 8: 2018-19 Interim Formative Assessment (IFA) Results: Math IFA-1/Fall vs. IFA-2/Winter



## Grade 7: 2018-19 Interim Formative Assessment (IFA) Results: ELA Orange/Fall vs. Green/Winter vs. Pink/Spring

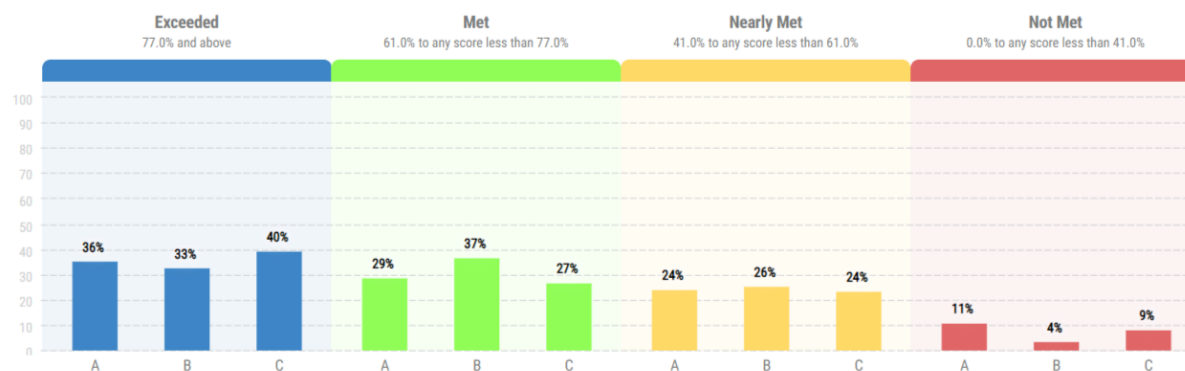
### Multiple Assessment Summary

Site: Pacific Grove USD  
Grade: All  
Teacher: All Teachers

Roster Date  
Control Panel (05-23-2019)

Gender(s)	Reported Race	Special Education	Socio-Economic	English Proficiencies
Male & Female	All Reported Races	Special & Non Special	SED & Not SED	All

### Performance Band Comparison



#### Assessment Titles

A - Inspect Grade 7 ELA Interim Orange 2018-2019 Online Only  
B - Inspect Grade 7 ELA Interim Green 2018-2019 Online Only  
C - Inspect Grade 7 ELA Interim Pink 2018-2019 Online Only

## Grade 7: 2018-19 Interim Formative Assessment (IFA) Results: Math IFA-1/Fall vs. IFA-2/Winter

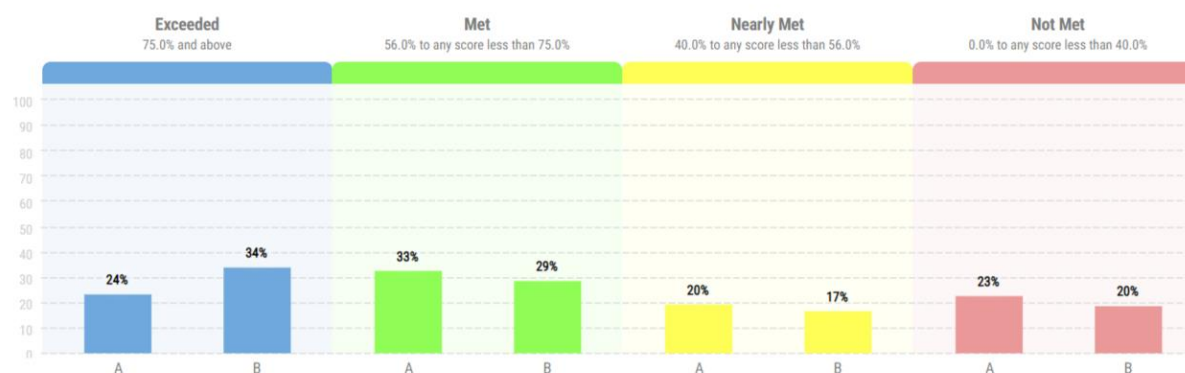
### Multiple Assessment Summary

Site: Pacific Grove USD  
Grade: All  
Teacher: All Teachers

Roster Date  
Control Panel (05-23-2019)

Gender(s)	Reported Race	Special Education	Socio-Economic	English Proficiencies
Male & Female	All Reported Races	Special & Non Special	SED & Not SED	All

### Performance Band Comparison



#### Assessment Titles

A - PGMS Grade 7 Math IFA-1 (2018-19) Online Only  
B - PGMS Grade 7 Math IFA-2 (2018-19)



## Grade 6: 2018-19 Interim Formative Assessment (IFA) Results: ELA IFA-1/Fall vs. IFA-2/Winter vs. IFA-3/Spring

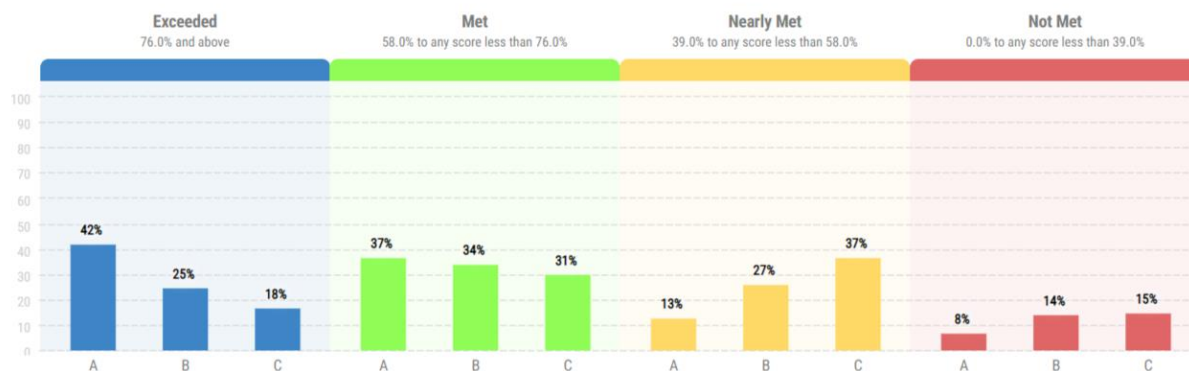
### Multiple Assessment Summary

Site: Pacific Grove USD  
Grade: All  
Teacher: All Teachers

Roster Date  
Control Panel (05-23-2019)

Gender(s)	Reported Race	Special Education	Socio-Economic	English Proficiencies
Male & Female	All Reported Races	Special & Non Special	SED & Not SED	All

### Performance Band Comparison



#### Assessment Titles

A - Inspect Grade 6 ELA Interim Orange 2018-2019 Online Only  
B - Inspect Grade 6 ELA Interim Green 2018-2019 Online Only  
C - Inspect Grade 6 ELA Interim Pink 2018-2019 Online Only

## Grade 6: 2018-19 Interim Formative Assessment (IFA) Results: Math IFA-1/Fall vs. IFA-2/Winter vs. IFA-3/Spring

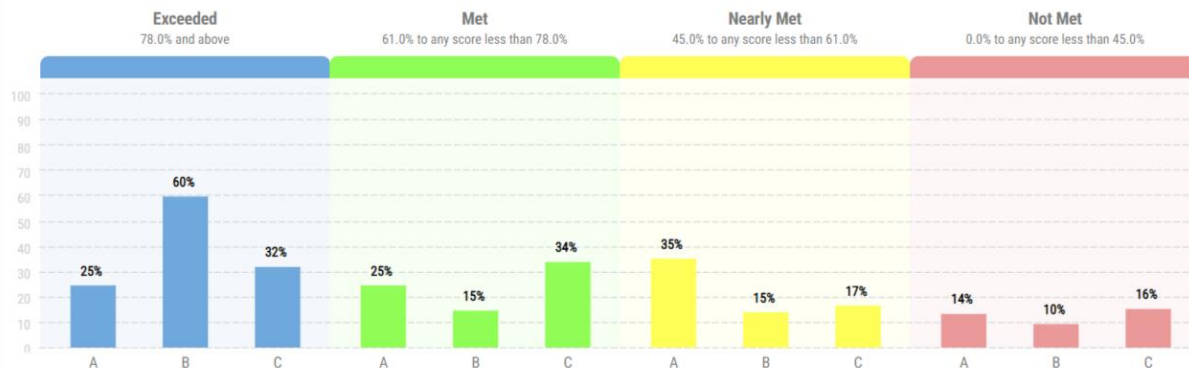
### Multiple Assessment Summary

Site: Pacific Grove USD  
Grade: All  
Teacher: All Teachers

Roster Date  
Control Panel (05-23-2019)

Gender(s)	Reported Race	Special Education	Socio-Economic	English Proficiencies
Male & Female	All Reported Races	Special & Non Special	SED & Not SED	All

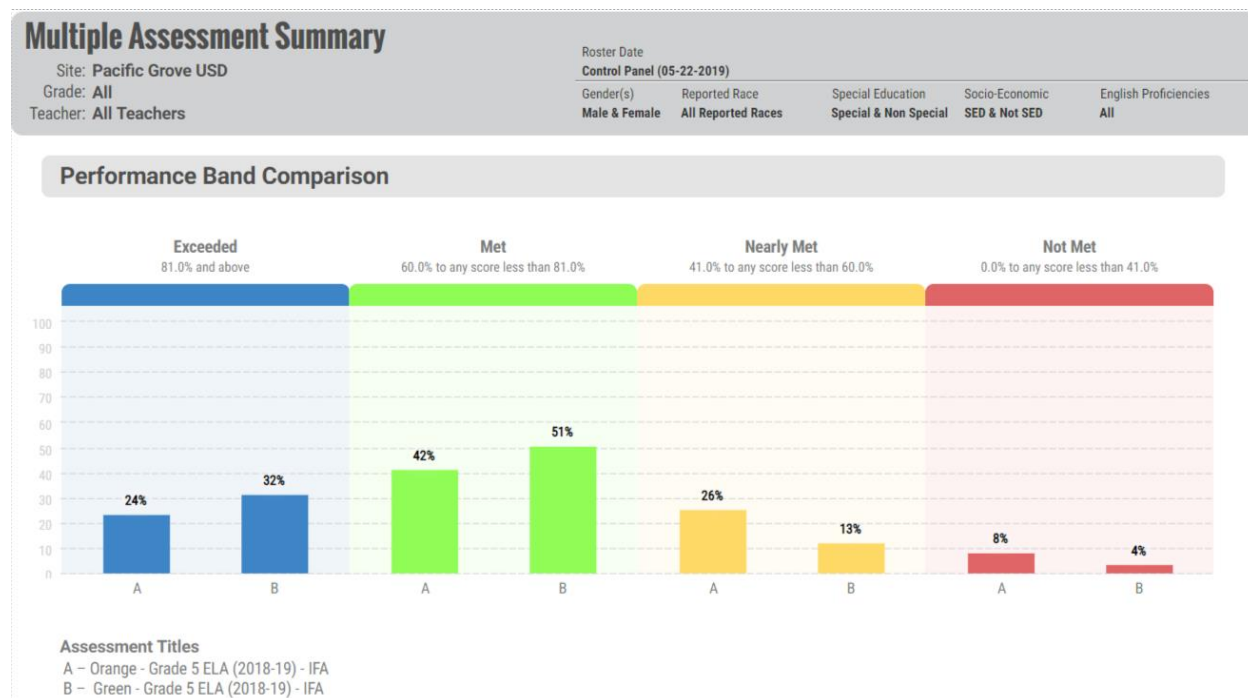
### Performance Band Comparison



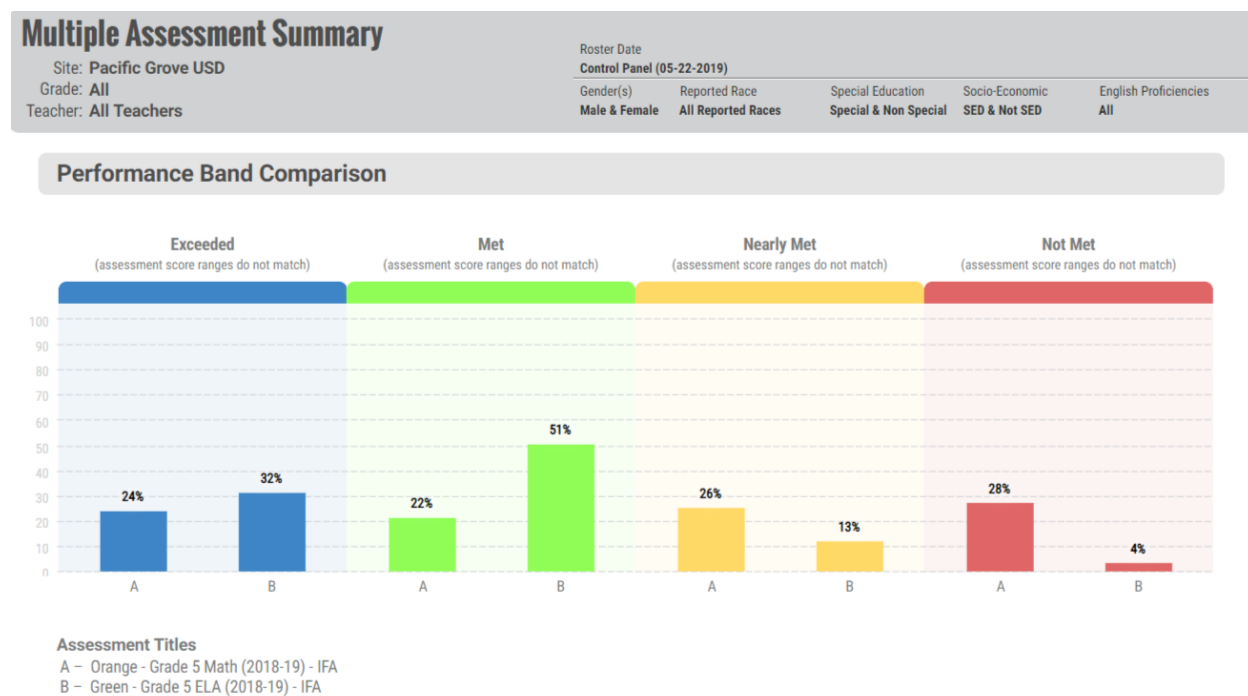
#### Assessment Titles

A - PGMS Grade 6 Math IFA-1 (2018-19) Paper Allowable  
B - PGMS Grade 6 Math IFA-2 (2018-19)  
C - PGMS Grade 6 Math IFA-3 (2018-19) Paper Allowable

## Grade 5: 2018-19 Interim Formative Assessment (IFA) Results: ELA Orange/Fall vs. Green/Winter



## Grade 5: 2018-19 Interim Formative Assessment (IFA) Results: Math Orange/Fall vs. Green/Winter



## Grade 4: 2018-19 Interim Formative Assessment (IFA) Results: ELA Orange/Fall vs. Green/Winter

### Multiple Assessment Summary

Site: Pacific Grove USD  
Grade: All  
Teacher: All Teachers

Roster Date

Control Panel (05-22-2019)

Gender(s)

Male &amp; Female

Reported Race

All Reported Races

Special Education

Special &amp; Non Special

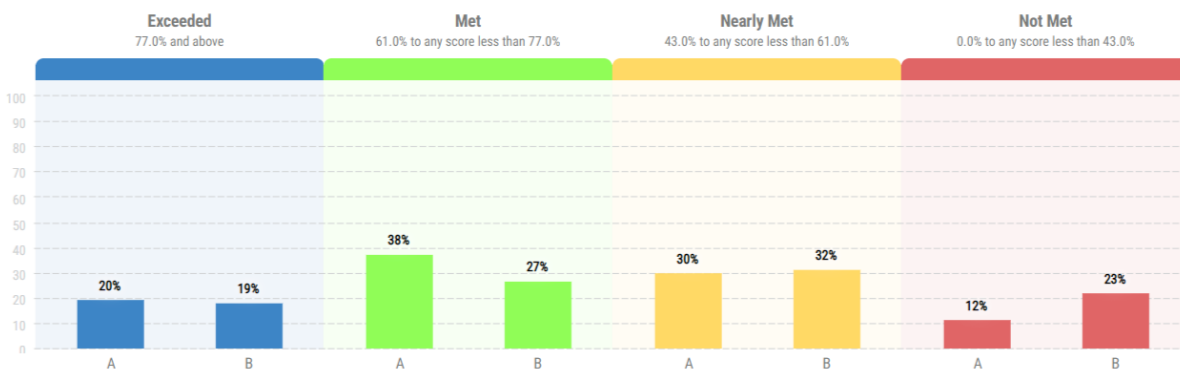
Socio-Economic

SED &amp; Not SED

English Proficiencies

All

### Performance Band Comparison



#### Assessment Titles

A – Orange - Grade 4 ELA (2018-19) - IFA

B – Green - Grade 4 ELA (2018-19) - IFA

## Grade 4: 2018-19 Interim Formative Assessment (IFA) Results: Math Orange/Fall vs. Green/Winter

### Multiple Assessment Summary

Site: Pacific Grove USD  
Grade: All  
Teacher: All Teachers

Roster Date

Control Panel (05-22-2019)

Gender(s)

Male &amp; Female

Reported Race

All Reported Races

Special Education

Special &amp; Non Special

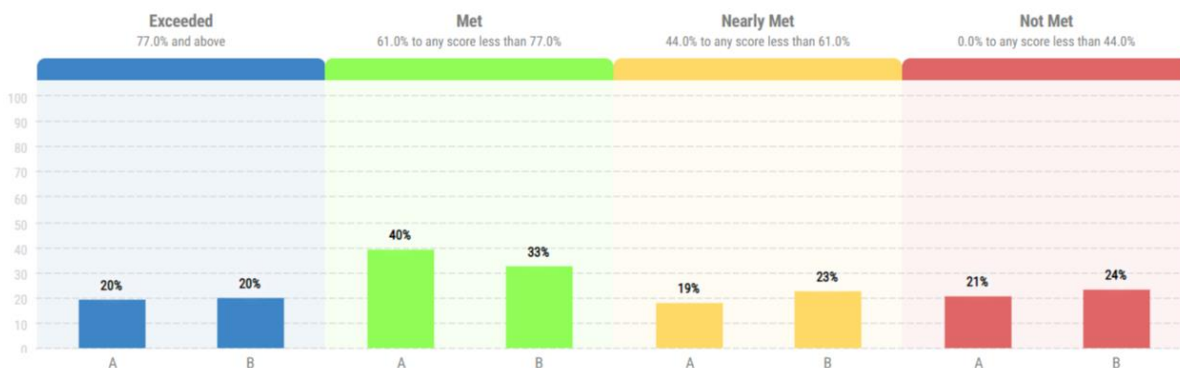
Socio-Economic

SED &amp; Not SED

English Proficiencies

All

### Performance Band Comparison



#### Assessment Titles

A – Orange - Grade 4 Math (2018-19) - IFA

B – Green - Grade 4 Math (2018-19) - IFA

## Grade 3: 2018-19 Interim Formative Assessment (IFA) Results: ELA Orange/Fall vs. Green/Winter

### Multiple Assessment Summary

Site: Pacific Grove USD  
Grade: All  
Teacher: All Teachers

Roster Date

Control Panel (05-22-2019)

Gender(s)

Male & Female

Reported Race

All Reported Races

Special Education

Special & Non Special

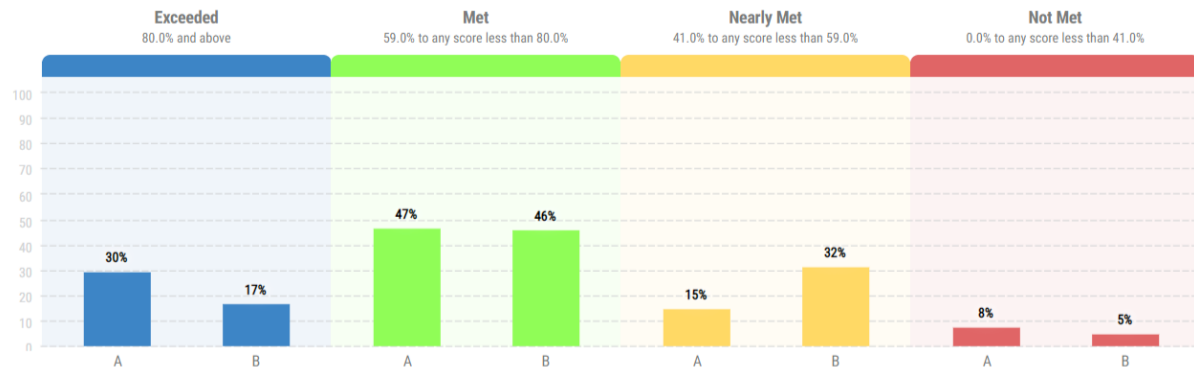
Socio-Economic

SED & Not SED

English Proficiencies

All

### Performance Band Comparison



#### Assessment Titles

A – Orange - Grade 3 ELA (2018-19) - IFA

B – Green - Grade 3 ELA (2018-19) - IFA

## Grade 3: 2018-19 Interim Formative Assessment (IFA) Results: Math Orange/Fall vs. Green/Winter

### Multiple Assessment Summary

Site: Pacific Grove USD  
Grade: All  
Teacher: All Teachers

Roster Date

Control Panel (05-22-2019)

Gender(s)

Male & Female

Reported Race

All Reported Races

Special Education

Special & Non Special

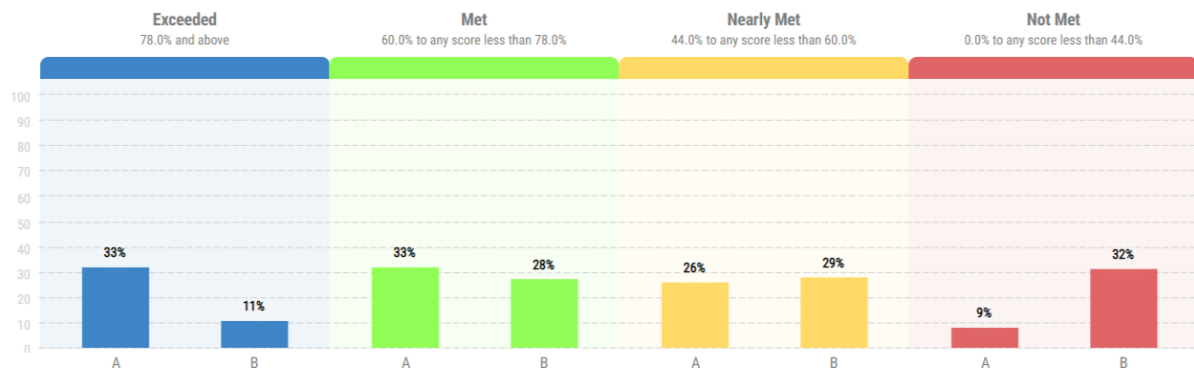
Socio-Economic

SED & Not SED

English Proficiencies

All

### Performance Band Comparison



#### Assessment Titles

A – Orange - Grade 3 Math (2018-19) - IFA

B – Green - Grade 3 Math (2018-19) - IFA

## Grade 2: 2018-19 Interim Formative Assessment (IFA) Results: ELA Orange/Fall vs. Green/Winter

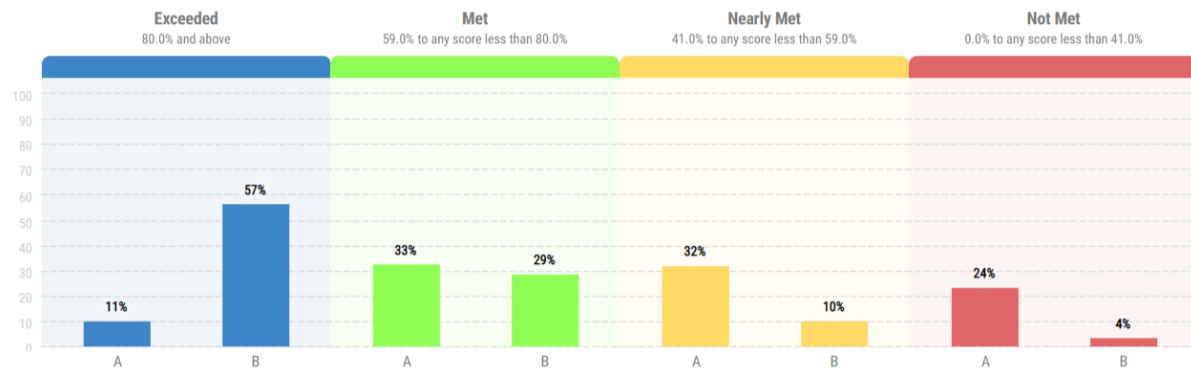
### Multiple Assessment Summary

Site: Pacific Grove USD  
Grade: All  
Teacher: All Teachers

Roster Date  
Control Panel (05-22-2019)

Gender(s)	Reported Race	Special Education	Socio-Economic	English Proficiencies
Male & Female	All Reported Races	Special & Non Special	SED & Not SED	All

#### Performance Band Comparison



#### Assessment Titles

A – Orange - Grade 2 ELA (2018-19) - IFA  
B – Green - Grade 2 ELA (2018-19) - IFA

## Grade 2: 2018-19 Interim Formative Assessment (IFA) Results: Math Orange/Fall vs. Green/Winter

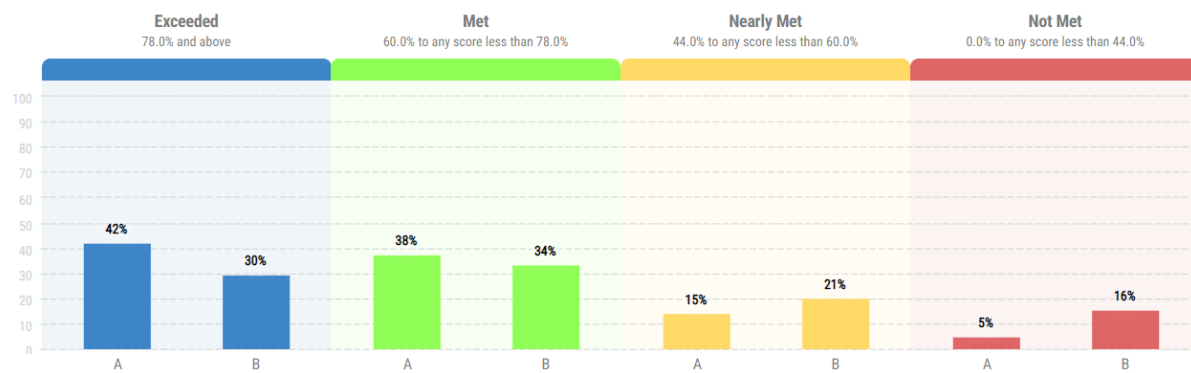
### Multiple Assessment Summary

Site: Pacific Grove USD  
Grade: All  
Teacher: All Teachers

Roster Date  
Control Panel (05-22-2019)

Gender(s)	Reported Race	Special Education	Socio-Economic	English Proficiencies
Male & Female	All Reported Races	Special & Non Special	SED & Not SED	All

#### Performance Band Comparison



#### Assessment Titles

A – Orange - Grade 2 Math (2018-19) - IFA  
B – Green - Grade 2 Math (2018-19) - IFA

## Grade 1: 2018-19 Interim Formative Assessment (IFA) Results: ELA Orange/Fall vs. Green/Winter

### Multiple Assessment Summary

Site: Pacific Grove USD  
Grade: All  
Teacher: All Teachers

Roster Date

Control Panel (05-22-2019)

Gender(s)

Male & Female

Reported Race

All Reported Races

Special Education

Special & Non Special

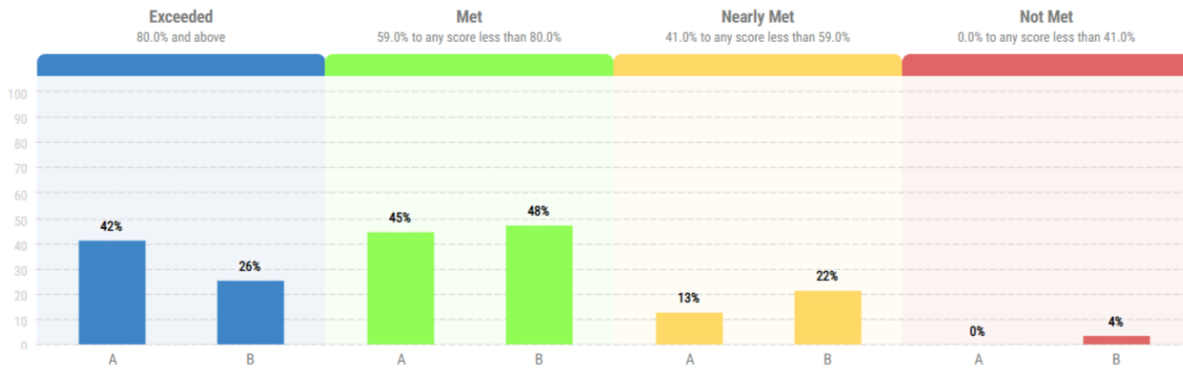
Socio-Economic

SED & Not SED

English Proficiencies

All

### Performance Band Comparison



#### Assessment Titles

A - Orange - Grade 1 ELA (2018-19) - IFA

B - Green - Grade 1 ELA (2018-19) - IFA

## Grade 1: 2018-19 Interim Formative Assessment (IFA) Results: Math Orange/Fall vs. Green/Winter

### Multiple Assessment Summary

Site: Pacific Grove USD  
Grade: All  
Teacher: All Teachers

Roster Date

Control Panel (05-22-2019)

Gender(s)

Male & Female

Reported Race

All Reported Races

Special Education

Special & Non Special

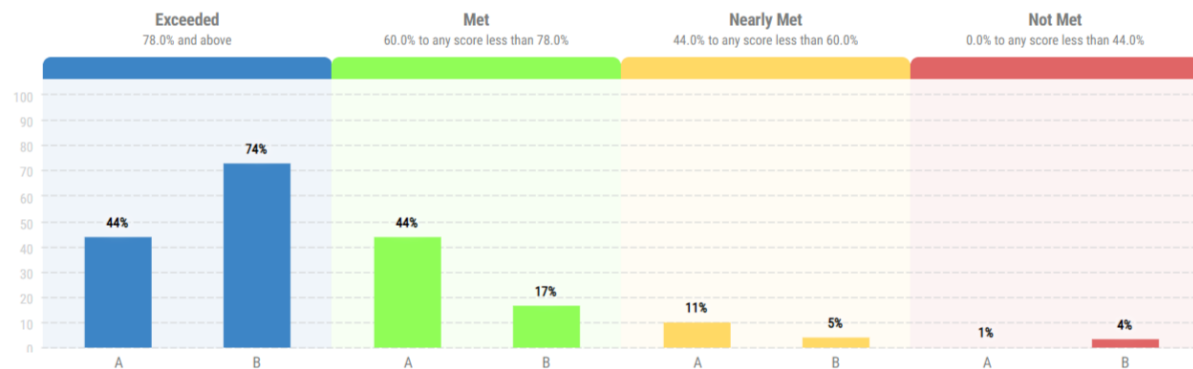
Socio-Economic

SED & Not SED

English Proficiencies

All

### Performance Band Comparison

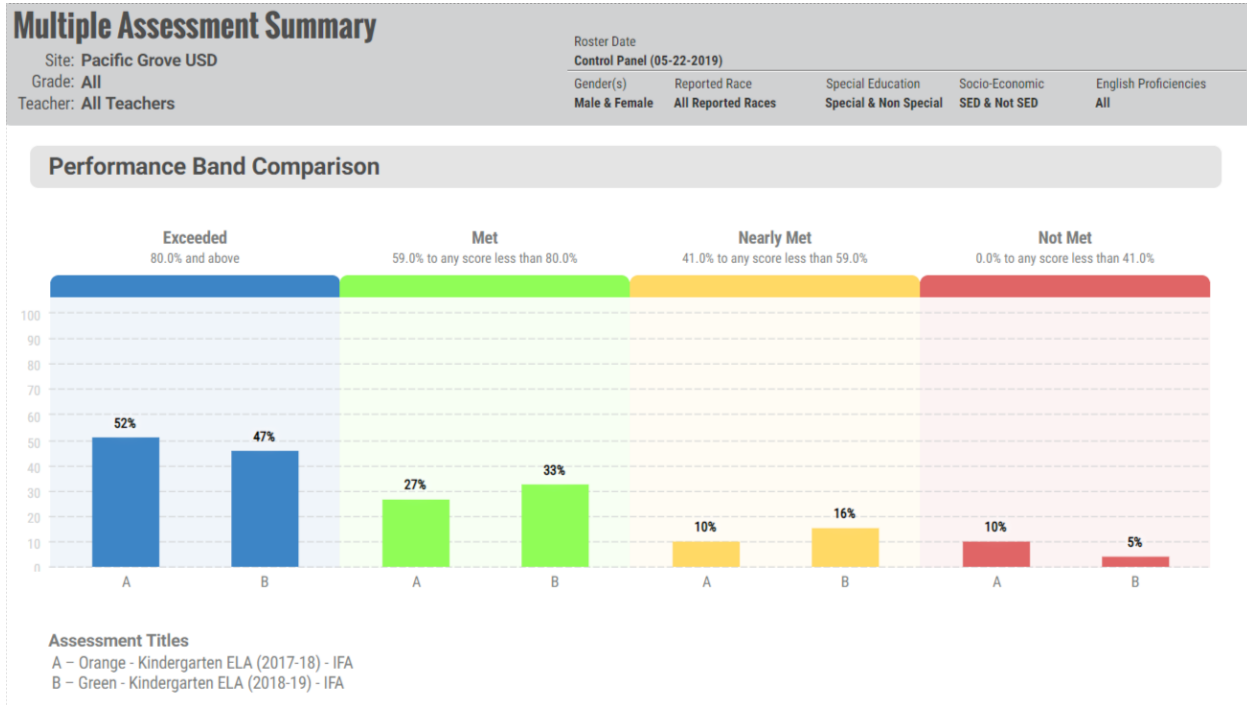


#### Assessment Titles

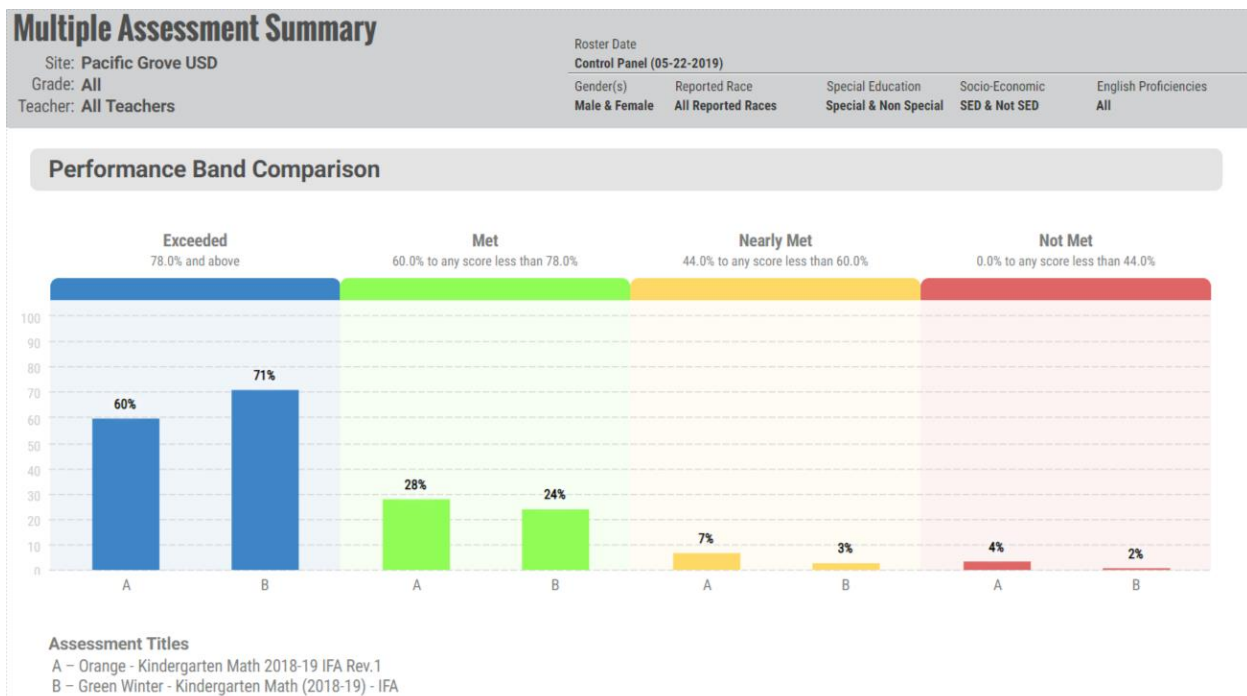
A - Orange - Grade 1 Math (2018-19) - IFA

B - Green - Grade 1 Math (2018-19) - IFA

## Grade K: 2018-19 Interim Formative Assessment (IFA) Results: ELA Orange/Fall vs. Green/Winter



## Grade K: 2018-19 Interim Formative Assessment (IFA) Results: Math Orange/Fall vs. Green/Winter



# Smarter Balanced Assessment Test Results for: District: Pacific Grove Unified

CDS Code: 27-66134-0000000

District: Pacific Grove Unified

County: Monterey

SUMMARY REPORT

CHANGE OVER TIME

## Report Options

Select Year:

2018

Select Student Group:

All Students (Default)

Apply Selections

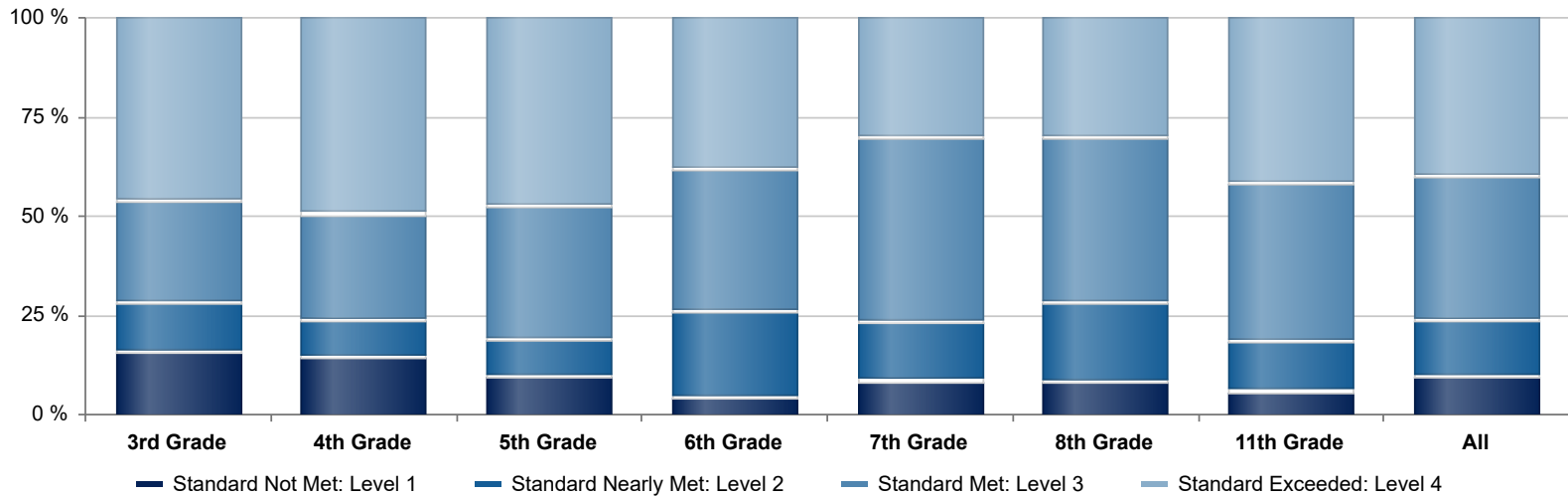
To learn more about the results displayed below, please visit [Understanding Results](#) page.

In order to protect student privacy, an asterisk (\*) will be displayed instead of a number on test results where 10 or fewer students had tested.

## Smarter Balanced Results (2018)

### ENGLISH LANGUAGE ARTS/LITERACY

#### Achievement Level Distribution



[English Language Arts/Literacy Achievement Level Descriptors](#)

#### Data Detail - All Students (accessible data)

#### Overall Achievement

Achievement Level	3rd Grade	4th Grade	5th Grade	6th Grade	7th Grade	8th Grade	11th Grade	All
# of Students Enrolled <sup>1</sup>	149	149	163	151	160	187	151	1,110




Achievement Level	3rd Grade	4th Grade	5th Grade	6th Grade	7th Grade	8th Grade	11th Grade	All
# of Students Tested <sup>(i)</sup>	145	139	159	150	155	180	142	1,070
# of Students With Scores <sup>(i)</sup>	145	139	159	150	155	180	142	1,070
Mean Scale Score	2470.0	2523.2	2570.9	2591.2	2600.8	2615.8	2657.2	N/A
Standard Exceeded: Level 4 <sup>(i)</sup>	46.90 %	50.36 %	48.43 %	38.67 %	30.32 %	30.56 %	42.25 %	40.65 %
Standard Met: Level 3 <sup>(i)</sup>	25.52 %	26.62 %	33.33 %	36.00 %	47.10 %	41.67 %	40.14 %	36.07 %
Standard Nearly Met: Level 2 <sup>(i)</sup>	11.72 %	8.63 %	8.81 %	21.33 %	14.19 %	19.44 %	11.97 %	13.93 %
Standard Not Met: Level 1 <sup>(i)</sup>	15.86 %	14.39 %	9.43 %	4.00 %	8.39 %	8.33 %	5.63 %	9.35 %

### English Language Arts/Literacy Scale Score Ranges


#### Areas

Area Achievement Level Descriptors provide a more detailed look at students' performance on the overall assessment. The results in these key areas for each subject are reported using the following three indicators: below standard, near standard, and above standard. The sum of the achievement level percentages may not add to 100% due to rounding.


#### READING: How well do students understand stories and information that they read?


	Area Performance Level	3rd Grade	4th Grade	5th Grade	6th Grade	7th Grade	8th Grade	11th Grade	All
	Above Standard <sup>(i)</sup>	44.14 %	49.64 %	44.03 %	47.33 %	44.52 %	40.00 %	50.70 %	45.51 %
	Near Standard <sup>(i)</sup>	39.31 %	38.85 %	45.91 %	40.67 %	43.23 %	43.33 %	42.25 %	42.06 %
	Below Standard <sup>(i)</sup>	16.55 %	11.51 %	10.06 %	12.00 %	12.26 %	16.67 %	7.04 %	12.43 %

#### WRITING: How well do students communicate in writing?

	Area Performance Level	3rd Grade	4th Grade	5th Grade	6th Grade	7th Grade	8th Grade	11th Grade	All
	Above Standard <sup>(i)</sup>	41.38 %	46.76 %	57.86 %	49.66 %	47.74 %	42.22 %	57.75 %	48.92 %
	Near Standard <sup>(i)</sup>	39.31 %	41.01 %	33.33 %	40.27 %	45.81 %	49.44 %	34.51 %	40.79 %
	Below Standard <sup>(i)</sup>	19.31 %	12.23 %	8.81 %	10.07 %	6.45 %	8.33 %	7.75 %	10.29 %

#### LISTENING: How well do students understand spoken information?

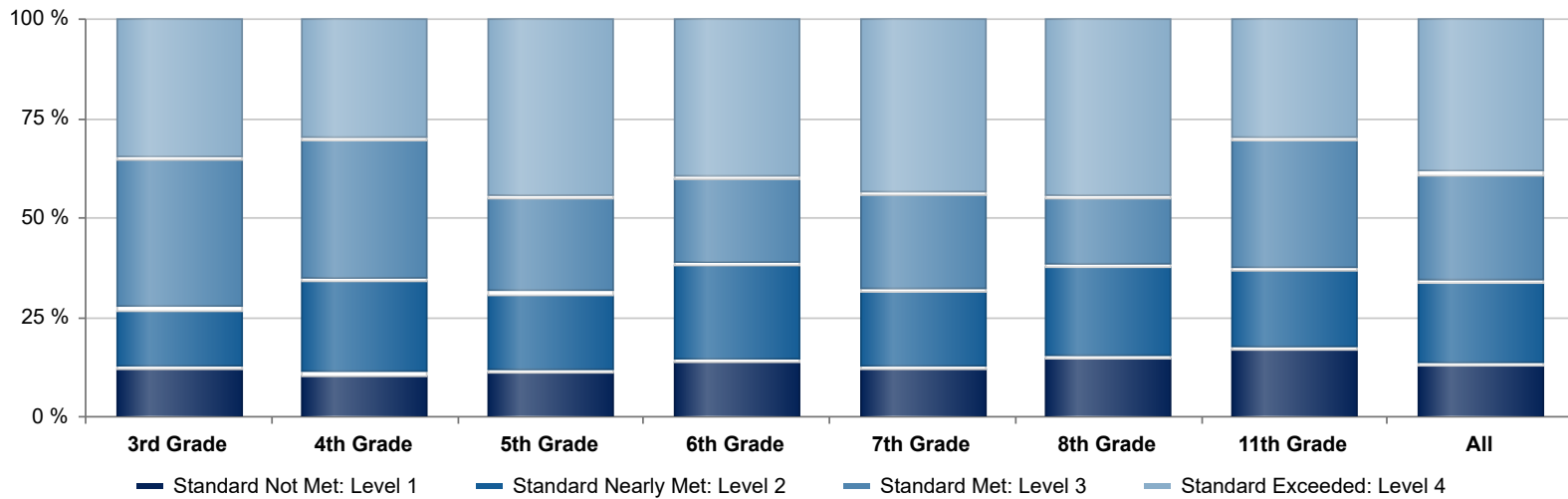
	Area Performance Level	3rd Grade	4th Grade	5th Grade	6th Grade	7th Grade	8th Grade	11th Grade	All
	Above Standard <sup>(i)</sup>	35.86 %	35.25 %	37.11 %	38.67 %	17.42 %	28.33 %	32.39 %	31.96 %
	Near Standard <sup>(i)</sup>	54.48 %	58.99 %	58.49 %	55.33 %	74.84 %	64.44 %	60.56 %	61.21 %
	Below Standard <sup>(i)</sup>	9.66 %	5.76 %	4.40 %	6.00 %	7.74 %	7.22 %	7.04 %	6.82 %

	Area Performance Level	3rd Grade	4th Grade	5th Grade	6th Grade	7th Grade	8th Grade	11th Grade	All
	Above Standard ⓘ	48.97 %	43.88 %	55.97 %	50.00 %	39.35 %	42.78 %	48.59 %	47.01 %
	Near Standard ⓘ	39.31 %	45.32 %	35.22 %	47.33 %	52.26 %	51.11 %	42.96 %	44.95 %
	Below Standard ⓘ	11.72 %	10.79 %	8.81 %	2.67 %	8.39 %	6.11 %	8.45 %	8.04 %

[English Language Arts/Literacy Area Achievement Level Descriptors](#)

## MATHEMATICS

### Achievement Level Distribution



[Mathematics Achievement Level Descriptors](#)

### Data Detail - All Students (accessible data)





### Overall Achievement

Achievement Level	3rd Grade	4th Grade	5th Grade	6th Grade	7th Grade	8th Grade	11th Grade	All
# of Students Enrolled ⓘ	149	149	163	151	160	187	151	1,110
# of Students Tested ⓘ	147	141	160	150	157	180	144	1,079
# of Students With Scores ⓘ	147	141	160	150	157	180	144	1,079
Mean Scale Score	2471.7	2506.8	2562.3	2574.5	2605.9	2626.6	2653.0	N/A
Standard Exceeded: Level 4 ⓘ	35.37 %	30.50 %	45.63 %	40.67 %	44.59 %	45.56 %	30.56 %	39.39 %
Standard Met: Level 3 ⓘ	38.10 %	35.46 %	23.75 %	21.33 %	24.20 %	16.67 %	32.64 %	26.97 %
Standard Nearly Met: Level 2 ⓘ	14.29 %	23.40 %	19.38 %	24.00 %	19.11 %	22.78 %	19.44 %	20.39 %
Standard Not Met: Level 1 ⓘ	12.24 %	10.64 %	11.25 %	14.00 %	12.10 %	15.00 %	17.36 %	13.25 %





## Areas

Area Achievement Level Descriptors provide a more detailed look at students' performance on the overall assessment. The results in these key areas for each subject are reported using the following three indicators: below standard, near standard, and above standard. The sum of the achievement level percentages may not add to 100% due to rounding.





**CONCEPTS & PROCEDURES: How well do students use mathematical rules and ideas?**

	Area Performance Level	3rd Grade	4th Grade	5th Grade	6th Grade	7th Grade	8th Grade	11th Grade	All
	Above Standard 	53.06 %	43.26 %	56.25 %	46.67 %	54.78 %	51.11 %	47.22 %	50.51 %
	Near Standard 	32.65 %	36.88 %	25.63 %	30.00 %	27.39 %	32.22 %	25.69 %	30.03 %
	Below Standard 	14.29 %	19.86 %	18.13 %	23.33 %	17.83 %	16.67 %	27.08 %	19.46 %

**PROBLEM SOLVING AND MODELING & DATA ANALYSIS: How well can students show and apply their problem solving skills?**

	Area Performance Level	3rd Grade	4th Grade	5th Grade	6th Grade	7th Grade	8th Grade	11th Grade	All
	Above Standard 	41.50 %	37.59 %	46.88 %	38.67 %	42.04 %	45.56 %	38.19 %	41.71 %
	Near Standard 	46.26 %	48.23 %	40.00 %	45.33 %	42.04 %	40.56 %	46.53 %	43.93 %
	Below Standard 	12.24 %	14.18 %	13.13 %	16.00 %	15.92 %	13.89 %	15.28 %	14.37 %

**COMMUNICATING REASONING: How well can students think logically and express their thoughts in order to solve a problem?**

	Area Performance Level	3rd Grade	4th Grade	5th Grade	6th Grade	7th Grade	8th Grade	11th Grade	All
	Above Standard 	47.62 %	42.55 %	40.63 %	41.33 %	43.95 %	40.56 %	43.06 %	42.72 %
	Near Standard 	38.78 %	45.39 %	42.50 %	37.33 %	45.22 %	44.44 %	40.97 %	42.17 %
	Below Standard 	13.61 %	12.06 %	16.88 %	21.33 %	10.83 %	15.00 %	15.97 %	15.11 %

[Mathematics Area Achievement Level Descriptors](#)

# College/ Career Indicator Reports & Data

## Pacific Grove Unified (Monterey County, CA)

[Return to Search](#)

[View other reports for this District](#)

Select Graduating Class: Class of 2018 ▼

The College/Career Indicator (CCI) is based on the four-year graduation cohort and the DASS graduation rate. It uses both college and career measures to evaluate how well districts and schools are preparing students for success after high school. (Note: For LEAs serving both comprehensive and DASS high schools, their CCI will be based on both the four-year graduation cohort and DASS graduation rate.) The Class of 2017 data was used as Status for the 2018 Dashboard.

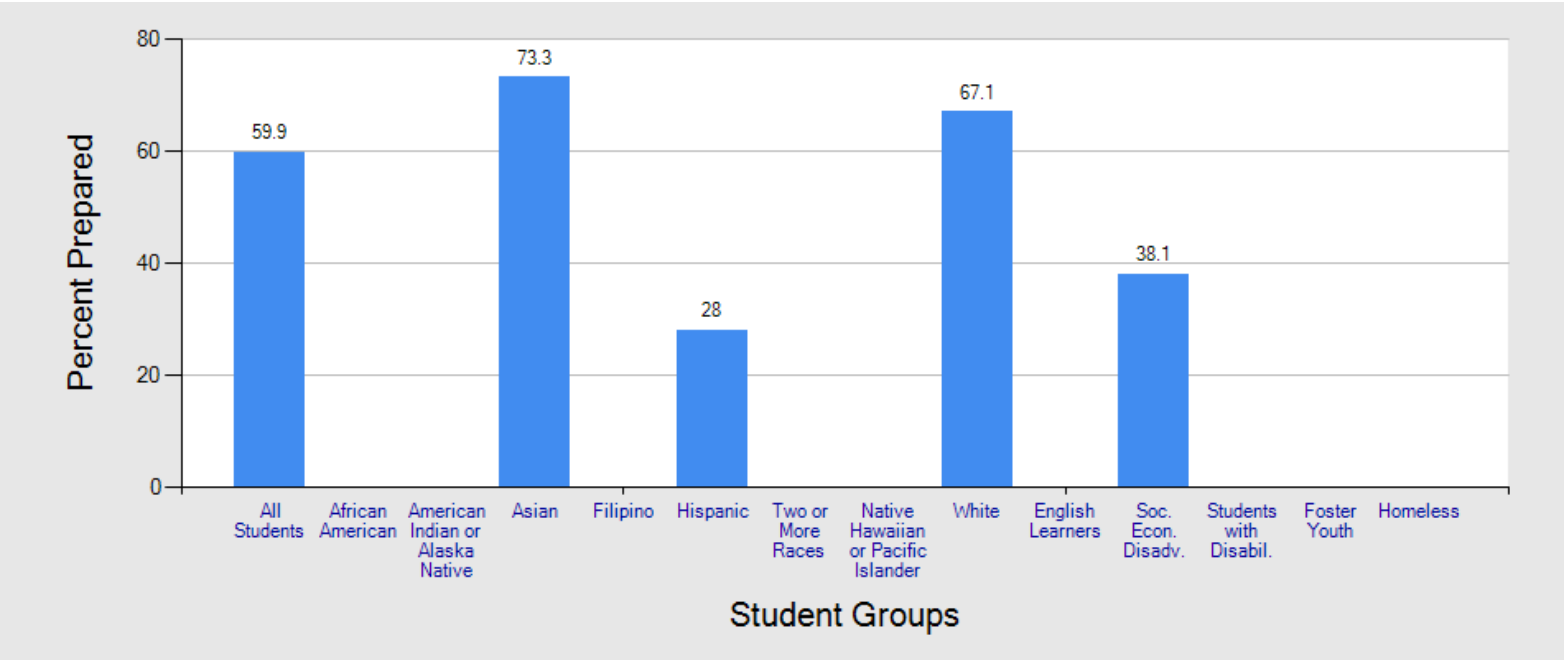
This report displays the number and percent of students that met each of the measures in the CCI Prepared and Approaching Prepared Levels. Students can meet more than one measure in each CCI level. As a result, the tables contain duplicative counts.

More information on the CCI measures is provided in the Dashboard Technical Guide located on the [California School Dashboard and System of Support Web page](#).

### Number of Students in the Four-Year Cohort or DASS Graduation Rate by Student Group

All Students	African American	American Indian	Asian	Filipino	Hispanic	Pacific Islander	White	Two or More Races	English Learners	Socio-economic Disadvantaged	Students with Disabilities	Foster Students	Homeless Students
137	1	*	15	4	25	3	76	10	3	42	9	1	1
100.0%	0.7%	*	10.9%	2.9%	18.2%	2.2%	55.5%	7.3%	2.2%	30.7%	6.6%	0.7%	0.7%

### Percent Prepared by Student Groups



All Students	African American	American Indian	Asian	Filipino	Hispanic	Pacific Islander	White	Two or More Races	English Learners	Socio-economic Disadvantaged	Students with Disabilities	Foster Students	Homeless Students
82	*	*	11	*	7	*	51	*	*	16	*	*	*
59.9%	*	*	73.3%	*	28.0%	*	67.1%	*	*	38.1%	*	*	*

Note: An asterisk (\*) indicates that the student group consists of 0 or less than 11 students, the minimum size for any reporting. Percentages are based on a denominator of all four-year graduation cohort students in each student group.

## Prepared Students: Met via Career Technical Education

- Career Technical Education (CTE) Pathway Completion with a C minus or better in the Capstone Course plus one of the following measures:
- Smarter Balanced Summative Assessments: At least a Level 3 "Standard Met" on ELA or Mathematics and at least a Level 2 "Standard Nearly Met" in the other subject area
  - One semester/two quarters of college coursework with grade C- or better in Academic/CTE subjects where college credit is awarded.

All Students	African American	American Indian	Asian	Filipino	Hispanic	Pacific Islander	White	Two or More Races	English Learners	Socio-economic Disadvantaged	Students with Disabilities	Foster Students	Homeless Students
4	*	*	*	*	*	*	3	*	*	1	*	*	*
4.9%	*	*	0.0%	*	0.0%	*	5.9%	*	*	6.3%	*	*	*

Note: An asterisk (\*) indicates that the student group consists of 0 or less than 11 students, the minimum size for any reporting. Percentages are based on a denominator of all four-year graduation cohort students who met Prepared in each student group.

## Prepared Students: Met via Scoring Level 3

At least a Level 3 "Standard Met" on both ELA and Mathematics on Smarter Balanced Summative Assessments.

All Students	African American	American Indian	Asian	Filipino	Hispanic	Pacific Islander	White	Two or More Races	English Learners	Socio-economic Disadvantaged	Students with Disabilities	Foster Students	Homeless Students
65	*	*	8	*	5	*	43	*	*	14	*	*	*
79.3%	*	*	72.7%	*	71.4%	*	84.3%	*	*	87.5%	*	*	*

Note: An asterisk (\*) indicates that the student group consists of 0 or less than 11 students, the minimum size for any reporting. Percentages are based on a denominator of all four-year graduation cohort students who met Prepared in each student group.

## Prepared Students: Met via College Coursework

Completion of two semesters/three quarters of college coursework with a grade of C- or better in Academic/CTE subjects where college credit is awarded.

All Students	African American	American Indian	Asian	Filipino	Hispanic	Pacific Islander	White	Two or More Races	English Learners	Socio-economic Disadvantaged	Students with Disabilities	Foster Students	Homeless Students
*	*	*	*	*	*	*	*	*	*	*	*	*	*

0.0%	*	*	0.0%	*	0.0%	*	0.0%	*	*	0.0%	*	*	*
------	---	---	------	---	------	---	------	---	---	------	---	---	---

Public Hearing II

Note: An asterisk (\*) indicates that the student group consists of 0 or less than 11 students, the minimum size for any reporting. Percentages are based on a denominator of all four-year graduation cohort students who met Prepared in each student group.

## Prepared Students: Met via Advanced Placement

A score of 3 on two Advanced Placement (AP) Exams.

All Students	African American	American Indian	Asian	Filipino	Hispanic	Pacific Islander	White	Two or More Races	English Learners	Socio-economic Disadvantaged	Students with Disabilities	Foster Students	Homeless Students
43	*	*	8	*	3	*	25	*	*	8	*	*	*
52.4%	*	*	72.7%	*	42.9%	*	49.0%	*	*	50.0%	*	*	*

Note: An asterisk (\*) indicates that the student group consists of 0 or less than 11 students, the minimum size for any reporting. Percentages are based on a denominator of all four-year graduation cohort students who met Prepared in each student group.

## Prepared Students: Met via International Baccalaureate

A score of 4 on two International Baccalaureate (IB) Exams.

All Students	African American	American Indian	Asian	Filipino	Hispanic	Pacific Islander	White	Two or More Races	English Learners	Socio-economic Disadvantaged	Students with Disabilities	Foster Students	Homeless Students
*	*	*	*	*	*	*	*	*	*	*	*	*	*
0.0%	*	*	0.0%	*	0.0%	*	0.0%	*	*	0.0%	*	*	*

Note: An asterisk (\*) indicates that the student group consists of 0 or less than 11 students, the minimum size for any reporting. Percentages are based on a denominator of all four-year graduation cohort students who met Prepared in each student group.

## Prepared Students: Met via a-g Coursework

Completion of courses that meet the University of California (UC) or California State University (CSU) a–g criteria with a grade of C- or better, plus one of the following criteria:

- CTE Pathway completion with a C- or better on the capstone course
- Smarter Balanced Summative Assessments: At least a Level 3 “Standard Met” on ELA or Mathematics and at least a Level 2 “Standard Nearly Met” in the other subject area.
- One semester/two quarters of college coursework with a grade of C- or better in Academic/CTE subjects where college credit is awarded.
- A score of 3 on one AP Exam OR a score of 4 on one IB Exam.

All Students	African American	American Indian	Asian	Filipino	Hispanic	Pacific Islander	White	Two or More Races	English Learners	Socio-economic Disadvantaged	Students with Disabilities	Foster Students	Homeless Students
74	*	*	11	*	5	*	45	*	*	14	*	*	*
90.2%	*	*	100.0%	*	71.4%	*	88.2%	*	*	87.5%	*	*	*

Note: An asterisk (\*) indicates that the student group consists of 0 or less than 11 students, the minimum size for any reporting. Percentages are based on a denominator of all four-year graduation cohort students who met Prepared in each student group.

## Prepared Students: Met via State Seal of Biliteracy

Earned the State Seal of Biliteracy and Scoring Level 3 "Standard Met" or higher on the English Language arts/literacy Smarter Balanced summative Assessment.

All Students	African American	American Indian	Asian	Filipino	Hispanic	Pacific Islander	White	Two or More Races	English Learners	Socio-economic Disadvantaged	Students with Disabilities	Foster Students	Homeless Students
14	*	*	2	*	3	*	7	*	*	2	*	*	*
17.1%	*	*	18.2%	*	42.9%	*	13.7%	*	*	12.5%	*	*	*

Note: An asterisk (\*) indicates that the student group consists of 0 or less than 11 students, the minimum size for any reporting. Percentages are based on a denominator of all four-year graduation cohort students who met Prepared in each student group.

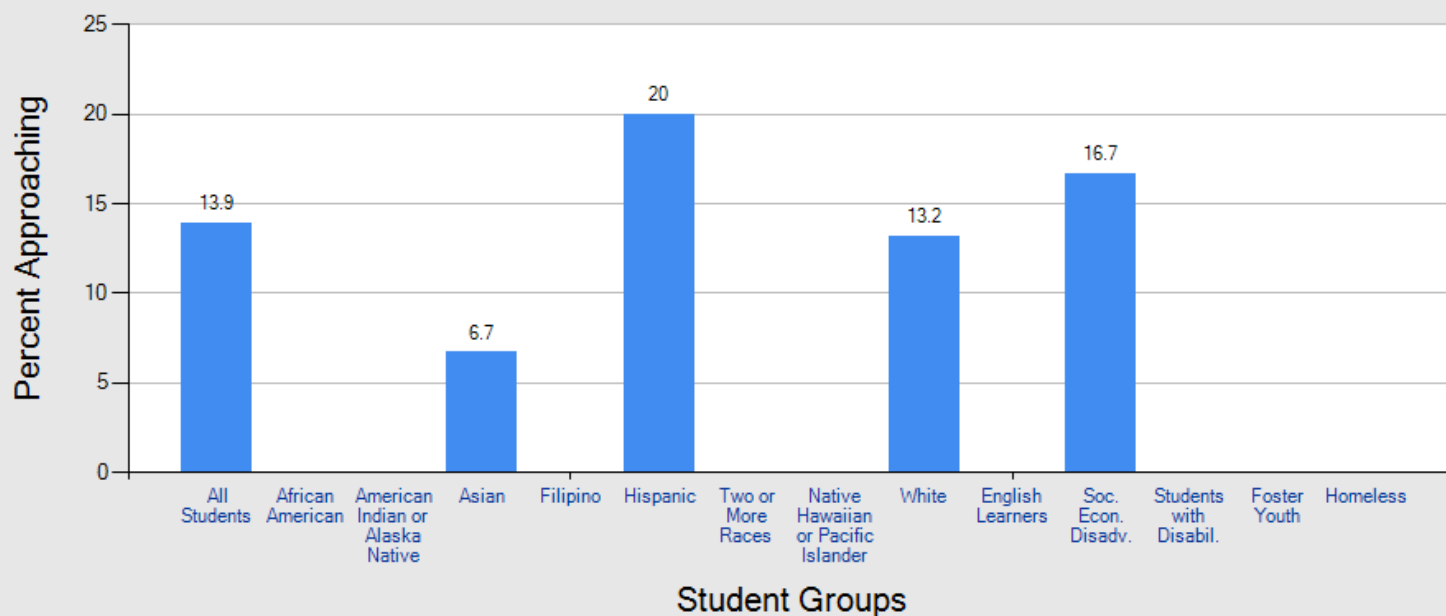
## Prepared Students: Met via Leadership/Military Science

Earned by completing at least two years of Leadership/Military Science and Scoring Level 3 "Standard Met" or higher on ELA or Mathematics and Level 2 "Standard Nearly Met" or higher in the other subject area.

All Students	African American	American Indian	Asian	Filipino	Hispanic	Pacific Islander	White	Two or More Races	English Learners	Socio-economic Disadvantaged	Students with Disabilities	Foster Students	Homeless Students
*	*	*	*	*	*	*	*	*	*	*	*	*	*
0.0%	*	*	0.0%	*	0.0%	*	0.0%	*	*	0.0%	*	*	*

Note: An asterisk (\*) indicates that the student group consists of 0 or less than 11 students, the minimum size for any reporting. Percentages are based on a denominator of all four-year graduation cohort students who met Prepared in each student group.

## Percent Approaching Prepared by Student Groups



## Number and Percent of Students In the Cohort (Approaching Prepared)

Public Hearing II

All Students	African American	American Indian	Asian	Filipino	Hispanic	Pacific Islander	White	Two or More Races	English Learners	Socio-economic Disadvantaged	Students with Disabilities	Foster Students	Homeless Students
19	*	*	1	*	5	*	10	*	*	7	*	*	*
13.9%	*	*	6.7%	*	20.0%	*	13.2%	*	*	16.7%	*	*	*

Note: An asterisk (\*) indicates that the student group consists of 0 or less than 11 students, the minimum size for any reporting. Percentages are based on a denominator of all four-year graduation cohort students in each student group.

## Approaching Prepared Students: Met via Career Technical Education

CTE Pathway Completion with a C- or better on the capstone course.

All Students	African American	American Indian	Asian	Filipino	Hispanic	Pacific Islander	White	Two or More Races	English Learners	Socio-economic Disadvantaged	Students with Disabilities	Foster Students	Homeless Students
3	*	*	*	*	*	*	2	*	*	2	*	*	*
15.8%	*	*	0.0%	*	0.0%	*	20.0%	*	*	28.6%	*	*	*

Note: An asterisk (\*) indicates that the student group consists of 0 or less than 11 students, the minimum size for any reporting. Percentages are based on a denominator of all four-year graduation cohort students who met Approaching Prepared in each student group.

## Approaching Prepared Students: Met via Scoring Level 2

Scored at least Level 2 "Standard Nearly Met" on both the ELA and Mathematics Smarter Balanced Summative Assessments.

All Students	African American	American Indian	Asian	Filipino	Hispanic	Pacific Islander	White	Two or More Races	English Learners	Socio-economic Disadvantaged	Students with Disabilities	Foster Students	Homeless Students
11	*	*	1	*	4	*	5	*	*	5	*	*	*
57.9%	*	*	100.0%	*	80.0%	*	50.0%	*	*	71.4%	*	*	*

Note: An asterisk (\*) indicates that the student group consists of 0 or less than 11 students, the minimum size for any reporting. Percentages are based on a denominator of all four-year graduation cohort students who met Approaching Prepared in each student group.

## Approaching Prepared Students: Met via College Coursework

Completion of one semester/two quarters of college coursework with a grade of C- or better in Academic/CTE subjects where college credit is awarded.

All Students	African American	American Indian	Asian	Filipino	Hispanic	Pacific Islander	White	Two or More Races	English Learners	Socio-economic Disadvantaged	Students with Disabilities	Foster Students	Homeless Students
*	*	*	*	*	*	*	*	*	*	*	*	*	*
0.0%	*	*	0.0%	*	0.0%	*	0.0%	*	*	0.0%	*	*	*



Note: An asterisk (\*) indicates that the student group consists of 0 or less than 11 students, the minimum size for any reporting. Percentages are based on a denominator of all four-year graduation cohort students who met Approaching Prepared in each student group.

## Approaching Prepared Students: Met via a-g Coursework

Completion of courses that meet the UC or CSU a-g criteria with a C minus or better.

All Students	African American	American Indian	Asian	Filipino	Hispanic	Pacific Islander	White	Two or More Races	English Learners	Socio-economic Disadvantaged	Students with Disabilities	Foster Students	Homeless Students
5	*	*	*	*	1	*	3	*	*	*	*	*	*
26.3%	*	*	0.0%	*	20.0%	*	30.0%	*	*	0.0%	*	*	*

Note: An asterisk (\*) indicates that the student group consists of 0 or less than 11 students, the minimum size for any reporting. Percentages are based on a denominator of all four-year graduation cohort students who met Approaching Prepared in each student group.

## Approaching Prepared Students: Met via Leadership/Military Science

Earned by completing at least two years of Leadership/Military Science.

All Students	African American	American Indian	Asian	Filipino	Hispanic	Pacific Islander	White	Two or More Races	English Learners	Socio-economic Disadvantaged	Students with Disabilities	Foster Students	Homeless Students
*	*	*	*	*	*	*	*	*	*	*	*	*	*
0.0%	*	*	0.0%	*	0.0%	*	0.0%	*	*	0.0%	*	*	*

Note: An asterisk (\*) indicates that the student group consists of 0 or less than 11 students, the minimum size for any reporting. Percentages are based on a denominator of all four-year graduation cohort students who met Approaching Prepared in each student group.

# Pacific Grove Unified

Generate PDF Report 

Back to Overview

2018

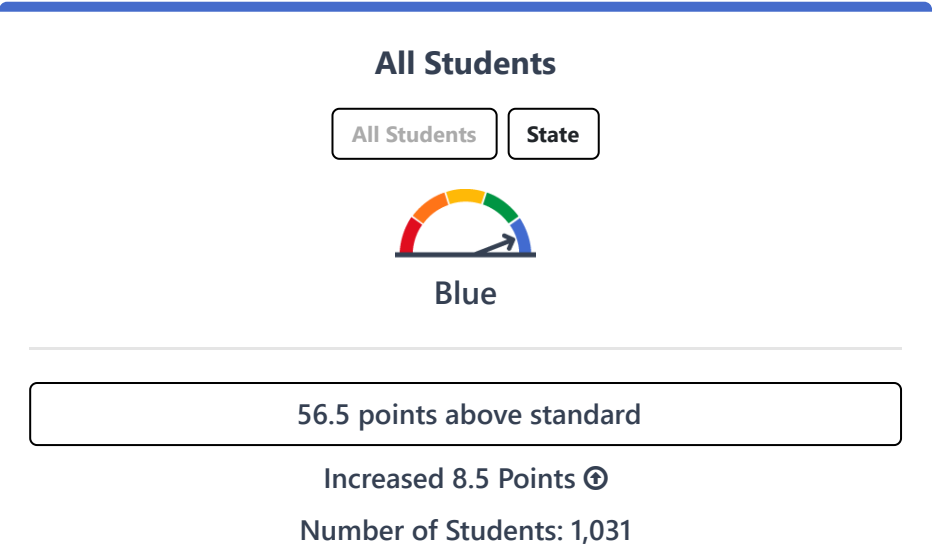
## Academic Performance

View student assessment results and other aspects of school performance under the California Accountability System.

### English Language Arts

#### All Students

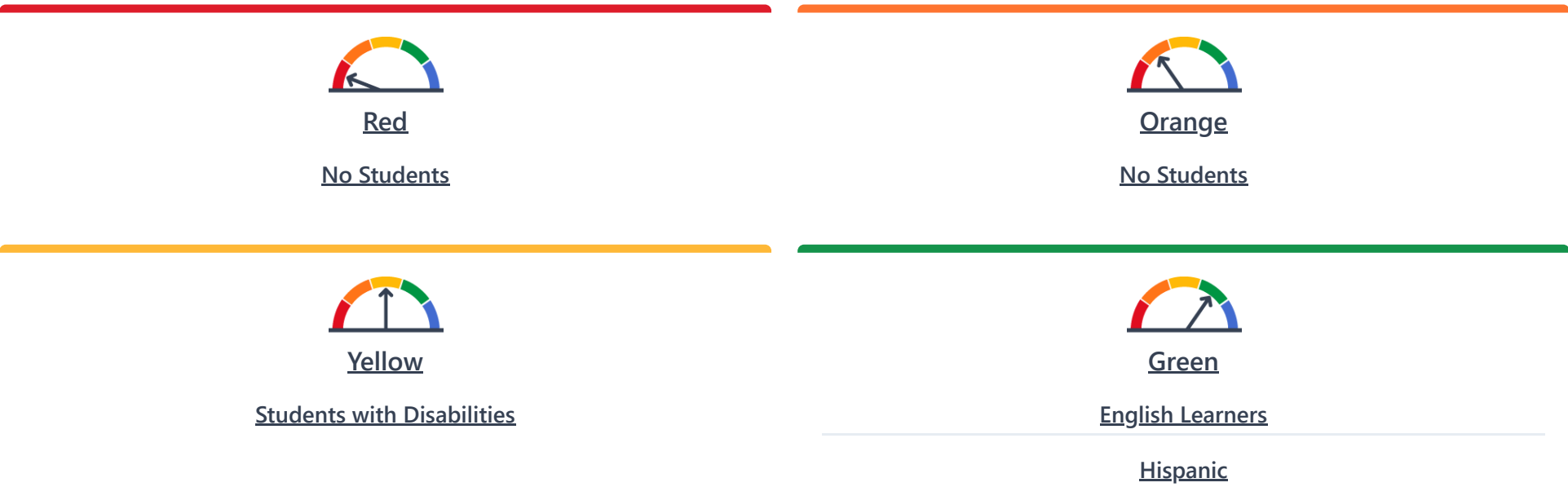
Explore how well students are meeting grade-level standards on the English Language Arts assessment. This measure is based on student performance on the Smarter Balanced Summative Assessment, which is taken annually by students in grades 3–8 and grade 11.



#### Student Group Details

##### All Student Groups by Performance Level

7 Total Student Groups





Blue

Asian

Two or More Races

Socioeconomically Disadvantaged

White



No Performance Color

African American

American Indian

Filipino

Foster Youth

Homeless

Pacific Islander

### Explore Groups By Performance Level

Red 0   Orange 0   Yellow 1   Green 2   Blue 4   No Performance Color 6

#### Students with Disabilities

Student Group   State



Yellow

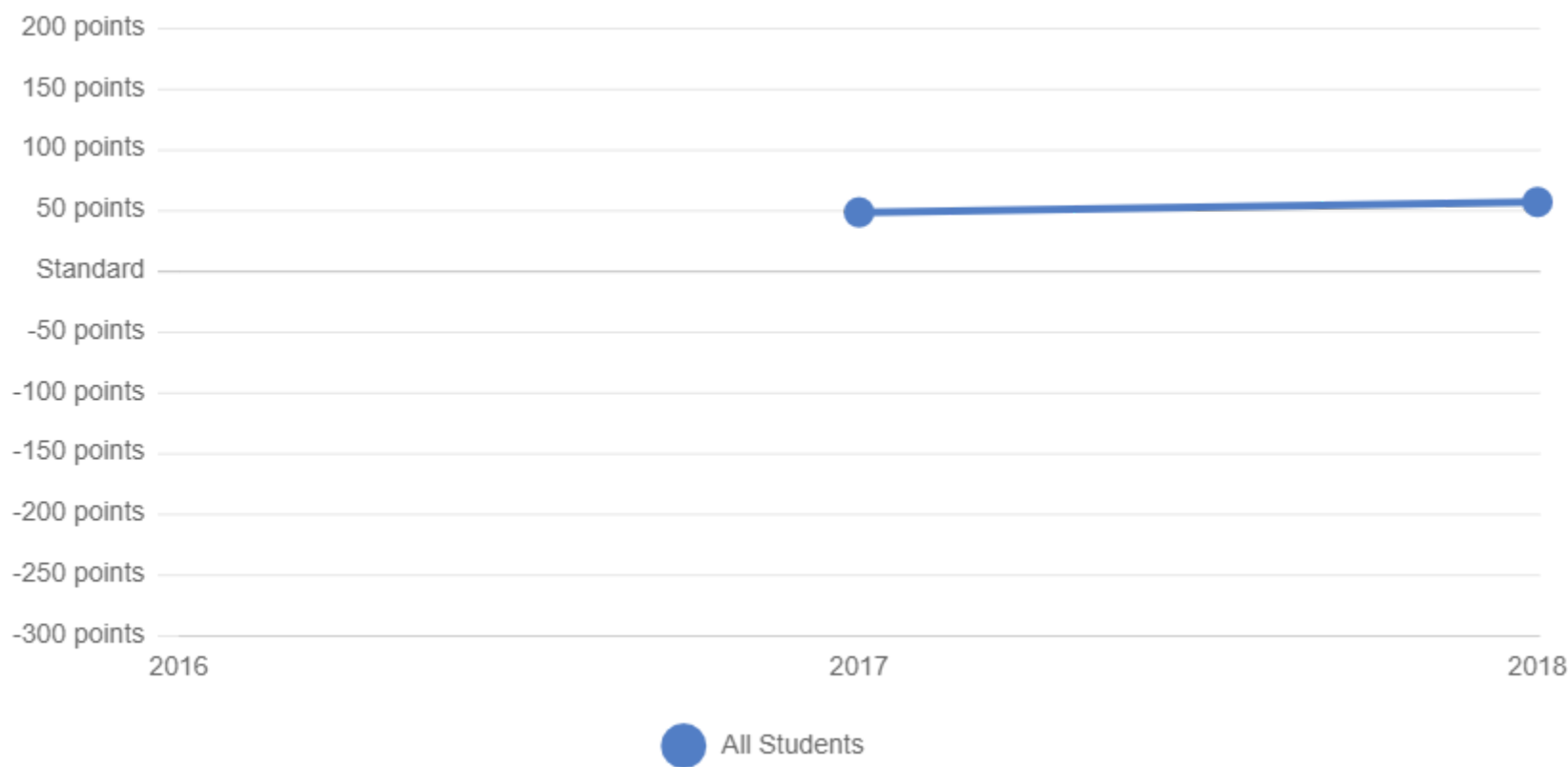
32.6 points below standard

Increased 3.2 Points ⓘ

Number of Students: 146

### Distance From Standard (English Language Arts)

Distance from Standard measures how far, on average, students are from the lowest possible score for Standard Met. The Smarter Balanced Consortium has identified Standard Met as demonstrating the knowledge and skills necessary for students to be on track for college and career readiness at their grade level.



### English Language Arts Data Comparisons: English Learners

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

Current English Learners

12 points above standard

Increased 20.7 Points ↗

Number of Students: 53

Reclassified English Learners

12.7 points above standard

Maintained -0.6 Points ↔

Number of Students: 58

English Only

60.6 points above standard

Increased 8.5 Points ↗

Number of Students: 829

Mathematics

All Students

Explore 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.

All Students

All Students

State



32.4 points above standard

Increased 12.7 Points ↗

Number of Students: 1,035

Student Group Details

All Student Groups by Performance Level

7 Total Student Groups



No Students



No Students



Students with Disabilities



English Learners

Hispanic

Socioeconomically Disadvantaged



Blue

Asian

Two or More Races

White



No Performance Color

African American

American Indian

Filipino

Foster Youth

Homeless

Pacific Islander

## Explore Groups By Performance Level

Red 0   Orange 0   Yellow 1   Green 3   Blue 3   No Performance Color 6

### Students with Disabilities

Student Group   State



Yellow

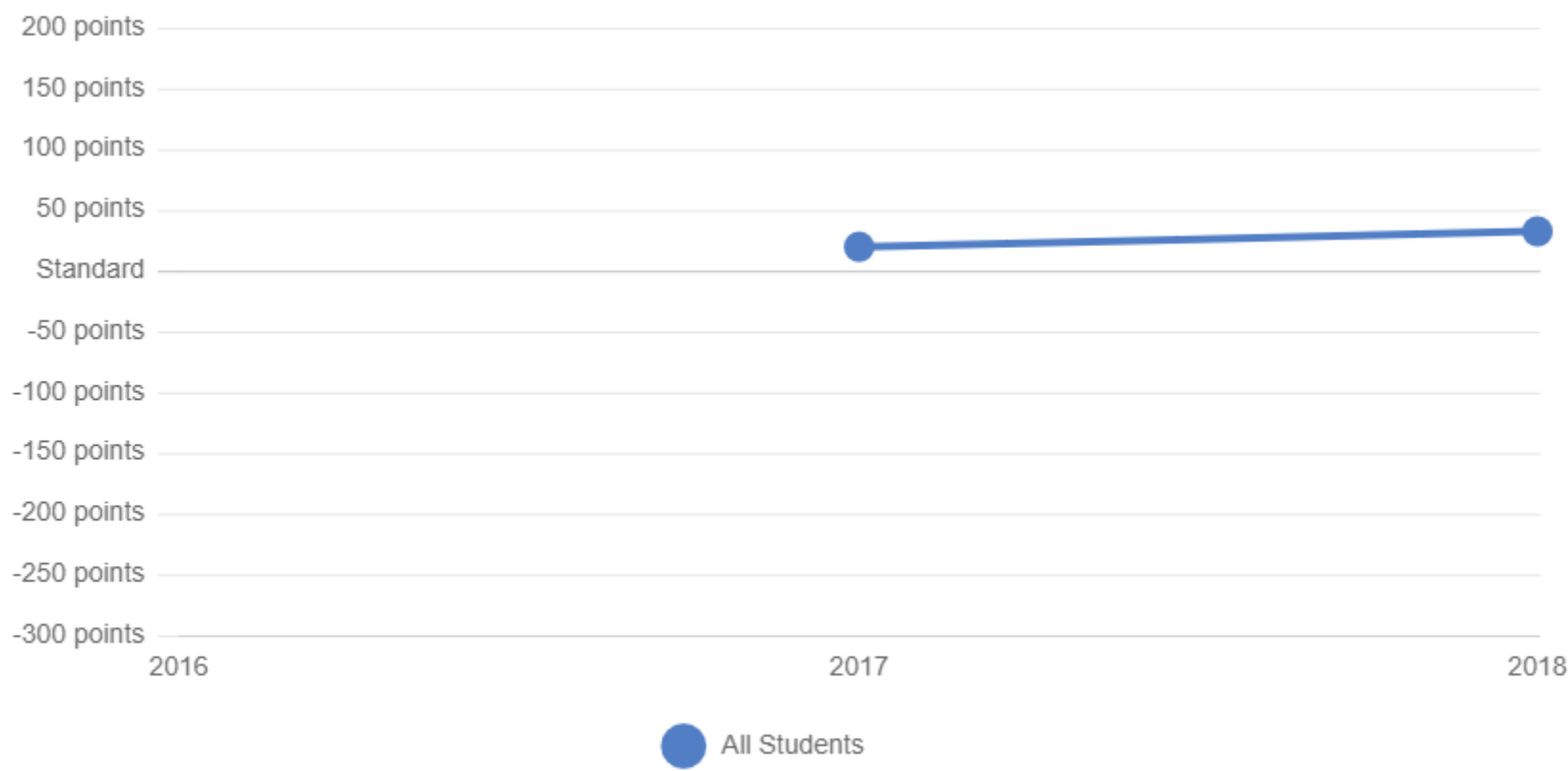
63.7 points below standard

Increased 5.6 Points ⓘ

Number of Students: 144

## Distance From Standard (Mathematics)

Distance from Standard measures how far, on average, students are from the lowest possible score for Standard Met. The Smarter Balanced Consortium has identified Standard Met as demonstrating the knowledge and skills necessary for students to be on track for college and career readiness at their grade level.



## Mathematics Data Comparisons: English Learners

Additional information on distance from standard for current English learners, prior or Reclassified English learners, and English Only students in mathematics.

Current English Learners

7 points below standard

Increased 20 Points 

Number of Students: 53

Reclassified English Learners

9.3 points below standard

Increased 7.5 Points 

Number of Students: 58

English Only

35.4 points above standard

Increased 11.3 Points 

Number of Students: 831

English Learner Progress

[LEARN MORE](#)

English Learner Progress

All Students

State

English Language Proficiency Assessments for California Results

Number of Students: 79

Level 4 - Well Developed  
49.4%

Level 3 - Moderately Developed  
22.8%

Level 2 - Somewhat Developed  
15.2%

Level 1 - Beginning Stage  
12.7%

College/Career

All Students

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

All Students

All Students

State





Yellow



Declined 8.7% ⓘ

Number of Students: 137

# Student Group Details

## All Student Groups by Performance Level

1 Total Student Group



Red

No Students



Orange

No Students



Yellow

White



Green

No Students



Blue

No Students



No Performance Color

African American

Asian

English Learners

Filipino

Foster Youth

Hispanic

Homeless

Two or More Races

Pacific Islander

Socioeconomically Disadvantaged

Students with Disabilities

## Explore Groups By Performance Level

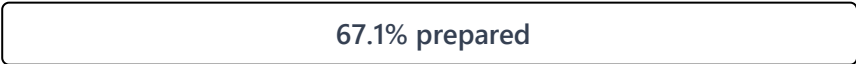
Red 0   Orange 0   Yellow 1   Green 0   Blue 0   No Performance Color 11

White

Student Group   State



Yellow

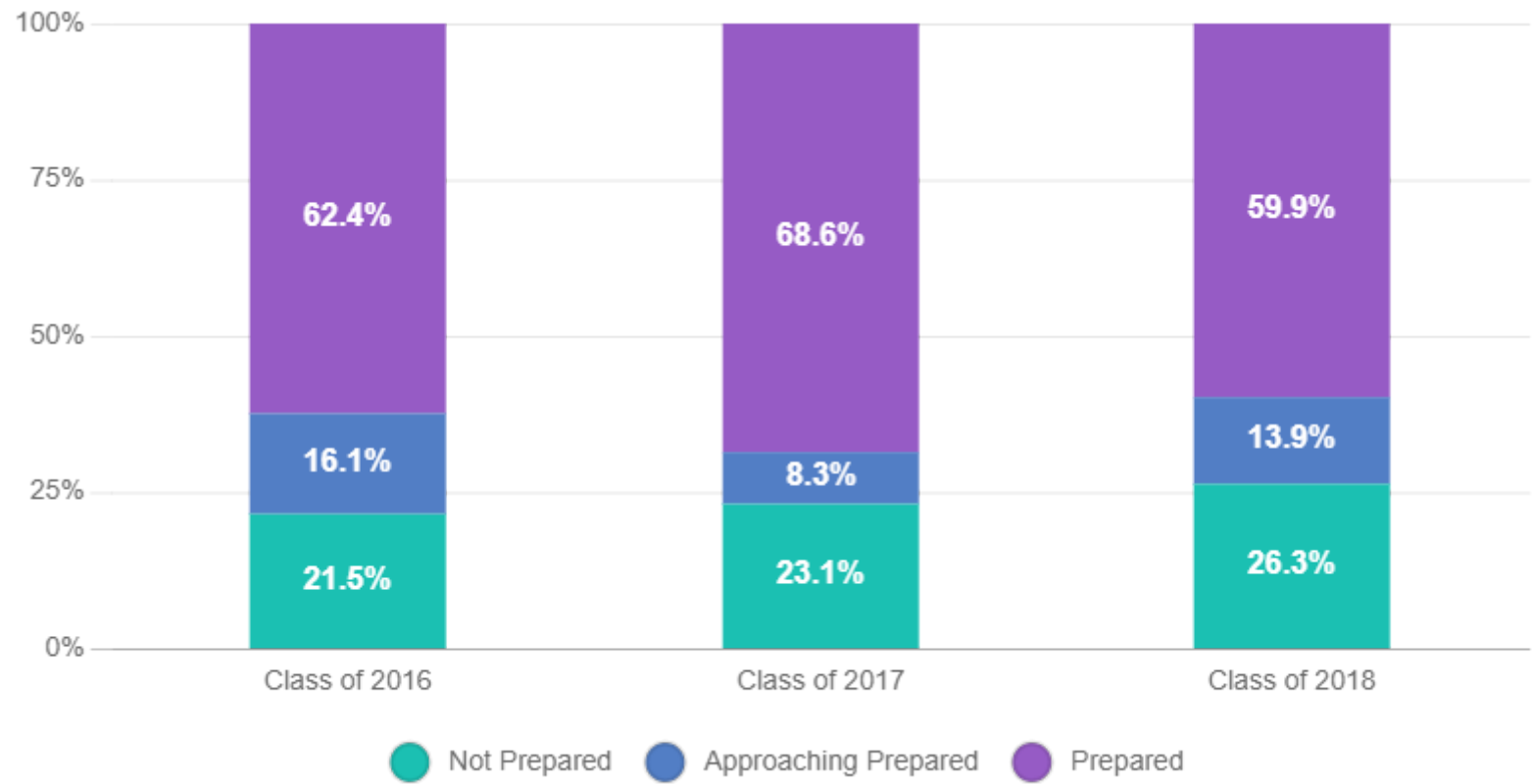


Declined 3.9% ⓘ

Number of Students: 76

College/Career

The percent of students per year that qualify as Not Prepared, Approaching Prepared, and Prepared.



Local Indicators

STANDARD MET

Implementation of Academic Standards

This measure covers the implementation of state academic standards.

[View More Information](#)



Questions or comments?

Email Us

Copyright 2017 ©  
California Department of Education



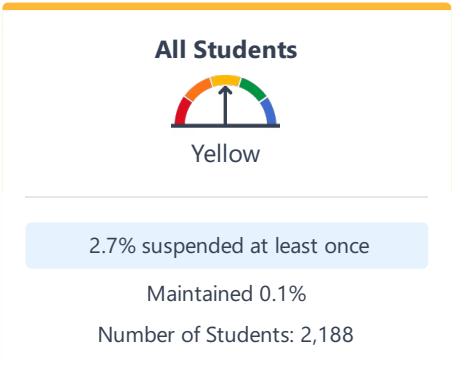
Conditions and Climate

View data related to the attitudes, behaviors, and performance of students.

Suspension Rate

All Students

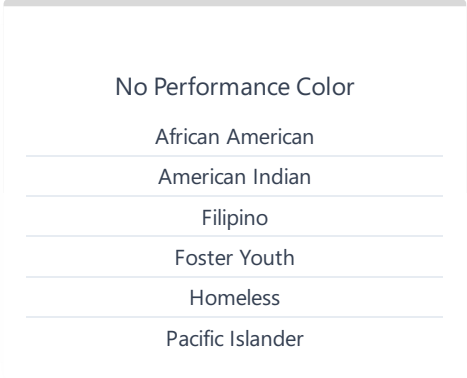
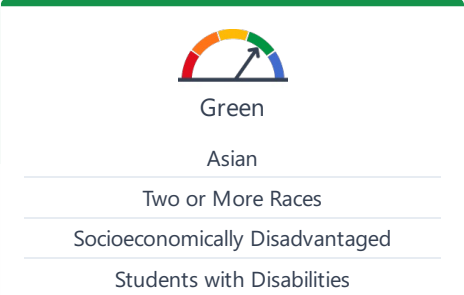
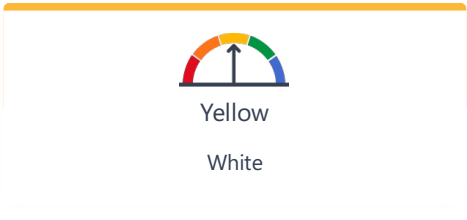
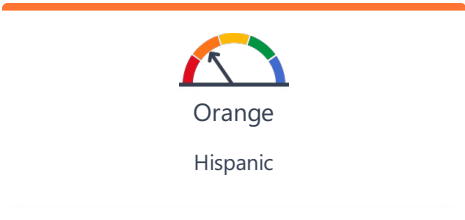
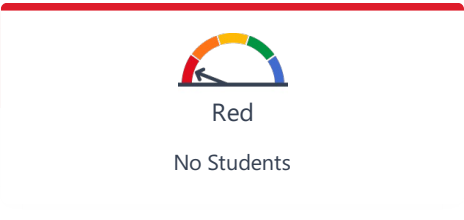
Explore information about the percentage of students in kindergarten through grade 12 who have been suspended at least once in a given school year. Students who are suspended multiple times are only counted once.



Student Group Details

All Student Groups by Performance Level

7 Total Student Groups



### African American

No Performance Color

7.1% suspended at least once

Declined 6.7% ▼

Number of Students: 28

### American Indian

No Performance Color

Less than 11 students - data not displayed for privacy

Number of Students: 7

### English Learner II

No Performance Color

0% suspended at least once

Declined 2.9% ▼

Number of Students: 25

### Foster Youth

No Performance Color

Less than 11 students - data not displayed for privacy

Number of Students: 9

### Homeless

No Performance Color

Less than 11 students - data not displayed for privacy

Number of Students: 2

### Pacific Islander

No Performance Color

6.7% suspended at least once

Increased 6.7% ▲

Number of Students: 15

### Hispanic



Orange

3.6% suspended at least once

Increased 0.6% ▲

Number of Students: 391

### White



Yellow

2.5% suspended at least once

Increased 0.3% ▲

Number of Students: 1,279

### Asian



Green

1.2% suspended at least once

Maintained 0.2%

Number of Students: 170

### Two or More Races



Green

2.6% suspended at least once

Declined 1.4% ▼

Number of Students: 273

### Socioeconomically Disadvantaged



Green

3.7% suspended at least once

Declined 0.3% ▼

Number of Students: 561

### Students with Disabilities



Green

4.5% suspended at least once

Declined 2.4% ▼

Number of Students: 245

### English Learners



Blue

0.6% suspended at least once

Declined 0.5% ▼

Number of Students: 155

## STANDARD MET

**Basics: Teachers, Instructional Materials, Facilities**

This measure addresses the percentage of appropriately assigned teachers; students' access to curriculum-aligned instructional materials; and safe, clean and functional school facilities.

As applicable, 100% of all school sites promptly address any complaints or other deficiencies identified throughout the academic year and provide information annually on progress meeting this standard to the local governing board at a regularly scheduled meeting and reports to stakeholders and the public through the Dashboard.

Mis-Assignments (0 EL) Of Teachers Of English Learners

There are no misassignments of teachers of English learners, no teacher misassignments, and no vacant teacher positions.

Percent Of Students Without Access To Their Own Copies Of Standards-Aligned Instructional Materials For Use At School And At Home

100% students have access to their own copies

Instances Where Facilities Do Not Meet The "Good Repair" Standard (Including Deficiencies And Extreme Deficiencies)

0

## STANDARD MET

**Parent Engagement**

This measure addresses receiving parent input in decision-making and promoting parental participation in education programs for students.

LEAs report progress of how they have sought input from parents in decision making and promoted parent participation in programs to their local governing boards at a regularly scheduled meeting and reports to stakeholders and the public through the Dashboard.

The summary of progress is required to be based on either information collected through surveys of parents/guardians or other local measures, and includes a description of why the district chose the selected measures, including whether progress on the selected measure is related to goals it has established for other Local Control Funding Formula (LCFF) priorities in its Local Control and Accountability Plan (LCAP).

**Local Survey of Parents/Guardians**

Pacific Grove Unified administered the California School Parent Survey to all parents whose children attend one or more of our schools: Robert Down, Forest Grove, Pacific Grove Middle, Pacific Grove High School and Community High School. In 2017-2018 we had 505 respondents an improvement over 449 in 2016-2017 and 306 in 2015-2016. Some of the key findings relating to seeking input from parents/guardians in school and district decision making show that 80% of parents feel the school allows input and welcomes parent contribution. 86% of parents feel the school encourages parents to be an active partner with the school in educating their child. 82% of parents feel welcome to participate at school. 61% of parents feel the school actively seeks input of parents before making important decisions. 93% of parents feel the school promotes academic success for all students. 93% feel that school is a safe place for students. 60% feel the school provides quality counseling and supports for students with social emotional needs. This survey is developed by WestEd, the same organization that developed the California Healthy Kids Survey. Pacific Grove Unified chose the California School Parent survey because of the comprehensive questions where parents are invited to provide feedback on the following categories: Academic Orientation and Participation, Respect and Cultural Sensitivity, Student Risk Behavior, Discipline, Parental Involvement, Facilities, and Nutrition. Areas where there is a concern are then addressed at both a district and site level. All areas of concerns are addressed and action plans are designed to gather more information from parents, teachers, and students with the intention of seeking solutions that incorporate all stakeholder feedback and input. Action plans are implemented in the Local Control Accountability Plan and the Site Single Plans for Student Achievement. Areas of concern were addressed in the LCAP such as hiring an additional High School Counselor who would focus on targeted student needs. Both elementary schools, Middle and High schools are incorporating curriculum to address students' social and emotional wellness. We also want to increase the number of parent respondents to the survey and increase respondents from the following groups: Hispanic families, Parents of English Learners, and parents who are socio-economically challenged. All in all the parent survey provided important data in areas of strength and areas we can continue to improve on.

#### STANDARD MET

## Local Climate Survey

This measure addresses information regarding the school environment based on a local climate survey administered every other year on the topics of school safety and connectedness.

LEAs report how they administered a local climate survey (at least every other year) that provides a valid measure of perceptions of school safety and connectedness to their local governing boards at a regularly scheduled meeting and reports to stakeholders and the public through the Dashboard.

The summary of progress is required to be based on information collected that captures a valid measure of student perceptions of school safety and connectedness in at least one grade within the grade span.

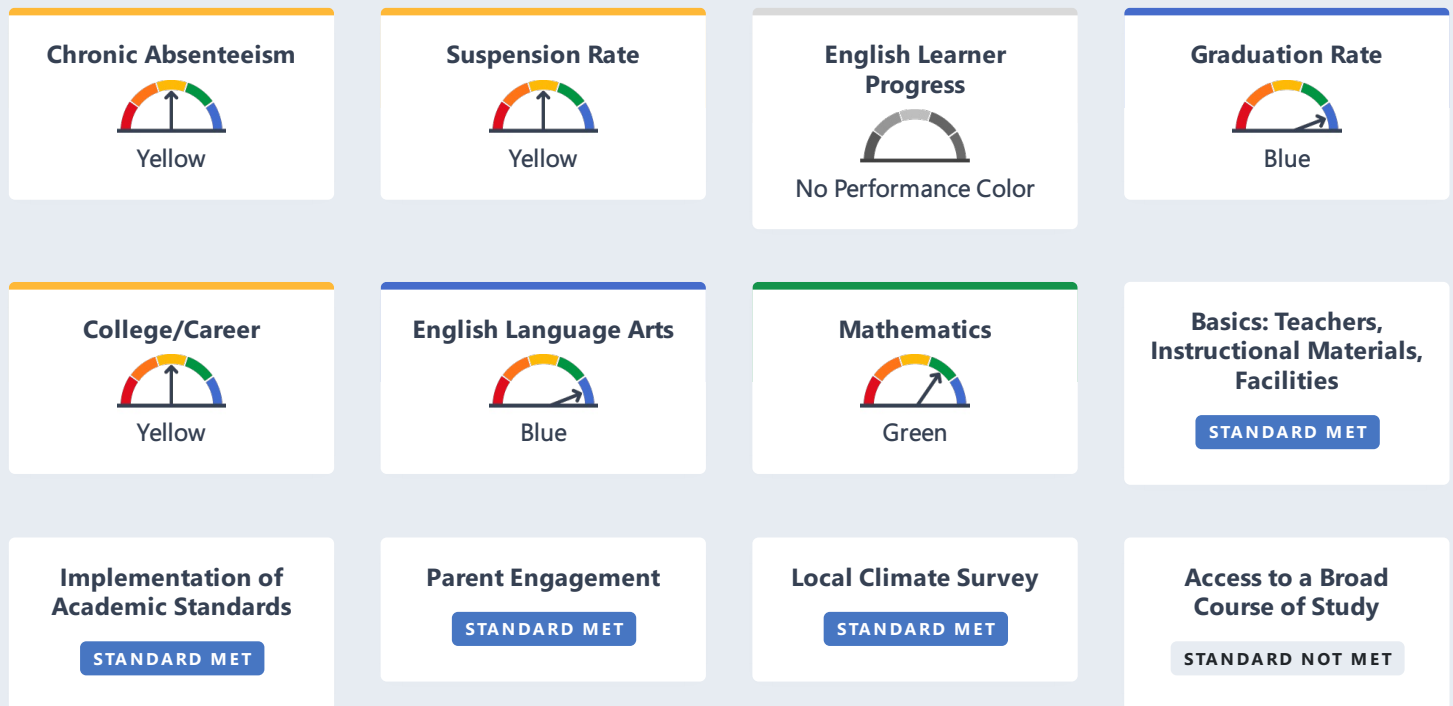
## Local Climate Survey Summary

For 2017-2018 Pacific Grove Unified administered the California Healthy Kids Survey to students in grades 5, 7, 9, and 11. Every year the results of the California Healthy Kids Survey are reported to the board of trustees at a regularly scheduled meeting. The survey results for 5th grade showed that 90% felt connected to school, 94.5% felt academically motivated, 86% adults cared for them, and 89% felt safe at school. Both elementary schools continue to foster character programs to build cultures of respect and growth mindsets to enhance academic achievement. For grades 7, 9, and 11 we looked at the following criteria related to school connectedness, safety and social emotional well being. In grade 7 (78%), grade 9 (65%), grade 11 (62%) feel connected to school. In grade 7 (88%), grade 9 (76%), grade 11 (70%) feel academically motivated. In grade 7 (87%), grade 9 (61%), grade 11 (76%) felt the adults set high expectations. In grade 7 (74%), grade 9 (57%), grade 11 (67%) felt adults at school were caring. In grade 7 (83%), grade 9 (74%), grade 11 (75%) felt safe at school. Regarding social emotional areas the survey revealed a decrease from 16/17 to 17/18 in feelings of chronic sadness and hopelessness (24% to 20%) grade 7 and grade 11 (37% to 31%) however grade 9 showed an increase (26% to 30%) in this category. Given the increase for 9th grade students in this area, the high school is paying careful attention to providing supports for all incoming 9th graders with the Freshman Academy. Careful attention is placed on issues of suicide prevention due to the increase over two years in grade 9 (10% to 23%) and , grade 11 (12% to 19%) seriously considered attempting suicide in the last 12 months. The high school's "DOT" program was highlighted as a way for identifying students who might not feel connected and to increase school connectedness and establish adult relationships. The high school has several student activities such as assemblies with Mike Smith on Courage to do the Right Thing/ Taking Ownership, outreach programs, counseling services, and other monitoring programs. The middle school is hosting assemblies on suicide prevention, counseling services, and providing Smart Social Cyber Safety Curriculum as well as an ongoing data collection focused on "Students of Concern". The OIWEUS survey is also administered to all middle school students to identify concerns related to bullying as a preventive measure and build awareness as well as design programs to encourage students to stop bullying behavior. To address social emotional supports, we have allocated more funding to counseling services at both the Middle and High School. Lastly, all PGUSD staff is required to complete several online professional development related to this and other student emotional wellness concerns.



# Pacific Grove Unified

Explore the performance of Pacific Grove Unified under California's Accountability System.



## District Details

### Optional Narrative Summary

Completed By Pacific Grove Unified

NOTE Priority 7 Broad Course of Study states standard not met. This is not an accurate reflection of the district's Broad Course of Study. Information on the district's educational program, including core academic subjects, electives, dual enrollment, Honors Advanced Placement, Career Tech Ed.pathways was shared with the School Board at regularly scheduled meetings held November 1 & 15, 2018. For more details: <https://curriculum.pgusd.org/priority7/>

#### NAME

Pacific Grove Unified

#### ADDRESS

435 Hillcrest Avenue  
Pacific Grove, CA 93950-4900

#### WEBSITE

<http://www.pgusd.org>

#### GRADES SERVED

K-Adult

## PACIFIC GROVE UNIFIED

# Student Population

Explore information about this district's student population.<sup>PGUSD</sup>

Enrollment

2,091

Socioeconomically  
Disadvantaged

22.5%

English Learners

6.2%

Public Hearing II  
Foster Youth

0.4%

PACIFIC GROVE UNIFIED

## Academic Performance

View Student Assessment Results and other aspects of school performance.

[LEARN MORE](#)

### English Language Arts

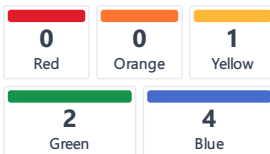


56.5 points above  
standard

Increased 8.5 Points ▲

#### EQUITY REPORT

Number of Student Groups in Each  
Color



[LEARN MORE](#)

### Mathematics

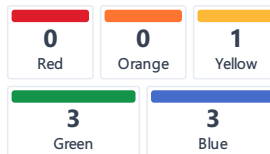


32.4 points above  
standard

Increased 12.7 Points ▲

#### EQUITY REPORT

Number of Student Groups in Each  
Color



[LEARN MORE](#)

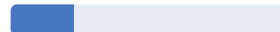
### English Learner Progress

English Language Proficiency  
Assessments for California  
Results

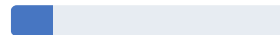
Level 4 - Well Developed  
49.4%



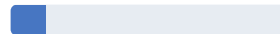
Level 3 - Moderately Developed  
22.8%



Level 2 - Somewhat Developed  
15.2%



Level 1 - Beginning Stage  
12.7%



[LEARN MORE](#)

### College/Career

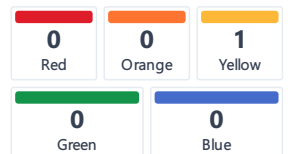


59.9% prepared

Declined 8.7% ▼

#### EQUITY REPORT

Number of Student Groups in Each  
Color



## Local Indicators

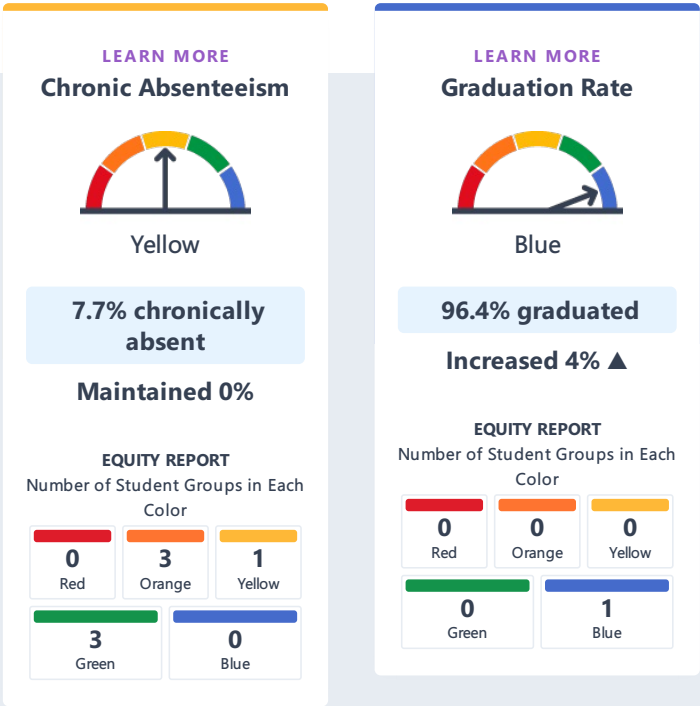
[LEARN MORE](#)

### Implementation of Academic Standards

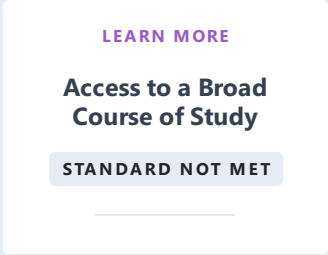
STANDARD MET

# Academic Engagement

See information that shows how well schools are engaging students in their learning.



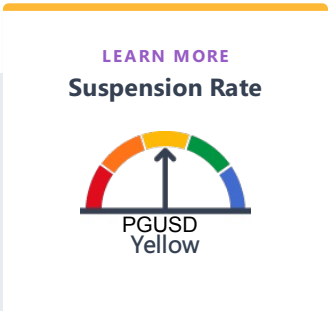
## Local Indicators



### PACIFIC GROVE UNIFIED

## Conditions & Climate

View data related to how well schools are providing a healthy, safe and welcoming environment.



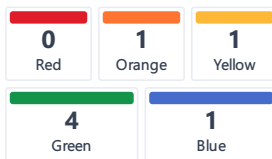


2.7% suspended at least once

Maintained 0.1%

#### EQUITY REPORT

Number of Student Groups in Each Color



Public Hearing II

## Local Indicators

LEARN MORE

**Basics: Teachers,  
Instructional Materials,  
Facilities**

STANDARD MET

LEARN MORE

**Parent Engagement**

STANDARD MET

LEARN MORE

**Local Climate Survey**

STANDARD MET

Academic Engagement


View data about academic participation.

Chronic Absenteeism

All Students

Explore 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.

All Students



Yellow

7.7% chronically absent


Maintained 0%

Number of Students: 1,507

Student Group Details


All Student Groups by Performance Level

7 Total Student Groups



Red

No Students




Orange

Asian


English Learners

Two or More Races



Yellow

Students with Disabilities




Green

Hispanic

Socioeconomically Disadvantaged

White



Blue

No Students

No Performance Color

American Indian

African American

Filipino

Foster Youth

Homeless

Pacific Islander

### American Indian

No Performance Color

Less than 11 students - data not displayed for privacy

Number of Students: 6

### African American

No Performance Color

15.4% chronically absent

Increased 10.1% ▲

Number of Students: 13

### English Learner II

No Performance Color

21.4% chronically absent

Increased 7.8% ▲

Number of Students: 14

### Foster Youth

No Performance Color

Less than 11 students - data not displayed for privacy

Number of Students: 8

### Homeless

No Performance Color

Less than 11 students - data not displayed for privacy

Number of Students: 1

### Pacific Islander

No Performance Color

Less than 11 students - data not displayed for privacy

Number of Students: 9

### Asian



Orange

9.1% chronically absent

Increased 5.9% ▲

Number of Students: 110

### English Learners



Orange

8.3% chronically absent

Increased 1.8% ▲

Number of Students: 132

### Two or More Races



Orange

10.4% chronically absent

Increased 1.9% ▲

Number of Students: 192

### Students with Disabilities



Yellow

13% chronically absent

Declined 1% ▼

Number of Students: 184

### Hispanic



Green

7.9% chronically absent

Declined 2.5% ▼

Number of Students: 267

### Socioeconomically Disadvantaged



Green

8.6% chronically absent

Declined 1.2% ▼

Number of Students: 372

### White



Green

6.7% chronically absent

Declined 0.7% ▼

Number of Students: 896

## All Students

Explore 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.

### All Students



Blue

96.4% graduated

Increased 4% ▲

Number of Students: 137

## Student Group Details

### All Student Groups by Performance Level

1 Total Student Group



Red

No Students



Orange

No Students



Yellow

No Students



Green

No Students



Blue

White

No Performance Color

African American

Asian

English Learners

Filipino

Foster Youth

Hispanic

Homeless

Two or More Races

Pacific Islander

Socioeconomically Disadvantaged

Students with Disabilities

### African American

No Performance Color

Less than 11 students - data not displayed for privacy

Number of Students: 1

### Asian

No Performance Color

100% graduated

Increased 4.8% ▲

Number of Students: 15

### English Learners II

No Performance Color

Less than 11 students - data not displayed for privacy

Number of Students: 3

### Filipino

No Performance Color

Less than 11 students - data not displayed for privacy

Number of Students: 4

### Foster Youth

No Performance Color

Less than 11 students - data not displayed for privacy

Number of Students: 1

### Hispanic

No Performance Color

92% graduated

Maintained 0.7%

Number of Students: 25

### Homeless

No Performance Color

Less than 11 students - data not displayed for privacy

Number of Students: 1

### Two or More Races

No Performance Color

Less than 11 students - data not displayed for privacy

Number of Students: 10

### Pacific Islander

No Performance Color

Less than 11 students - data not displayed for privacy

Number of Students: 3

### Socioeconomically Disadvantaged

No Performance Color

90.5% graduated

Declined 2.4% ▼

Number of Students: 42

### Students with Disabilities

No Performance Color

Less than 11 students - data not displayed for privacy

Number of Students: 9

### White



Blue

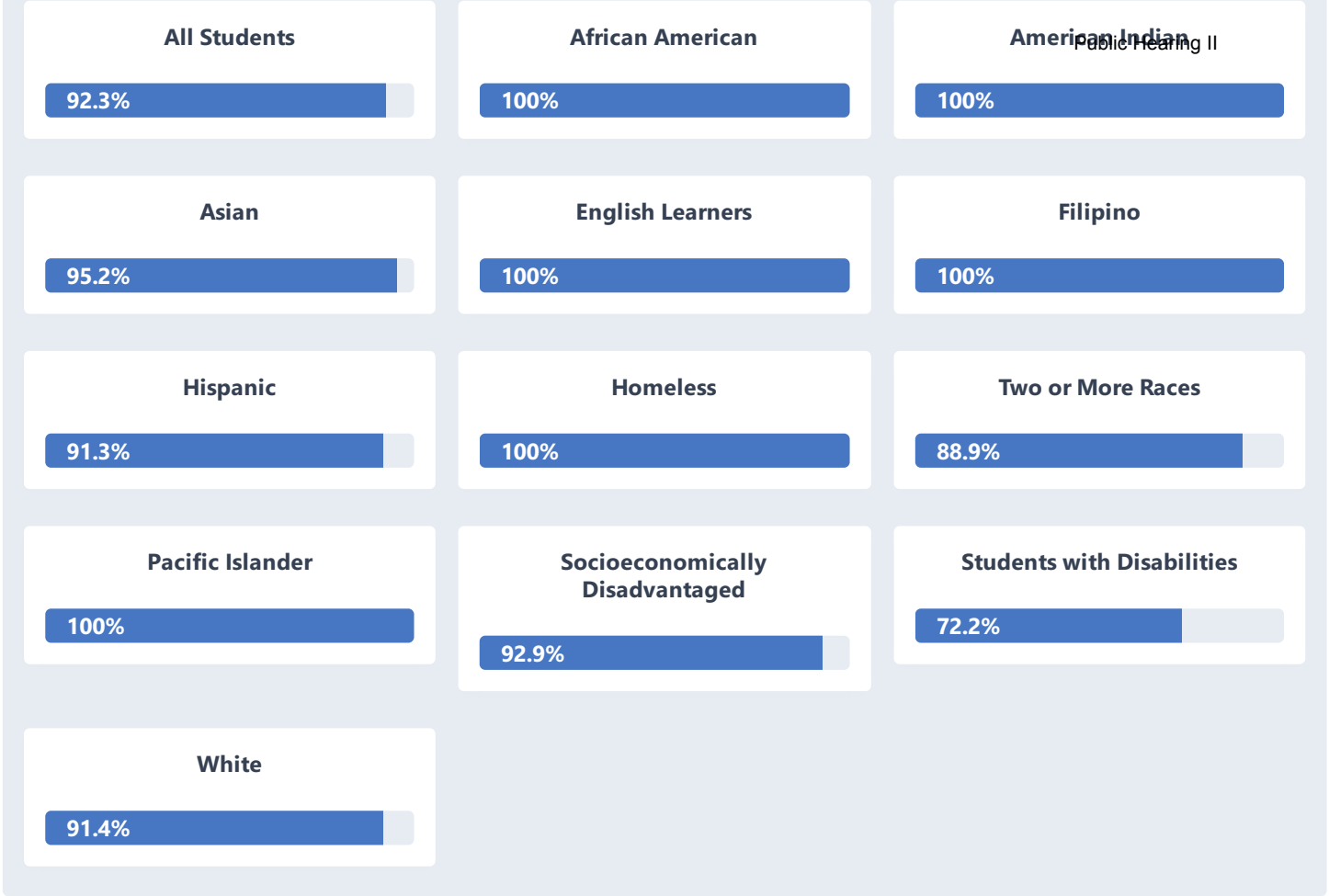
97.4% graduated

Increased 6% ▲

Number of Students: 76

## Five Year Graduation Rate

The percentage of students who entered 9th grade for the first time in the 2013-14 school year who received a high-school diploma within five years of entering ninth grade. This includes students who graduated in four or five years.



## Local Indicators

STANDARD NOT MET

### Access to a Broad Course of Study

This measure explores whether students have access to, and are enrolled in, a broad course of study including the programs and services developed and provided to unduplicated students and individuals with exceptional needs.

LEAs report progress in the extent to which students have access to, and are enrolled in, a broad course of study that includes the adopted courses of study specified in the California Education Code for Grades 1-6 and 7-12, as applicable, including the programs and services developed and provided to unduplicated students and individuals with exceptional needs to their local governing boards at a regularly scheduled meeting and reports to stakeholders and the public through the Dashboard.

The summary of progress is required to be based on information collected through locally selected tools and measures that identifies differences across school sites and student groups, barriers preventing student access, and any revisions to ensure access for all students.

# LCFF Budget Overview for Parents

Local Educational Agency (LEA) Name: Pacific Grove Unified School District

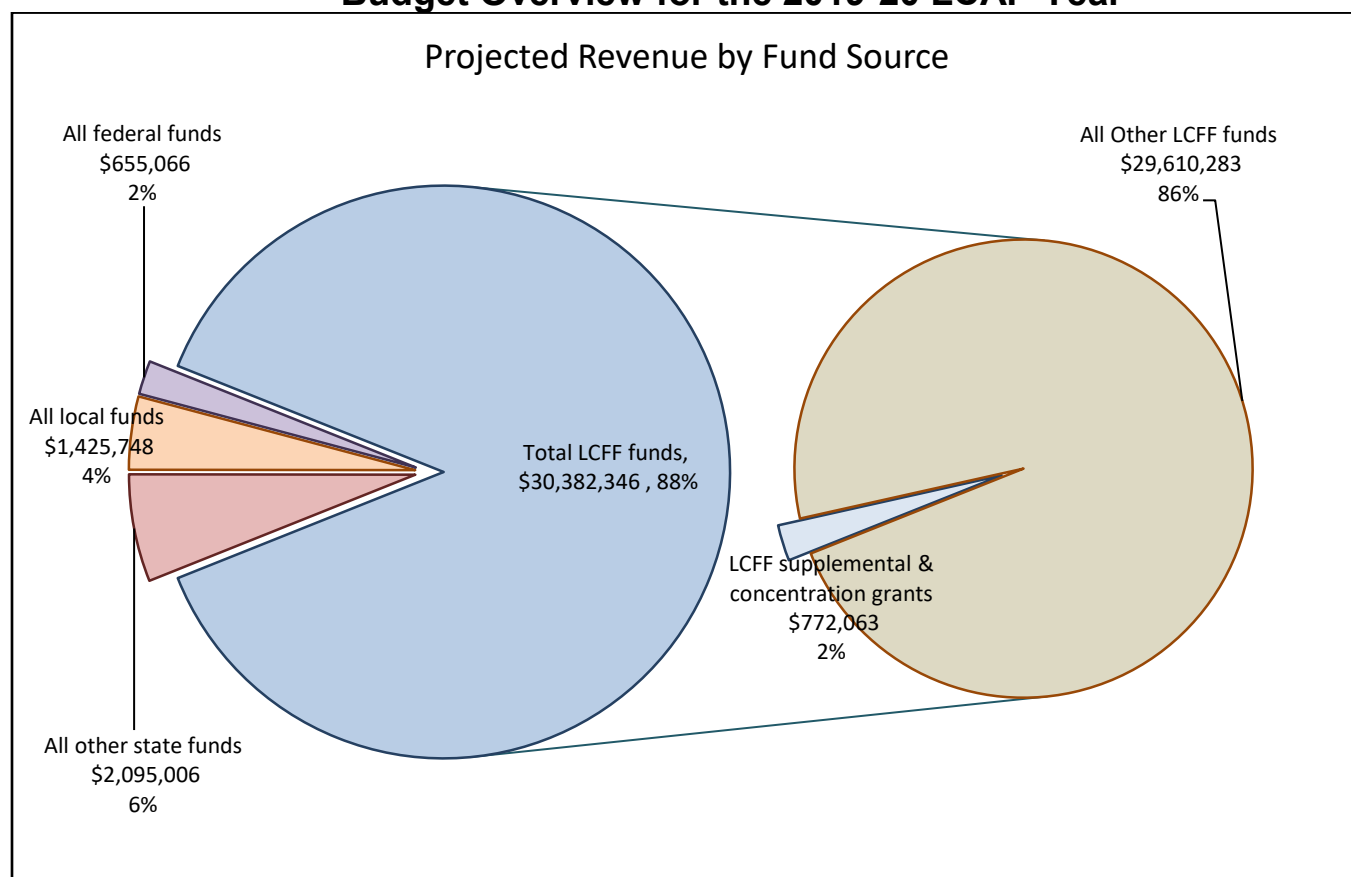
CDS Code: 27661340000000

Local Control and Accountability Plan (LCAP) Year: 2019-20

LEA contact information: Ana Silva, Director of Curriculum & Special Projects

School districts receive funding from different sources: state funds under the Local Control Funding Formula (LCFF), other state funds, local funds, and federal funds. LCFF funds include a base level of funding for all LEAs and extra funding - called "supplemental and concentration" grants - to LEAs based on the enrollment of high needs students (foster youth, English learners, and low-income students).

## Budget Overview for the 2019-20 LCAP Year

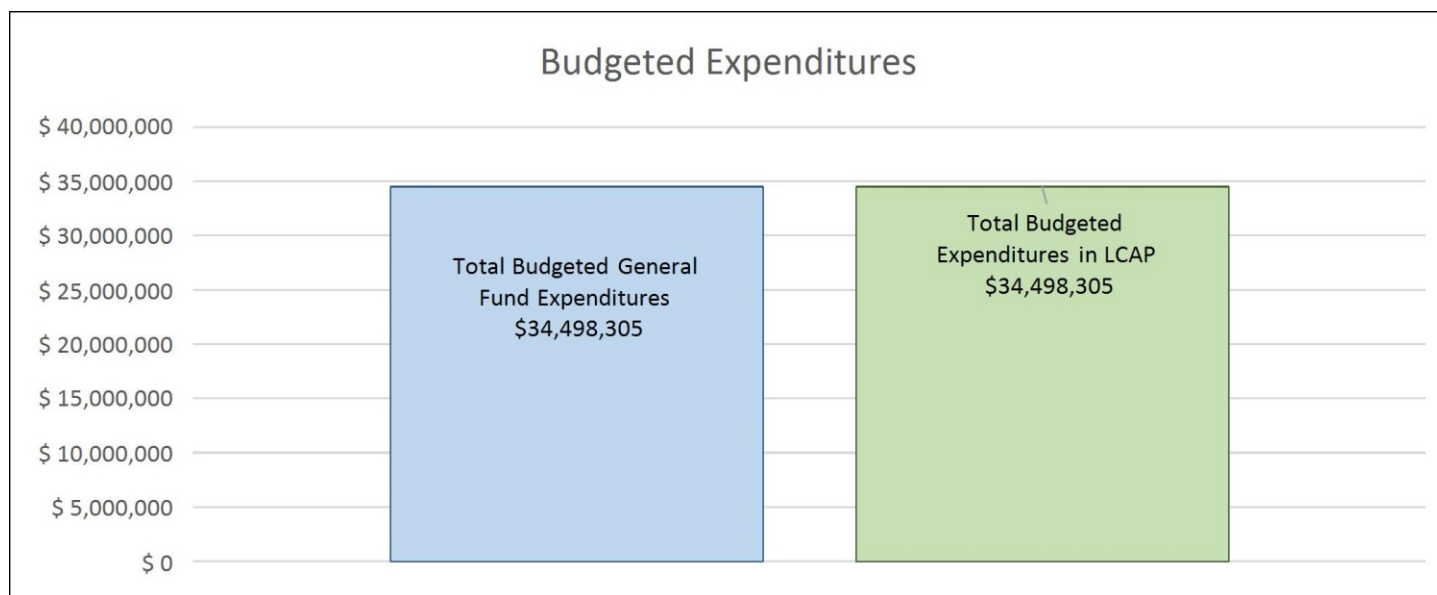


This chart shows the total general purpose revenue Pacific Grove Unified School District expects to receive in the coming year from all sources.

The total revenue projected for Pacific Grove Unified School District is \$34,558,166, of which \$30,382,346 is Local Control Funding Formula (LCFF), \$2,095,006 is other state funds, \$1,425,748 is local funds, and \$655,066 is federal funds. Of the \$30,382,346 in LCFF Funds, \$772,063 is generated based on the enrollment of high needs students (foster youth, English learner, and low-income students).

## LCFF Budget Overview for Parents

The LCFF gives school districts more flexibility in deciding how to use state funds. In exchange, school districts must work with parents, educators, students, and the community to develop a Local Control and Accountability Plan (LCAP) that shows how they will use these funds to serve students.



This chart provides a quick summary of how much Pacific Grove Unified School District plans to spend for 2019-20. It shows how much of the total is tied to planned actions and services in the LCAP.

Pacific Grove Unified School District plans to spend \$34,498,305 for the 2019-20 school year. Of that amount, \$34,498,305 is tied to actions/services in the LCAP and \$0 is not included in the LCAP. The budgeted expenditures that are not included in the LCAP will be used for the following:

### Increased or Improved Services for High Needs Students in 2019-20

In 2019-20, Pacific Grove Unified School District is projecting it will receive \$772,063 based on the enrollment of foster youth, English learner, and low-income students. Pacific Grove Unified School District must demonstrate the planned actions and services will increase or improve services for high needs students compared to the services all students receive in proportion to the increased funding it receives for high needs students. In the LCAP, Pacific Grove Unified School District plans to spend \$793,384 on actions to meet this requirement.

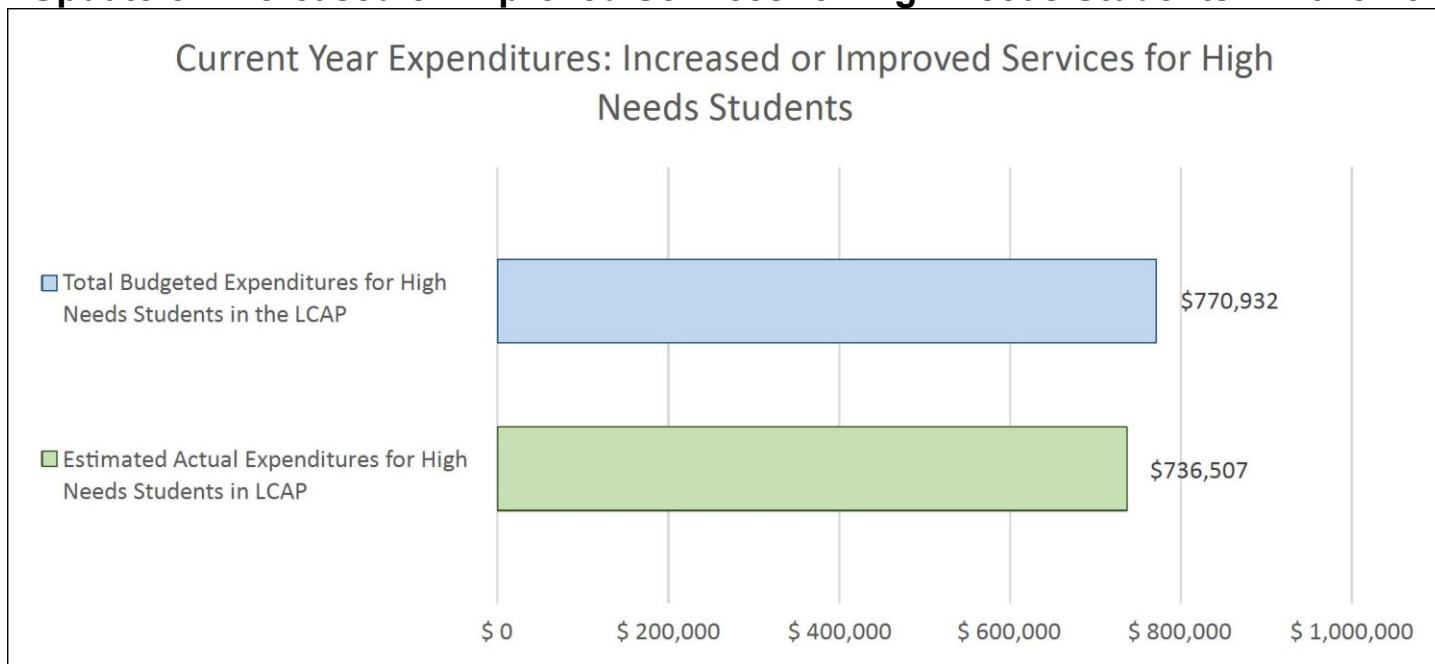
The additional improved services described in the LCAP include the following:

Intervention programs at the elementary level to address both English Language Arts and Math with certificated staff and instructional aids. At the secondary level there are sections allocated to provide support for students in English Language Arts and Math, provide academic, social, emotional counseling, AVID (Advancement Via Individual Determination) a college readiness program designed to provide students with skills to be successful in college. For more information, please see the LCAP Improved and Increased Services for Unduplicated Students.



# LCFF Budget Overview for Parents

## Update on Increased or Improved Services for High Needs Students in 2018-19



This chart compares what Pacific Grove Unified School District budgeted last year in the LCAP for actions and services that contribute to increasing or improving services for high needs students with what Pacific Grove Unified School District estimates it has spent on actions and services that contribute to increasing or improving services for high needs students in the current year.

In 2018-19, Pacific Grove Unified School District's LCAP budgeted \$770,932 for planned actions to increase or improve services for high needs students. Pacific Grove Unified School District estimates that it will actually spend \$736,507 for actions to increase or improve services for high needs students in 2018-19.

The difference between the budgeted and actual expenditures of \$-34,425 had the following impact on Pacific Grove Unified School District's ability to increase or improve services for high needs students: The decrease in expenditures did not impact the actions and services planned to increase and improve services for high needs students in 2018-2019. All intended actions were accomplished with success.

## Tool 1-8

***Legislated Metrics***

<b>Conditions of Learning</b>						
<b>Priority</b>	<b>Description</b>	<b>Location of information</b>	<b>Baseline 2016-17</b>	<b>Expected Outcomes 2017-18</b>	<b>Expected Outcomes Year 2 2018-19</b>	<b>Expected Outcomes Year 3 2019-20</b>
Basic	<i>Degree to which teachers are appropriately assigned and credentialed in subject areas:</i>	SARC report	100% (15-16 SARC) 100% (16-17 SARC)	Maintain current levels of 100% compliance	Maintain current levels of 100% compliance	Maintain current levels of 100% compliance
	<i>Degree to which students have sufficient access to standards-aligned instructional materials</i>	SARC reports	100% (15-16 SARC) 100% (16-17 SARC)	Maintain current levels of 100% compliance	Maintain current levels of 100% compliance	Maintain current levels of 100% compliance
	<i>Degree to which school facilities are maintained in good repair</i>	SARC reports	Overall facility rating for each site as of April 2016 is good	Maintain current “good” status at all sites, make improvements where needed	Maintain current “good” status at all sites, make improvements where needed	Maintain current “good” status at all sites, make improvements where needed
Implementation of State Standards	Implementation of ALL content and performance standards for ALL students	Local survey results	All instructional materials for content areas in English Language Arts and Mathematics are aligned to the California State Standards for grades TK-12th.	All instructional materials for content areas in English Language Arts and Mathematics are aligned to the California State Standards	All instructional materials for content areas in English Language Arts and Mathematics are aligned to the California State Standards	All instructional materials for content areas in English Language Arts and Mathematics are aligned to the California State Standards

				for grades TK-12th.	for grades TK-12th. Possible adoption of Social Studies Instructional materials k-8	for grades TK-12th. Adoption of new K-5 Math. Pilot of Science instructional materials k-8.
Implementation of State Standards	Programs and services enable English learners to access core and English Language Development standards	Local survey results	All English Language Instructional Materials are aligned with both English language Arts standards and the English Language Development standards (designated and integrated instruction)	All English Language Instructional Materials are aligned with both English language Arts standards and the English Language Development standards (designated and integrated instruction)	New Social Studies instructional materials to include integrated English Language Development	Pilot K-8 new Science instructional materials to include integrated English Language Development
Course Access	Student access and enrollment in all required areas of study	Local district results	1.Pupil enrolment in a broad course of study that includes all of the Core Content areas. 2. Programs and services provided for unduplicated students through support classes at the Middle and High School with a	1.Pupil enrolment in a broad course of study that includes all of the Core Content areas. 2. Programs and services provided for unduplicated students	1.Pupil enrolment in a broad course of study that includes all of the Core Content areas. 2. Programs and services provided for unduplicated students	1.Pupil enrolment in a broad course of study that includes all of the Core Content areas. 2. Programs and services provided for unduplicated students

			<p>multiple tiered system of support at all sites.</p> <p>3. Programs and services provided for a students with disabilities include one Special Education preschool, one transition program for 18-22 years old, and three classrooms for students with moderate to severe disabilities at the elementary, middle, and high school. 75% of all students with disabilities have full access and are mainstreamed into general education classes.</p>	<p>through support classes at the Middle and High School with a multiple tiered system of support at all sites.</p> <p>3. Programs and services provided for a students with disabilities include one Special Education preschool, one transition program for 18-22 years old, and three classrooms for students with moderate to severe disabilities at the elementary, middle, and high school. 75% of all students with disabilities have full access and</p>	<p>through support classes at the Middle and High School with a multiple tiered system of support at all sites.</p> <p>3. Programs and services provided for a students with disabilities include one Special Education preschool, one transition program for 18-22 years old, and three classrooms for students with moderate to severe disabilities at the elementary, middle, and high school. 75% of all students with</p>	<p>through support classes at the Middle and High School with a multiple tiered system of support at all sites.</p> <p>3. Programs and services provided for a students with disabilities include one Special Education preschool, one transition program for 18-22 years old, and three classrooms for students with moderate to severe disabilities at the elementary, middle, and high school. 75% of all students with</p>
--	--	--	--	--	--	--

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

Pupil Outcomes						
Priority	Description	Location of information	Baseline 2016-17	Expected Outcomes 2017-18	Expected Outcomes Year 2 2018-19	Expected Outcomes Year 3 2019-20
Pupil Achievement	EL progress toward English proficiency	CELDT/ELPAC progress	68% Making annual progress in learning English 47% Attained English proficiency level on CELDT	70% Make annual progress in learning English 50% Attain English proficiency on ELPAC  Actual Outcome: 49.4% have Well Developed English Language Proficiency	72% Make annual progress in learning English 52% Attain English proficiency on ELPAC	74% Make annual progress in learning English 54% Attain English proficiency on ELPAC
		Reclassification	21% Reclassification Rate	23% Reclassification rate	25% Reclassification rate  Actual outcome:	20% Reclassification rate

					17% Reclassification rate	
	Statewide Assessments	SBAC-ELA	<p>15-16: % Students meeting or exceeding standard = 71%</p> <p>All students in grades 3-8 in ELA scored High-green 38.1 points above standard and increased +9.4 points</p> <p>English learners overall : Yellow-Medium 6.1 points above meeting standard and maintained +3.2 (This group is comprised of all English learners and students who were reclassified as English Language proficient (RFEP) in the last 4 years)</p> <p>EL only: Low at 7.4 points below meeting standard and increased +7.2 points</p> <p>Socioeconomic disadvantaged: Yellow-Low 16.2 below level meeting standard and increased +12 points</p>	<p>75% Students meet or exceed standards</p> <p>Actual Outcome: 77% Met or Exceeded Standards (see Smarter Balanced Doc 4 for grade level results)</p> <p>Actual outcome: 56.5 points above standard, increased 8.5 points</p> <p>English learners overall increase by 5 percentage points over previous year scores</p> <p>Actual Outcome: 12 points above standard,</p>	<p>80% Students meet or exceed standards</p> <p>English learners overall increase by 5 percentage points over previous year scores</p> <p>Socioeconomic disadvantaged increase by 5 percentage points over previous year scores</p> <p>Students with disabilities</p>	<p>85% Students meet or exceed standards</p> <p>English learners overall increase by 5 percentage points over previous year scores</p> <p>Socioeconomic disadvantaged increase by 5 percentage points over previous year scores</p> <p>Students with disabilities</p>

			Students with Disabilities: Yellow-Low 44.6 below meeting standard and maintained +.0.8 points	increased by 20.7 points  Socioeconomic disadvantaged increase by 5 percentage points over previous year scores  Actual outcome: 14.8 points above standard, increased by 18 points Students with disabilities increase by 5 percentage points over previous year scores  Actual Outcome: 32.6 points below standard, increased by 3.2 points	increase by 5 percentage points over previous year scores	increase by 5 percentage points over previous year scores
		SBAC-Math	15-16: % Students meeting or exceeding standard = 58%	Actual Outcome: 66% percent Meet or Exceed	English learners overall	English learners overall

			<p>All students in grades 3-8 Math scored High 8.4 points above standard and Maintained +2.1 points</p> <p>MATH: English Learners Overall: Orange-Medium 23.2 points below level 3 Declined 9.5 points (This group is comprised of all English learners and students who were reclassified as English Language proficient (RFEP) in the last 4 years) EL only: Low-Orange; 31 points below meeting standard and declined 4.4 points</p> <p>RFEP only: Medium-Orange 12.1 points below meeting standard; declined significantly 16.4 points</p> <p>Socioeconomic disadvantaged: Low-Orange; 56.7 points below meeting</p>	<p>Standards (see see Smarter Balanced Doc 4 for grade level results)</p> <p>Actual Outcome: 32.4 points above standard, increased 12.7 points</p> <p>English learners overall increase by 5 percentage points over previous year scores</p> <p>Socioeconomic disadvantaged increase by 5 percentage points over previous year scores</p> <p>Students with disabilities increase by 5 percentage points over previous year scores</p> <p>Hispanic students increased by 5 percentage points over</p>	<p>increase by 5 percentage points over previous year scores</p> <p>Socioeconomic disadvantaged increase by 5 percentage points over previous year scores</p> <p>Students with disabilities increase by 5 percentage points over previous year scores</p> <p>Hispanic students increased by 5 percentage points over</p>	<p>increase by 5 percentage points over previous year scores</p> <p>Socioeconomic disadvantaged increase by 5 percentage points over previous year scores</p> <p>Students with disabilities increase by 5 percentage points over previous year scores</p> <p>Hispanic students increased by 5 percentage points over</p>
--	--	--	--	--	--	--



			standard, declined 7.2 points Students with disabilities: Low-Orange 83.5 points below meeting standard, declined 8.9 points Hispanic: Low-Orange 27.6 points below meeting standard; declined 2.5 points	Hispanic students increased by 5 percentage points over previous year scores	previous year scores	previous year scores
	% of students successfully completing A-G courses	Local data	2015-2016 PGHS 92/141 = 66% PGCHS 0/5 = 0% Fewer class offerings that qualify A-G at CH.  2016-2017 estimate: UC Eligibility: 102/141 = 72%	PGHS = 72% (UC) PGCHS = 5% (Fewer class offerings that qualify A-G at CH.)	PGHS = 75% (UC) PGCHS = 10% (Fewer class offerings that qualify A-G at CH.)  Data available after June 2019	PGHS = 77% (UC) PGCHS = 15% (Fewer class offerings that qualify A-G at CH.)
	% of students successfully completing CTE pathways	Local data	12 % of students successfully completed CTE pathways	13 % of students will successfully complete CTE pathways	15% of students will successfully complete CTE pathways	17 % of students will successfully complete CTE

					Data available after June 2019	pathways
	<p>% of students passing Advanced Placement exams (3+)</p> <p>% of students taking Advanced Placement classes</p> <p>% of those students taking Advanced Placement classes that are:</p> <ul style="list-style-type: none"> <li>-English only or IFEP (initial fluent English Proficient)</li> <li>-Reclassified as Fluent English proficient (RFEP)</li> <li>-English learners (EL)</li> <li>-Free/Reduced lunch students</li> </ul>	<p>College Board</p> <p>Local data</p>	<p><b>2015-2016</b> 143 students took a total of 266 exams. 124 students scored 3 or higher on at least one exam--87%</p> <p><b>2016-2017</b> 32.5% of all students are taking AP classes (192 of 591)</p> <p>Of these 192 students: 90% are English Only or IFEP 10% are RFEP 0% are EL 8% are Free/Reduced lunch</p>	<p>Maintain or exceed 87% of students passing Advanced Placement exams (3+)</p> <p>35% of all students are taking AP classes</p> <p>Increase over previous year participation in AP classes for: RFEP: 2% EL: 1% Free/Reduced lunch: 4%</p>	<p>Maintain or exceed 87% of students passing Advanced Placement exams (3+)</p> <p>37% of all students are taking AP classes</p> <p>Increase over previous year participation in AP classes for: RFEP: 2% EL: 1% Free/Reduced lunch: 3%</p>	<p>Maintain or exceed 87% of students passing Advanced Placement exams (3+)</p> <p>39% of all students are taking AP classes</p> <p>Increase over previous year participation in AP classes for: RFEP: 2% EL: maintain</p>

					<u>Actual Outcomes:</u>  AP Testing Rate (% of students who took at least 1 AP exam): 72%  AP Exam Passing Rate (Current Seniors) - Test Year 2018: 89%  AP Exam Passing Rate (% of all students who took at least 1 AP exam) - Test Year 2018: 79% IFEP: 74% RFEP: 48% EL: 100% SED: 70%  AP Enrollment	Free/Reduced lunch: 3%
--	--	--	--	--	--	------------------------

					<p>Rate (% of students enrolled in at least 1 AP course) - Current Year/2019: 44.6%</p> <p>Total AP Enrollment (of 602 students) - Current Year/2019: 38%</p> <p>IFEP: 7.8%</p> <p>RFEP: 9.1%</p> <p>EL: 0.43%</p> <p>SED: 12.6%</p>	
	% of students demonstrating college preparedness (Early Assessment Program exam)	SBAC results (2016)	<p><b>SBAC 2015-2016 ELA</b></p> <p>Ready: 61%</p> <p>Conditionally Ready: 26%</p> <p>Not Yet: 8%</p> <p>Not: 5%</p> <p><b>SBAC 2015-2016 Math</b></p>	<p><b>ELA</b></p> <p>Ready: 63%</p> <p>Conditionally Ready: 28%</p> <p>Not Yet: 0%</p> <p>Not: 0%</p> <p><b>Math</b></p> <p>Ready: 45%</p> <p>Conditionally</p>	<p><b>ELA</b></p> <p>Ready: 64%</p> <p>Conditionally Ready: 30%</p> <p>Not Yet: 0%</p> <p>Not: 0%</p> <p><b>Math</b></p> <p>Ready: 50%</p>	<p><b>ELA</b></p> <p>Maintain levels</p> <p><b>Math</b></p> <p>Ready: 55%</p> <p>Conditionally Ready: 37%</p> <p>Not Yet: 5%</p>

			Ready: 39% Conditionally Ready: 31.5% Not Yet: 13% Not: 16.5%  <b>Waiting for 2016-2017 results</b>	Ready: 35% Not Yet: 10% Not: 10%  Actual Outcome: 59.9% of students on the “prepared” level on the College/Career Indicator 13.9% “approaching prepared” 26.3% “not prepared”	Conditionally Ready: 36% Not Yet: 8% Not: 6%	Not: 3%
Other Pupil Outcomes	District determined	Local district data	<b>AVID GPA (16-17) for MS: 3.26</b>  <b>AVID GPA (16-17) for HS: 3.17</b>  <b>DIBELS Next Grade K - End of Year</b> At/Above Benchmark: 87% (does not include scores from all students at grade level)	Average GPA for AVID Students at both MS and HS to maintain or exceed 3.5.  At/Above Benchmark: 90%  At/Above Benchmark: 83%  At/Above Benchmark: 78%	Average GPA for AVID Students at both MS and HS to maintain or exceed 3.5.  At/Above Benchmark: 92%  <u>Actual Outcomes:</u>	Average GPA for AVID Students at both MS and HS to maintain or exceed 3.5.  At/Above Benchmark: 95%

			<p><b>DIBELS Next Grade 1</b>  <b>- End of Year</b>  At/Above Benchmark: 79%  (do not include scores from all students at grade level)</p> <p><b>DIBELS Next Grade 2</b>  <b>- End of Year</b>  At/Above Benchmark: 73%  (do not include scores from all students at grade level)</p> <p><b>SRI</b>  <b>(Grades 3-6)</b>  <b>Grade 3</b>  Proficient &amp; Advanced: 57%</p> <p><b>Grade 4</b>  Proficient &amp; Advanced: 65%</p> <p><b>Grade 5</b></p>	<p>Proficient &amp; Advanced: 62%</p> <p>Proficient &amp; Advanced: 69%</p> <p>Proficient &amp; Advanced: 73%</p> <p>Proficient &amp; Advanced: 72%</p> <p>Met/Exceed Standard to reach 60% or greater.</p> <p>Expand use of Interim Formative Assessments as a means of measuring student achievement in Math</p>	<p>At/Above Benchmark: 87%</p> <p>At/Above Benchmark: 83%</p> <p>Proficient &amp; Advanced: 65%</p> <p>Proficient &amp; Advanced: 72%</p> <p>Proficient &amp; Advanced: 75%</p> <p>Proficient &amp; Advanced: 75%</p> <p>Met/Exceed Standard to reach 65% or greater.</p> <p>Expand use of Interim Formative Assessment</p>	<p>At/Above Benchmark: 90%</p> <p>At/Above Benchmark: 88%</p> <p>Proficient &amp; Advanced: 70%</p> <p>Proficient &amp; Advanced: 75%</p>
--	--	--	--	--	---	---

			<p>Proficient &amp; Advanced: 69%</p> <p><b>Grade 6</b> Proficient &amp; Advanced: 69%</p> <p><b>ELA</b> <b>9th Grade Comprehensive (end-of-course)</b> Exceeded: 12.4% Met: 35.3% Nearly: 30% Not Met: 22.4%</p> <p><b>10th Grade Comprehensive (end-of-course)</b> Exceeded: 17% Met: 38.5% Nearly: 24.4% Not Met: 20.0%</p> <p><b>Math</b> Interim Formative Assessments</p>		<p>s as a means of measuring student achievement in Math</p> <p><u>Actual Outcomes:</u></p> <p><b>DIBELS Next Grade K - End of Year</b> At/Above Benchmark: 94%</p> <p><b>DIBELS Next Grade 1 - End of Year</b> At/Above Benchmark: 98%</p> <p><b>DIBELS Next Grade 2 - End of Year</b> At/Above Benchmark: 94%</p>	<p>Proficient &amp; Advanced: 785%</p> <p>Proficient &amp; Advanced: 78%</p> <p>Met/Exceed Standard to reach 65% or greater.</p> <p>Expand use of Interim Formative Assessments as a means of measuring student achievement in Math</p>
--	--	--	---	--	---	---

					<b>DIBELS Next</b> <b>Grade 3 -</b> <b>End of Year</b> At/Above Benchmark: 94%  <u>Actual</u> <u>Outcomes:</u> <b>AVID</b> Average GPA, PGHS: 2.944 <b>AVID</b> Average GPA, PGMS: 3.42  <b>SRI SCORES</b>  Grade 3: Advanced: 25% Basic: 36%  Grade 4: Advanced: 32% Basic 30%  Grade 5: Advanced 36%	
--	--	--	--	--	--	--



					Basic 26%  <b>SMI SCORES</b>  Grade 3: Advanced 1% Basic 16%  Grade 4: Advanced: 33% Basic:26%  Grade 5: Advanced: 2% Basic: 46%	
--	--	--	--	--	---	--

Engagement						
Priority	Description	Location of information	Baseline 2016-17	Expected Outcomes 2017-18	Expected Outcomes Year 2	Expected Outcomes Year 3

					2018-19	2019-20
Parental Involvement	Efforts to seek parent input & decision making	Local survey results	The results of the the California Healthy Kids Parent Survey show that 87% of parents strongly agree or agree the district seeks parent input	Increase to 90% or better	Increase to 90% or better  The results of the California Healthy Kids Parent Survey show that 81% of parents agree that schools encourage parent input and contributions	Maintain at 90% or better
	Promotion of parental participation	Local survey results	The results of the California Healthy Kids Parent Survey show that that 68% of parents agree or strongly agree the district promotes parental participation	Increase to 75% or better	Increase to 80% or better  The results of the California Healthy Kids Parent Survey show that 88% agree that schools	Increase to 85% or better

					encourage parents to be active partners with the school	
Pupil Engagement	Chronic absenteeism rates - <b>10% of enrolled days</b>	Local district data	FG = 4.7% RD = 5.4% MS = 19.3% chronic absence in one or more periods. 9% in 1-2 classes 10% in 3+ classes HS = 24.6% chronic absence in one or more periods. 15% in 1-2 classes 10% in 3+ classes CH = 45%	FG = 3% RD = 3% MS = 10% HS = 15% CHS = 30%  Actual Outcome: 7.7% of students chronically absent	FG = 2% RD = 2% MS = 8% HS = 10% CHS = 25%  6% of students chronically absent	FG = 1% RD = 1% MS = 5% HS = 8% CHS = 20%  5% of students chronically absent
	High school dropout rates	Local district data	PGHS - $1/141 = 0.7\%$ PGCHS - $1/5 = 20\%$ District 2/145 = 1.3%	Maintain or decrease dropout rates	Maintain or decrease dropout rates  Actual Outcome: PGHS - $1/139 = 0.7\%$ PGCHS - $1/8 = 12.5\%$	Maintain or decrease dropout rates

					District - 2/147 = 1.36%	
	Middle school dropout rates	Local district data	n/a	Maintain	Maintain  PGMS had 1 dropout this year	Maintain
School Climate	Student suspension rates	State data	25/2082 = 1.2%	Decrease to 1%  Actual Outcome: 56/2087 = 2.6%	Decrease to 1%	Maintain or decrease .5%
	Student expulsion rates	State data	zero	Maintain	Maintain	Maintain
	Other local measures	<b>Local district data</b>				

# Local Control and Accountability Plan (LCAP) Every Student Succeeds Act (ESSA) Federal Addendum Template

## LEA Name

Pacific Grove Unified School District

## CDS Code:

27661340000000

## Link to the LCAP:

*(optional)*

<https://curriculum.pgusd.org/accountability/>

## For which ESSA programs apply to your LEA?

Choose From:

### TITLE I, PART A

Improving Basic Programs Operated by  
State and Local Educational Agencies

### TITLE II, PART A

Supporting Effective Instruction

### TITLE IV, PART A

Student Support and Academic  
Enrichment Grants

*(note: This list only includes ESSA programs with LEA plan requirements; not all ESSA programs.)*

*In the following pages, ONLY complete the sections for the corresponding programs.*

## Instructions

The LCAP Federal Addendum is meant to supplement the LCAP to ensure that eligible LEAs have the opportunity to meet the Local Educational Agency (LEA) Plan provisions of the ESSA.

**The LCAP Federal Addendum Template must be completed and submitted to the California Department of Education (CDE) to apply for ESSA funding.** LEAs are encouraged to review the LCAP Federal Addendum annually with their LCAP, as ESSA funding should be considered in yearly strategic planning.

**The LEA must address the Strategy and Alignment prompts provided on the following page.**

**Each provision for each program must be addressed,** unless the provision is not applicable to the LEA.

In addressing these provisions, LEAs must provide a narrative that addresses the provision **within the LCAP Federal Addendum Template.**

Under State Priority Alignment, state priority numbers are provided to demonstrate where an ESSA provision aligns with state priorities. This is meant to assist LEAs in determining where ESSA provisions may already be addressed in the LEA's LCAP, as it demonstrates the LEA's efforts to support the state priorities.

The CDE emphasizes that **the LCAP Federal Addendum should not drive LCAP development.** ESSA funds are supplemental to state funds, just as the LCAP Federal Addendum supplements your LCAP. LEAs are encouraged to integrate their ESSA funds into their LCAP development as much as possible to promote strategic planning of all resources; however, this is not a requirement. In reviewing the LCAP Federal Addendum, staff will evaluate the LEA's responses to the ESSA plan provisions. There is no standard length for the responses. LEAs will be asked to clarify insufficient responses during the review process.

California's ESSA State Plan significantly shifts the state's approach to the utilization of federal resources in support of underserved student groups. This LCAP Federal Addendum provides LEAs with the opportunity 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 LEAs to innovate with their federally-funded programs and align them with the priority goals they are realizing under the state's Local Control Funding Formula (LCFF).

LCFF provides 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 LCAP planning process supports continuous cycles of action, reflection, and improvement.

Please respond to the prompts below, and in the pages that follow, to describe the LEA's plan for making the best use of federal ESEA resources in alignment with other federal, state, and local programs as described in the LEA's LCAP.

## Strategy

Explain the LEA's strategy for using federal funds to supplement and enhance local priorities or initiatives funded with state funds, as reflected in the LEA's LCAP. This shall include describing the rationale/evidence for the selected use(s) of federal funds within the context of the LEA's broader strategy reflected in the LCAP.

Pacific Grove Unified is a Basic Aid District and as a result receives 88% its funding from property taxes, 6% comes from other state funds, 4% from local funds, and 2% from federal funds. Although federal funds represent the smallest portion of our budget, we are always in need of these funds to support our most challenged student groups. Federal funds are applied in conjunction with all other funding sources to achieve the goals set forth in the Local Control Accountability Plan (LCAP). Pacific Grove Unified has three identified goals in its LCAP. The first goal is to ensure all students are prepared for college and career upon high school graduation. This year our district plan, as exemplified in the first LCAP goal, will continue to focus on ensuring all students are prepared for college and career upon high school graduation. Our base program ensures student success through systems of support that address the whole child's well being socially, emotionally and academically. Students are all taught by highly qualified teachers in safe and supporting environments in facilities that are clean and maintained to the highest standards. Students and parents are encouraged to provide input in the educational programs at each of the sites. We continue to enhance our technology infrastructure and provide digital citizenship learning opportunities for students and continue to support educational technology supports to staff through our Director of Educational Technology and digital literacy teacher. Our focus on providing a safe place where students and staff is a top priority and we will continue to ensure all sites are following safety protocols in the event of an emergency.

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

Although our target student groups have been increasing percentage points over the last three years in English Language Arts and Math, as we dig deeper into our local formative assessments, analysis of student work and the California School Dashboard, student growth in mathematics and English language is not at the same as other student groups, therefore a gap still exists for following targeted student groups: English learners, Socioeconomically Disadvantaged, Students with Disabilities, and Hispanic students. For this reason we are writing specific goals and actions to meet the needs of these targeted groups. We would also like to see the scores in English Language Arts continue to increase especially for our English language learners.

In order to further close the achievement gap, a greater emphasis will be placed on teacher professional development focused on evidence based practices that accelerate student learning such as Teacher Clarity and Success Criteria. We will continue to have the math coach support the implementation of a new math program in grades TK-5 and the Middle School. We will also continue to enhance the use of GLAD strategies to support English learners in all content areas. Lastly, teacher collaboration time will focus on lesson studies, student error analysis, and targeted instruction based on the analysis of common formative assessment data.

## Alignment

Describe the efforts that the LEA will take to align use of federal funds with activities funded by state and local funds and, as applicable, across different federal grant programs.

"Basic aid" districts will receive limited LCFF state aid dollars because in a minority of districts such as Pacific Grove USD, property taxes exceed the target established for state aid. The district keeps the "excess" property tax but receives only limited state funding, historically restricted for specific purposes. These districts are called "excess property tax" or "Basic Aid" districts. They get more funding from local property taxes than they would from the formula. They comprise about one in nine of the state's nearly 1,000 districts, a number that varies from year to year. Many are wealthy districts with high residential property values. However, basic aid districts must still comply with the state's new accountability requirements, including completion of an annual Local Control and Accountability Plan. And they must spend supplemental and concentration dollars on high-needs students equal to the amount they theoretically would have received had they been funded by the state through the funding formula and not by local property taxes. For example, the total revenue projected for the district is \$34,558,166, of which \$30,382,346 is LCFF, \$2,095,006 is other state funds, \$1,425,748 is local funds, and \$655,066 is federal funds. Of the \$30,382,346 in LCFF Funds (Property Taxes), \$772,063 is generated based on the enrollment of high needs students. The anticipated Federal Funds for 2019-2020 based on 2018-2019 federal grants are Title 1: \$127,629 and Title 2: \$31,376. To support our English learners, socio-economically challenged, and foster youth we use federal monies, the required LCFF allocation for supplemental/concentration grants (\$772,063) and general fund monies from property taxes to increase and improve services to close achievement gaps for our most challenged students as identified in the California Schools Dashboard (California's accountability system).

All LCAP goals are aligned to each school's School Plan for Student Achievement (SPSA) and developed with stakeholders as required by the State of California's accountability system. The federal money is used in conjunction with general fund to provide additional support for our most challenged students as reflected in LCAP goals 2 and 3. For example, Title I money is used to provide additional interventions for our English learners and low income students such as before and after school tutoring as well as additional supports during classroom instruction such as targeted intervention classes at the Middle School and Community High School. General fund money is also used to provide babysitting at no cost for parents of our English learners while they attend a class designed to assist in their child's education and support.

## ESSA Provisions Addressed Within the LCAP

Within the LCAP an LEA is required to describe its goals, and the specific actions to achieve those goals, for each of the LCFF state priorities. In an approvable LCAP it will be apparent from the descriptions of the goals, actions, and services how an LEA is acting to address the following ESSA provisions through the aligned LCFF state priorities and/or the state accountability system.

### TITLE I, PART A

#### Monitoring Student Progress Towards Meeting Challenging State Academic Standards

ESSA SECTION	STATE PRIORITY ALIGNMENT
1112(b)(1) (A–D)	1, 2, 4, 7, 8 ( <i>as applicable</i> )

Describe how the LEA will monitor students' progress in meeting the challenging state academic standards by:

- (A) developing and implementing a well-rounded program of instruction to meet the academic needs of all students;
- (B) identifying students who may be at risk for academic failure;
- (C) providing additional educational assistance to individual students the LEA or school determines need help in meeting the challenging State academic standards; and
- (D) identifying and implementing instructional and other strategies intended to strengthen academic programs and improve school conditions for student learning.



Pacific Grove Unified School District's is committed to ensuring all students succeed academically, socially and emotionally in a safe supported environment. The district uses the funds district wide through intervention programs to meet the unique needs of our targeted student populations. Students who are challenged in any way receive additional supports to ensure equity in achieving academic goals. Additionally, counseling hours were added to both elementary, middle and the high school to support students socially and emotionally. All schools embrace school-wide programs such as Toolkit, MindUp, and character building programs to create safe, supportive cultures fostering respect, integrity, and self awareness. The district fully funds all intervention programs TK-12 grade through a variety of programs such as: Summer School, before/after school tutoring, English Language Arts and Mathematics intervention programs, designated ELD teacher specialists, intervention teachers and aids through the Response to Intervention model, while making full use of all resources and staff to meet the needs of any student who is needing additional assistance academically to meet the California State Standards.

Targeted instruction for identified student groups are based on common formative assessment data that identifies student areas of need based on the California State Standards. Instructional Leadership teams will guide grade levels and departments through Cycles of Professional learning and the Professional Learning Communities process to identify student skills gaps and adjust instruction to meet student needs accordingly. We are continuing to support our teachers with a math coach to strengthen math instruction as well as identify learning progressions and analyze gaps in student understanding. One area of focus for all teachers will be on teacher clarity and success criteria for students to self evaluate their own learning process and and for teachers to target instruction based on specific success criteria. Parents will also be involved in this discussion to be better informed and understand how to best support their child.

### Overuse in Discipline Practices that Remove Students from the Classroom

ESSA SECTION	STATE PRIORITY ALIGNMENT
1112(b)(11)	6 (as applicable)

Describe how the LEA will support efforts to reduce the overuse of discipline practices that remove students from the classroom, which may include identifying and supporting schools with high rates of discipline, disaggregated by each of the student groups, as defined in Section 1111(c)(2).

This year we took a proactive stance to analyze suspensions district wide, we are using the On Track: Early Warning System in Illuminate to identify social, emotional, and academic indicators that would allow us to intervene and support students to be successful and thrive as they progress in our TK-12 school system. The On Track system allows us to run a series of reports to track student discipline practices for the purpose of analyzing trends. We will be focusing on identifying common areas of need based on this analysis to better respond from a proactive stance versus a reactive one. Although we currently do not have any schools with high rates of discipline, we are always looking to see how we can minimize the removal of students from the classroom that lead to suspension. Programs such as Toolbox will be implemented at both elementary schools. The Middle and the High school are implementing restorative justice practices and will continue to explore classroom practices that are culturally responsive through an MTSS approach.

On 4/25/2019 The PGUSD Board of Education approved the updates to Board Policy, Regulation and Exhibit 5144 Student Discipline. The Exhibit is a new document listing District-wide optional consequences of Policy/Education Code violations.

### Career Technical and Work-based Opportunities

ESSA SECTION	STATE PRIORITY ALIGNMENT
1112(b)(12)(A–B)	2, 4, 7 (as applicable)

If determined appropriate by the LEA, describe how such agency will support programs that coordinate and integrate:

- (A) academic and career and technical education content through coordinated instructional strategies, that may incorporate experiential learning opportunities and promote skills attainment important to in-demand occupations or industries in the State; and

- (B) work-based learning opportunities that provide students in-depth interaction with industry professionals and, if appropriate, academic credit.

We currently have CTE programs offered at the high school. To address College and Career Readiness we are increasing dual enrollment classes from five to nine for the upcoming 2019-20 school year. In doing so we are allowing more options for students to complete a CTE Pathway and participate in a dual enrollment class, both of which will lead our students to be deemed College and Career Ready. This year, we anticipate to have more opportunities for students to have internship experiences in our community.

At this time we offer work-based learning opportunities for our students in Sports Medicine to view surgeries, visit The Oakland Raider's Trainers and Sports Medicine staff, treat athletes on campus and have opportunities to shadow healthcare professionals.

Culinary Arts students are exposed to work-based learning opportunities throughout the four-year program. Every year, students in Culinary 1 are part of the California Restaurant Association FIT Day, a half-day seminar that takes place in high schools all over California in which industry professionals share their wisdom, tips, and experience in the food service and hospitality industries. Students learn about becoming career-ready, how to land a job, and how to keep it and get promoted. They go over resumes, do mock interviews, and learn in-depth about what it takes to be a success in any profession. In addition, professionals from the local food service industry visit the classroom to share their experiences and perform demonstrations to give PGHS students more exposure to real work-based learning. In Culinary 2 and Culinary 3, students receive mentoring from local chefs and restaurant professionals. Students go on field trips and interactive tours. For example, in April, Culinary 3 students were invited to the Portola Hotel and Spa in Monterey. There, they were given a tour of the facilities, met the director of HR, the director of Food and Beverage, the Director of Rooms and Guest Services, and the Master Brewer. After the tour, students spent the remainder of the day working in the kitchen with Chefs and cooks as their personal mentors. The students all agreed it was the most incredible, hands-on learning experience they had ever had in all their years of education. One of my students is applying for an externship with Portola next year, and one is currently apply to work at one of their restaurants. Every year, Culinary 2 and 3 students have the opportunity to work events, with Chef mentors, at the Monterey Peninsula Country Club, the Beach Club (at the Lodge in Pebble Beach) and The Inn at Spanish Bay during the Ted Balestreri Golf Classic, a fundraising event put on by the National Restaurant Association Education Foundation to support ProStart (the culinary program we teach at PGHS). Students not only have the opportunity to work buffet lines, dessert stations, and other hands-on, real-world food service jobs during this week of activities, but they are considered the "stars of the show" and are frequently approached by CEOs of companies (like Pepsico and Marriott), owners of restaurants (like Ralph Brennan of the famous Brennan's in New Orleans), celebrities like Reggie Jackson (MLB Hall of Famer) and Deans of prestigious colleges like Johnson and Wales, where they take a genuine interest in the students, their goals and dreams for the future. These industry leaders always seem to go above and beyond in encouraging our students and sharing their tips for success. Other activities that Culinary 1, 2, and 3 students regularly take part in are the Big Sur Marathon, the Pacific Grove Butterfly Bazaar, the PGPTA Mix and Mingle Event, the Breakers Club Shoe Dance, and many other hands-on work-based catering jobs.

## TITLE II, PART A

### Title II, Part A Activities

ESSA SECTION	STATE PRIORITY ALIGNMENT
2102(b)(2)(A)	1, 2, 4 <i>(as applicable)</i>

Provide a description of the activities to be carried out by the LEA under this Section and how these activities will be aligned with challenging State academic standards.

In 2018-2019 teachers from each site attended professional development to support English learners such as GLAD strategies and other identified strategies to increase the use of academic language and collaboration skills for our students. In 2019-2020 these teachers will be sharing best practices with staff throughout the year during staff meetings and collaboration sessions. We are also going to continue training with staff on Teacher Clarity with Success Criteria to enhance student learning to meet academic standards. To support Next Generation Science standards (NGSS) implementation, there will be professional development for science adoption committees to select the curriculum for elementary, middle, and high school science. Furthermore, elementary, middle, and HS teachers will have release time for collaboration and planning for implementation of the new curriculum. Ongoing cycles of professional learning enable teachers to practice strategies and identify how those impact student learning. Within this cycle, teachers observe one another and then analyze student work to see if the strategy impacted student learning as expected. During weekly early release days, teachers gather in their PLC to identify learning outcomes, learning progressions, develop success criteria and identify learning gaps for students along the way. In grades TK-5, teachers will receive 9 days of professional development on a newly adopted math program SWUN. Our math coach will assist teachers with lesson demonstrations, resources, lesson studies, peer observations, and any other supports required by teachers. We will also continue to provide professional development to maximize the use of our student information and assessment system, Illuminate. To address social emotional learning, teachers and administrators will attend professional development at the county office as well as training for programs such as Toolbox at the elementary level. We will also continue our work on exploring equity based practices and the analysis of existing policies to ensure there is equity for all students.

## ESSA Provisions Addressed in the Consolidated Application and Reporting System

An LEA addresses the following ESSA provision as part of completing annual reporting through the Consolidated Application and Reporting System (CARS).

### TITLE I, PART A

#### Poverty Criteria

ESSA SECTION(S)	STATE PRIORITY ALIGNMENT
1112(b)(4)	N/A

Describe the poverty criteria that will be used to select school attendance areas under Section 1113.

The poverty criteria are students who receive free and reduced lunch at any of our schools.

## ESSA Provisions Not Addressed in the LCAP

For the majority of LEAs the ESSA provisions on the following pages do not align with state priorities. **Each provision for each program provided on the following pages must be addressed**, unless the provision is not applicable to the LEA. In addressing these provisions, LEAs must provide a narrative that addresses the provision **within this addendum**.

As previously stated, the CDE emphasizes that the LCAP Federal Addendum should not drive LCAP development. ESSA funds are supplemental to state funds, just as the LCAP Federal Addendum supplements your LCAP. LEAs are encouraged to integrate their ESSA funds into their LCAP development as much as possible to promote strategic planning of all resources; however, this is not a requirement. In reviewing the LCAP Federal Addendum, staff will evaluate the LEA's responses to the ESSA plan provisions. There is no standard length for the responses. LEAs will be asked to clarify insufficient responses during the review process.

### TITLE I, PART A

#### Educator Equity

ESSA SECTION 1112(b)(2)

Describe how the LEA will identify and address, as required under State plans as described in Section 1111(g)(1)(B), any disparities that result in low-income students and minority students being taught at higher rates than other students by ineffective, inexperienced, or out-of-field teachers.

#### THIS ESSA PROVISION IS ADDRESSED BELOW:

At Pacific Grove Unified, 100% of our teachers are high qualified credentialed teachers therefore there are no disparities for our low-income and minority students.

#### Parent and Family Engagement

ESSA SECTIONS 1112(B)(3) AND 1112(B)(7)

Describe how the LEA will carry out its responsibility under Section 1111(d).  
Describe the strategy the LEA will use to implement effective parent and family engagement under Section 1116.

#### THIS ESSA PROVISION IS ADDRESSED BELOW:

Our district prides itself on the strong partnerships we have with parents and the many ways we enlist and engage our parents to participate in their child's education. The board approved parent and family engagement policy was developed jointly with parent representatives from each school site. As noted in our LCAP stakeholder process, parents are involved in a myriad of ways through PTA, Site council, English Language Advisory Committee (ELAC), District English Language Advisory Committee (DELAC), site based parent forums, as well as attendance at school functions such as parent conference weeks, back to school night, open house, music concerts, monthly principal meetings and forums for parent feedback. Our parent and family participation rates are 95% for these school functions. We also elicit feedback from parents on a variety of topics via surveys such as Bryte Bytes (technology), School Climate, English learner survey, Title 1 Parent survey, and student surveys such as the California Healthy Kids Survey. As a result of parent feedback, we have added more counseling at our elementary schools and the high school. Parents have also been engaged and instrumental on how best to make our schools safe in the event of a threat. We have site based on-going forums to ensure all parents have the opportunity to be involved in these discussions.

We also offer a parent education class for English learner parents to assist their children with homework and support their own understanding of the English Language as well provide materials and training to help parents work with their children to improve achievement such as literacy training and using technology. All communication related to school and parent programs, meetings, and other activities is sent to the parents in the language parents have selected as their preference for such information.

Our district vision includes parents participation and contributions as vital to the success of reaching our first LCAP goal to ensure ALL students graduate College and Career Ready and become productive citizens of society.

### **Schoolwide Programs, Targeted Support Programs, and Programs for Neglected or Delinquent Children** ESSA SECTIONS 1112(b)(5) and 1112(b)(9)

Describe, in general, the nature of the programs to be conducted by the LEA's schools under sections 1114 and 1115 and, where appropriate, educational services outside such schools for children living in local institutions for neglected or delinquent children, and for neglected and delinquent children in community day school programs.

Describe how teachers and school leaders, in consultation with parents, administrators, paraprofessionals, and specialized instructional support personnel, in schools operating a targeted assistance school program under Section 1115, will identify the eligible children most in need of services under this part.

#### **THIS ESSA PROVISION IS ADDRESSED BELOW:**

At this time, we do not have any students who are identified as neglected or delinquent and participate in community day school programs. To receive additional services during school by certificated and instructional aids, children are identified based on if they receive free or reduced lunch and are identified as struggling academically, socially, or emotionally.

### **Homeless Children and Youth Services**

#### **ESSA SECTION 1112(b)(6)**

Describe the services the LEA will provide homeless children and youths, including services provided with funds reserved under Section 1113(c)(3)(A), to support the enrollment, attendance, and success of homeless children and youths, in coordination with the services the LEA is providing under the McKinney-Vento Homeless Assistance Act (42 United States Code 11301 et seq.).

#### **THIS ESSA PROVISION IS ADDRESSED BELOW:**

At this time we have 5 students identified as homeless. We provide school materials such as backpacks, notebooks, pencils, pens, books to read at home, and any other materials students need to be successful in the classroom. Our homeless liaison, Clare Davies, ensures the rights of homeless children and youths are protected.

### **Student Transitions**

#### **ESSA SECTIONS 1112(b)(8), 1112(b)(10), and 1112(b)(10) (A–B)**

Describe, if applicable, how the LEA will support, coordinate, and integrate services provided under this part with early childhood education programs at the LEA or individual school level, including plans for the transition of participants in such programs to local elementary school programs.

Describe, if applicable, how the LEA will implement strategies to facilitate effective transitions for students from middle grades to high school and from high school to postsecondary education including:

- (A) coordination with institutions of higher education, employers, and other local partners; and
- (B) increased student access to early college high school or dual or concurrent enrollment opportunities, or career counseling to identify student interests and skills.

**THIS ESSA PROVISION IS ADDRESSED BELOW:**

Not applicable

**Additional Information Regarding Use of Funds Under this Part**

ESSA SECTION 1112(b)(13) (A–B)

Provide any other information on how the LEA proposes to use funds to meet the purposes of this part, and that the LEA determines appropriate to provide, which may include how the LEA will:

- (A) assist schools in identifying and serving gifted and talented students; and
- (B) assist schools in developing effective school library programs to provide students an opportunity to develop digital literacy skills and improve academic achievement.

**THIS ESSA PROVISION IS ADDRESSED BELOW:**

Not applicable: title 1 funds are not sufficient and set aside for these purposes. We use general fund money and apply for grants to support our Gifted and Talented Program grades 3-12. We also use general fund money to provide digital literacy instruction and skills to improve academic achievement with a certificated digital literacy teacher grades k-8.

## TITLE I, PART D

### Description of Program

#### ESSA SECTION 1423(1)

Provide a description of the program to be assisted [by Title I, Part D].

#### THIS ESSA PROVISION IS ADDRESSED BELOW:

Not applicable to our LEA

### Formal Agreements

#### ESSA SECTION 1423(2)

Provide a description of formal agreements, regarding the program to be assisted, between the LEA and correctional facilities and alternative school programs serving children and youth involved with the juvenile justice system, including such facilities operated by the Secretary of the Interior and Indian tribes.

#### THIS ESSA PROVISION IS ADDRESSED BELOW:

Not applicable to our LEA

### Comparable Education Program

#### ESSA SECTION 1423(3)

As appropriate, provide a description of how participating schools will coordinate with facilities working with delinquent children and youth to ensure that such children and youth are participating in an education program comparable to one operating in the local school such youth would attend.

#### THIS ESSA PROVISION IS ADDRESSED BELOW:

Not applicable to our LEA

### Successful Transitions

#### ESSA SECTION 1423(4)

Provide a description of the program operated by participating schools to facilitate the successful transition of children and youth returning from correctional facilities and, as appropriate, the types of services that such schools will provide such children and youth and other at-risk children and youth.

#### THIS ESSA PROVISION IS ADDRESSED BELOW:

Not applicable to our LEA

### Educational Needs

#### ESSA SECTION 1423(5)

Provide a description of the characteristics (including learning difficulties, substance abuse problems, and other special needs) of the children and youth who will be returning from correctional facilities and, as appropriate, other at-risk children and youth expected to be served by the program, and a description of how the school will coordinate existing educational programs to meet the unique educational needs of such children and youth.



**THIS ESSA PROVISION IS ADDRESSED BELOW:**

Not applicable to our LEA

**Social, Health, and Other Services****ESSA SECTION 1423(6)**

As appropriate, provide a description of how schools will coordinate with existing social, health, and other services to meet the needs of students returning from correctional facilities, at-risk children or youth, and other participating children or youth, including prenatal health care and nutrition services related to the health of the parent and the child or youth, parenting and child development classes, child care, targeted reentry and outreach programs, referrals to community resources, and scheduling flexibility.

**THIS ESSA PROVISION IS ADDRESSED BELOW:**

Not applicable to our LEA

**Postsecondary and Workforce Partnerships****ESSA SECTION 1423(7)**

As appropriate, provide a description of any partnerships with institutions of higher education or local businesses to facilitate postsecondary and workforce success for children and youth returning from correctional facilities, such as through participation in credit-bearing coursework while in secondary school, enrollment in postsecondary education, participation in career and technical education programming, and mentoring services for participating students.

**THIS ESSA PROVISION IS ADDRESSED BELOW:**

Not applicable to our LEA

**Parent and Family Involvement****ESSA SECTION 1423(8)**

Provide a description of formal agreements, regarding the program to be assisted, between the

- (A) LEA; and
- (B) correctional facilities and alternative school programs serving children and youth involved with the juvenile justice system, including such facilities operated by the Secretary of the Interior and Indian tribes.

**THIS ESSA PROVISION IS ADDRESSED BELOW:**

Not applicable to our LEA

**Program Coordination****ESSA SECTION 1423(9–10)**

Provide a description of how the program under this subpart will be coordinated with other Federal, State, and local programs, such as programs under title I of the Workforce Innovation and Opportunity Act and career and technical education programs serving at-risk children and youth.

Include how the program will be coordinated with programs operated under the Juvenile Justice and Delinquency Prevention Act of 1974 and other comparable programs, if applicable.

**THIS ESSA PROVISION IS ADDRESSED BELOW:**

Not applicable to our LEA

**Probation Officer Coordination**

ESSA SECTION 1423(11)

As appropriate, provide a description of how schools will work with probation officers to assist in meeting the needs of children and youth returning from correctional facilities.

**THIS ESSA PROVISION IS ADDRESSED BELOW:**

Not applicable to our LEA

**Individualized Education Program Awareness**

ESSA SECTION 1423(12)

Provide a description of the efforts participating schools will make to ensure correctional facilities working with children and youth are aware of a child's or youth's existing individualized education program.

**THIS ESSA PROVISION IS ADDRESSED BELOW:**

Not applicable to our LEA

**Alternative Placements**

ESSA SECTIONS 1423(13)

As appropriate, provide a description of the steps participating schools will take to find alternative placements for children and youth interested in continuing their education but unable to participate in a traditional public school program.

**THIS ESSA PROVISION IS ADDRESSED BELOW:**

Not applicable to our LEA

## TITLE II, PART A

### Professional Growth and Improvement

#### ESSA SECTION 2102(b)(2)(B)

Provide a description of the LEA's systems of professional growth and improvement, such as induction for teachers, principals, or other school leaders and opportunities for building the capacity of teachers and opportunities to develop meaningful teacher leadership.

#### THIS ESSA PROVISION IS ADDRESSED BELOW:

The director of Curriculum and Instruction is responsible for overseeing all professional development activities including the induction program for new teachers. This year we anticipate having one teacher complete the induction program. Last year, 3 of our new teachers were able to complete the induction program and earned their clear credentials. Pacific Grove has a veteran staff with an average of fifteen years of teaching. Our professional development activities are focused on a cycle of continuous learning and exemplify a growth mindset for adults as well as students. For the last 7 years, our district has engaged in professional development activities to address the shifts for instruction in alignment with the State Common Core Standards in English Language Arts and Mathematics. We have been working systematically in professional development to deepen our Cycles of Professional learning and Professional learning communities. To support our teachers k-8 with deepening math instruction, we have a math coach dedicated to model best practices and assist in analyzing student work to best target student intervention needs in mathematics. In the last three years and continuing into 2019-2020 in support of the Next Generation Science standards, we also began collaborative efforts with the county office and sending science teachers to workshops at the county and throughout the state. Our administrators have also been attending workshops on how best to support teachers with the new science standards and what they should look like in the classroom. We have also been doing an in depth analysis on issues and systems of equity in our own district. This work will continue for the next few years, as we increase awareness and identify instructional practices that ensure equity in the classroom. This next school year we are engaging in Adaptive Schools training to enhance both adult and student learning. Additionally, we are focusing on research based instructional practices such as teacher clarity and success criteria to ensure learning for students is deepened and fosters a growth mindset.

To support teachers in support of our English learners, we sent teachers to GLAD training and instructional aids to workshops in supporting struggling learners. Additionally, principals and the Director of Curriculum and Instruction will work with certificated and instructional aids on proper implementation of the Integrated/Designated English Language Arts standards with a special attention to the Curriculum Frameworks and vignettes.

Through the PLC process and staff development surveys, professional development needs are established. Certificated teachers and classified staff such as our instructional aids who work with children also participate in professional development activities. Teachers and instructional staff identify areas of professional development to better serve students via an annual staff survey. We also conduct the Bryte Bites survey to determine professional development in the areas of instructional technology. In the 2018-2019 school year professional development was provided on instructional practices such as flexible grouping to better differentiate targeted instructional support for students based on formative assessments. Supports for teachers and instructional aids will continue to be provided to enhance small group instruction within the classroom setting.

All schools have Instructional Leadership Teams who work with the site principal in a shared leadership capacity regarding important decisions focused on student learning as well as other school business issues.

### Prioritizing Funding

#### ESSA SECTION 2102(b)(2)(C)

Provide a description of how the LEA will prioritize funds to schools served by the agency that are implementing comprehensive support and improvement activities and targeted support and improvement activities under Section 1111(d) and have the highest percentage of children counted under Section 1124(c).

#### THIS ESSA PROVISION IS ADDRESSED BELOW:

At this time, we have 3 schools that receive title one funding due to their eligibility for students who receive free and reduced lunch. Forest Grove elementary has an intervention system that is funded via Title one money offering comprehensive support for students who are academically challenged. Students are monitored frequently and instruction is specifically targeted in the areas of English Language Arts. At the middle school, targeted intervention math classes support students in grades 6, 7, and 8. Students are also monitored frequently receiving differentiated instruction and support. Community High School also has a large number of students who qualify even though enrollment at this school is small. Most students at Community High School are there seeking credit recovery. Students work at their own pace, receive individualized and small group instruction, and complete credits via online blended experiences to graduate as well as attend the local community college.

### **Data and Ongoing Consultation to Support Continuous Improvement** ESSA SECTION 2102(b)(2)(D)

Provide a description of how the LEA will use data and ongoing consultation described in Section 2102(b)(3) to continually update and improve activities supported under this part.

#### **THIS ESSA PROVISION IS ADDRESSED BELOW:**

The district assessment system is set to monitor the progress of students who are academically, socially or emotionally challenged. Assessments to progress students achievements to the grade level standards are done 3 times a year k-12 in all subject areas. Students who are academically challenged are monitored on a more frequent basis such as weekly or biweekly accordingly. Multiple measures are used to determine reading levels and growth and mathematical progress. Our data and information system, Illuminate, enables us to build reports where students are easily identified based on need. We are also able to progress and monitor student behavior for analysis and trends to better address student needs proactively.

## TITLE IV, PART A

### Title IV, Part A Activities and Programs

#### ESSA SECTION 4106(e)(1)

Describe the activities and programming that the LEA, or consortium of such agencies, will carry out under Subpart 1, including a description of:

- (A) any partnership with an institution of higher education, business, nonprofit organization, community-based organization, or other public or private entity with a demonstrated record of success in implementing activities under this subpart;
- (B) if applicable, how funds will be used for activities related to supporting well-rounded education under Section 4107;
- (C) if applicable, how funds will be used for activities related to supporting safe and healthy students under Section 4108;
- (D) if applicable, how funds will be used for activities related to supporting the effective use of technology in schools under Section 4109; and
- (E) the program objectives and intended outcomes for activities under Subpart 1, and how the LEA, or consortium of such agencies, will periodically evaluate the effectiveness of the activities carried out under this section based on such objectives and outcomes.

#### THIS ESSA PROVISION IS ADDRESSED BELOW:

We have several needs in our district where this funding could help support activities that improve a well rounded education, support safe and healthy student behaviors, and support the effective use of technology especially in the area of digital literacy, citizenship and cyber-bullying and harassment.

At the middle school we are in need of an additional counselor. Currently, our number one priority for community outreach and support is for a group of at-risk youth who have exhibited repeated acts of self-harm. Several of these students have had in-patient hospitalization for anxiety, depression and suicidal ideation. After meeting with the students and contacting parents, our recommendations for continued outside therapy or in-school counseling through our SuperKids Program don't seem to have the desired result as these students continue to harm themselves. Another level or more intervention at school is needed. This funding would assist in paying for a part time counselor to provide support for students in need. We also expect to reach out to Ohana, an innovative approach to child and adolescent mental and behavioral health affiliated with Montage Health in Monterey.

A secondary concern is for our more typical middle school at-risk students who are targets of bullies, are bullies themselves, struggle academically and those who are socially isolated. A school-wide weekly Character Program could address many of the critical and difficult interpersonal skills needed at this age to help target these challenges. In addition, addressing healthy boundaries with technology and managing personal devices and screen time is another critical need. We will evaluate the effectiveness of the programs implemented via student surveys (CHKS), behavior referrals, Olweus Survey, student focus groups, and the On Track early warning system data in our student information system.

2018-19 marked the first year that students in grades K-5 have been developing their understanding of computer science concepts contained in the new CA State Standards for Computer Science. The PGUSD Digital Learning Teacher has developed standards-aligned lessons containing cross-curricular elements with a focus on using technology for student creation, analytical thinking, and problem-solving. All students have been learning the fundamentals of coding and real-world application of technology and how these topics relate to their everyday lives and their future. As students have practiced computer programming and computational thinking through various activities, they took their skills and applied them to programming robots to perform specific tasks and overcome practical challenges and other engaging learner-centered tasks. Pending approval of this grant, the Digital Learning Teacher would be able to expand on this year-one program with the inclusion incorporating additional innovative technology equipment into the instructional program to further develop and deepen student learning of standards-aligned STEM-based concepts in addition to critical 21st-century digital literacy/citizenship skills.

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

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

**DATE:** June 6, 2019

**PERSON RESPONSIBLE:** Billie Mankey, Director II, Human Resource

---

**RECOMMENDATION:**

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

**BACKGROUND:**

All changes to contracts between the District and employee groups require a public hearing and approval by the Board.

**INFORMATION:**

This proposed agreement covers the 2018-19 school year and include language changes to the following articles:

Article IV.,H. Work Schedule  
Article V. Leave Policies  
Article XII.B.,1., 2., 3. Disciplinary Actions  
Article XV. Organizational Security

**FISCAL IMPACT:**

None, all items are language items with zero fiscal impact.



www.pgusd.org

Public Hearing III

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

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

**Song Chin-Bendib**  
**Assistant Superintendent**  
Business Services  
(831) 646-6509  
schinbendib@pgusd.org

## **PUBLIC HEARING NOTICE**

In accordance with AB 1200 (Chapter 1213/1991), GC 3547.5 and CCR, Title V, Section 15449, the Pacific Grove Unified School District Governing Board will hold a public hearing on Thursday, June 6, 2019, regarding

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

The hearing will be held during the regular Board meeting of June 6, 2019, which begins at 7:00 p.m. in the Jessie Bray Board Room of the District Office, located at 435 Hillcrest Avenue in Pacific Grove.

Copies of the Collective Bargaining Agreement will be available for public viewing beginning June 3, 2019, through June 6, 2019. For more information, please contact Song Chin-Bendib, Assistant Superintendent for Business Services at 646-6509.

Posted: May 23, 2019



**Pacific Grove Unified School District and  
Classified Employee Association Chapter 229  
2018-2019 Negotiations  
Tentative Agreement**

The Pacific Grove Unified School District ("District") and Classified Employee Association ("CSEA") (collectively referred to as "the parties") agree to the following terms ("Agreement") to close negotiations for the 2018-19 school year.

**1. Article IV, H. Work Schedule (Insert Ed Code for clarification purposes)**

H. Work Schedule: Notwithstanding the adoption of separate work schedules for the certificated and the classified service, on any school day during which pupils would otherwise have been in attendance but are not and for which certificated personnel receive regular pay, classified personnel shall also receive regular pay whether or not they are required to report for duty that day. **(E.C. 45203)**

**2. Article V, Leave Policies (update according to changes in law)**

J. Parental Leave: Qualified Employees shall be entitled to parental leave for the purpose of rearing his/her natural or adopted child.

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

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

When using accrued sick leave and differential pay for paid parental leave, the employee must first exhaust his/her accrued sick leave before using differential pay. **Classified employees taking up to 12 weeks of parental leave must be paid no less than 50% of their salary in accordance with AB 2012.** If both parents work for the School District, they shall have a combined twelve (12) workweek period for child bonding and must decide how to share the twelve (12) weeks of parental leave.

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

**3. Article XII, Disciplinary Actions, B. Progressive Discipline, 1., 2., 3. (New Language added)**

**B. Progressive Discipline:**

1. The District reserves the right to bypass the progressive step(s) based on the seriousness of the conduct. When progressive steps are bypassed, any dispute regarding whether it should have been bypassed may be submitted to the Superintendent.

2. In handling disciplinary matters the progressive steps are verbal warnings, written warnings, letters of reprimand, and if necessary involuntary reassignment. Certain situations may warrant an improvement plan. These steps can be utilized to the extent permitted by individual circumstances. Discipline shall be commensurate with the offense and in relation to the employee's position.

3. When an employee receives a written warning/reprimand, the employee may submit a written rebuttal within ten (10) working days. The written rebuttal shall be attached to the warning/reprimand materials before it is placed in the employee's personnel file.

**4. Article XV, Organization Security (New Language replaces current Article XV)**



A. California School Employees' Association Chapter#229 (CSEA) shall have the sole and exclusive right to payroll deductions for regular membership dues. CSEA shall notify the District of all employees who are subject to dues deductions. The District shall deduct dues in accordance with the current CSEA dues schedule which CSEA shall provide to the District and in compliance with this Article. The District shall remit to CSEA, within fifteen (15) days of the deduction, all sums so deducted. The District shall provide a listing of employees and dues deduction along with the payment. The District shall rely upon the information provided by CSEA in making dues deductions.




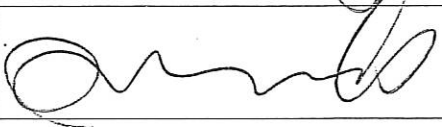
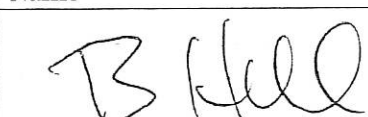
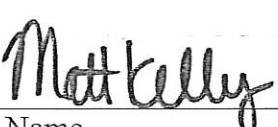

B. The District shall not be obligated to put into effect any new or changed deductions until the pay period commencing thirty (30) days after such submission.

C. Membership Status and Information: The District shall distribute and collect CSEA supplied membership packets to new hires. The District shall refer all employee questions about CSEA membership or dues to the CSEA Chapter Leadership. The District's managers, supervisors and confidential employees shall be neutral regarding employees' decisions to belong to an employee organization or participate in its activities. The District shall take reasonable steps to safeguard the privacy of bargaining unit members' personal information, including but not limited to personal addresses, personal phone numbers and union membership status.

D. Hold Harmless Clause: The Association shall indemnify, defend, and hold the District harmless from any and all claims, demands or suits, or any other action arising from the operation of this Article.

This Agreement shall be effective July 1, 2019 and shall remain in full force and effect up to and including June 30, 2021.

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

CSEA		DISTRICT	
	4/18/19		
Name	Date	Name	Date
	4/18/19		4/18/19
Name	Date	Name	Date
	4/18/19		4/18/19
Name	Date	Name	Date
	4.18.19		
Name	Date	Name	Date
Name	Date		

- ☐ Consent  
☐ Information/Discussion  
☒ Action/Discussion

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

**DATE:** June 6, 2019

**PERSON RESPONSIBLE:** Billie Mankey, Director II, Human Resource

---

**RECOMMENDATION:**

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

**BACKGROUND:**

All changes to contracts between the District and employee groups require a public hearing and approval by the Board.

**INFORMATION:**

This proposed agreement covers the 2018-19 school year and include language changes to the following articles:

Article IV.,H. Work Schedule  
Article V. Leave Policies  
Article XII.B.,1., 2., 3. Disciplinary Actions  
Article XV. Organizational Security

**FISCAL IMPACT:**

None, all items are language items with zero fiscal impact.



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

Action/Discussion Item A

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

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

**Song Chin-Bendib**  
**Assistant Superintendent**  
Business Services  
(831) 646-6509  
[schinbendib@pgusd.org](mailto:schinbendib@pgusd.org)

## **PUBLIC HEARING NOTICE**

In accordance with AB 1200 (Chapter 1213/1991), GC 3547.5 and CCR, Title V, Section 15449, the Pacific Grove Unified School District Governing Board will hold a public hearing on Thursday, June 6, 2019, regarding

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

The hearing will be held during the regular Board meeting of June 6, 2019, which begins at 7:00 p.m. in the Jessie Bray Board Room of the District Office, located at 435 Hillcrest Avenue in Pacific Grove.

Copies of the Collective Bargaining Agreement will be available for public viewing beginning June 3, 2019, through June 6, 2019. For more information, please contact Song Chin-Bendib, Assistant Superintendent for Business Services at 646-6509.

Posted: May 23, 2019

**Pacific Grove Unified School District and  
Classified Employee Association Chapter 229  
2018-2019 Negotiations  
Tentative Agreement**

The Pacific Grove Unified School District ("District") and Classified Employee Association ("CSEA") (collectively referred to as "the parties") agree to the following terms ("Agreement") to close negotiations for the 2018-19 school year.

**1. Article IV, H. Work Schedule (Insert Ed Code for clarification purposes)**

H. Work Schedule: Notwithstanding the adoption of separate work schedules for the certificated and the classified service, on any school day during which pupils would otherwise have been in attendance but are not and for which certificated personnel receive regular pay, classified personnel shall also receive regular pay whether or not they are required to report for duty that day. **(E.C. 45203)**

**2. Article V, Leave Policies (update according to changes in law)**

J. Parental Leave: Qualified Employees shall be entitled to parental leave for the purpose of rearing his/her natural or adopted child.

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

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

When using accrued sick leave and differential pay for paid parental leave, the employee must first exhaust his/her accrued sick leave before using differential pay. **Classified employees taking up to 12 weeks of parental leave must be paid no less than 50% of their salary in accordance with AB 2012.** If both parents work for the School District, they shall have a combined twelve (12) workweek period for child bonding and must decide how to share the twelve (12) weeks of parental leave.

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

**3. Article XII, Disciplinary Actions, B. Progressive Discipline, 1., 2., 3. (New Language added)**

**B. Progressive Discipline:**

1. The District reserves the right to bypass the progressive step(s) based on the seriousness of the conduct. When progressive steps are bypassed, any dispute regarding whether it should have been bypassed may be submitted to the Superintendent.

2. In handling disciplinary matters the progressive steps are verbal warnings, written warnings, letters of reprimand, and if necessary involuntary reassignment. Certain situations may warrant an improvement plan. These steps can be utilized to the extent permitted by individual circumstances. Discipline shall be commensurate with the offense and in relation to the employee's position.

3. When an employee receives a written warning/reprimand, the employee may submit a written rebuttal within ten (10) working days. The written rebuttal shall be attached to the warning/reprimand materials before it is placed in the employee's personnel file.

**4. Article XV, Organization Security (New Language replaces current Article XV)**

A. California School Employees' Association Chapter#229 (CSEA) shall have the sole and exclusive right to payroll deductions for regular membership dues. CSEA shall notify the District of all employees who are subject to dues deductions. The District shall deduct dues in accordance with the current CSEA dues schedule which CSEA shall provide to the District and in compliance with this Article. The District shall remit to CSEA, within fifteen (15) days of the deduction, all sums so deducted. The District shall provide a listing of employees and dues deduction along with the payment. The District shall rely upon the information provided by CSEA in making dues deductions.





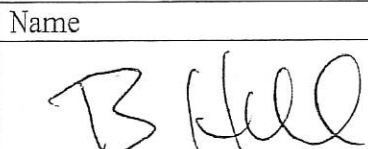
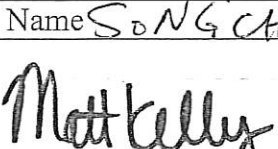
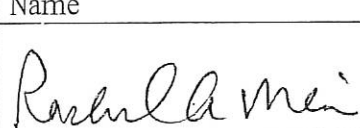
B. The District shall not be obligated to put into effect any new or changed deductions until the pay period commencing thirty (30) days after such submission.

C. Membership Status and Information: The District shall distribute and collect CSEA supplied membership packets to new hires. The District shall refer all employee questions about CSEA membership or dues to the CSEA Chapter Leadership. The District's managers, supervisors and confidential employees shall be neutral regarding employees' decisions to belong to an employee organization or participate in its activities. The District shall take reasonable steps to safeguard the privacy of bargaining unit members' personal information, including but not limited to personal addresses, personal phone numbers and union membership status.

D. Hold Harmless Clause: The Association shall indemnify, defend, and hold the District harmless from any and all claims, demands or suits, or any other action arising from the operation of this Article.

This Agreement shall be effective July 1, 2019 and shall remain in full force and effect up to and including June 30, 2021.

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

CSEA		DISTRICT	
	4/18/19		
Name	Date	Name	Date
	4/18/19		4/18/19
Name	Date	Name	Date
	4/18/19		4/18/19
Name	Date	Name	Date
	4.18.19		
Name	Date	Name	Date
Name	Date		

- ☐ Consent  
☐ Information/Discussion  
☒ Action/Discussion

**SUBJECT:** New Facilities General Obligation Bond

**DATE:** June 6, 2019

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

**RECOMMENDATION:**

The District Administration recommends the Board review and provide direction to Administration concerning the next steps for a new facilities General Obligation (GO) Bond.

**BACKGROUND:**

Dale Scott presented information regarding a GO Bond study at the Board meeting on May 2, 2019. The Board directed Administration to pursue options.

**INFORMATION:**

Staff has been presenting information about the Pacific Grove USD Capital Project list and ranking the priority of capital improvements. Currently, both Fund 14 and Fund 40 do not have much fund balance for any major capital improvements.

After the Board directed Administration to pursue GO Bond options, Dale Scott, District's Financial Advisor is here to present alternative bond scenarios.

The financial advisor does not charge a fee for presentations regardless of whether the bond passes or not.

Copies of the presentation will be available at the Board meeting.

**FISCAL IMPACT:**

The fee for the survey research is a one-time fee of \$10,000 plus an amount not to exceed \$5,000 for out of pocket expenses related to the collection of survey research data. Additionally, for pre-election services, Dale Scott & Company, Inc., charges \$15,000 per election. All these costs are contingent on the success of the election. If the election is successful, the costs will be paid out of the District General Fund as these costs cannot be paid out of a GO Bond Fund.

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

**SUBJECT:** Pacific Grove Unified School District Year-End Safety Update

**DATE:** June 6, 2019

**PERSON(S) RESPONSIBLE:** Barbara Martinez, District Safety Director

---

**RECOMMENDATION:**

The District Administration recommends the Board review and discuss items in the year-end safety update.

**BACKGROUND:**

The District Safety Director provides a year-end safety update to the School Board each year.

**INFORMATION:**

- Lead based paint and Soil testing update and mitigation plan
- Summer Safety Training Programs
- Site Safety Plan Updates
- Site Safety Night Update
- Continued Safety Services for 2019-2020
- Suspensions/Expulsions

**FISCAL IMPACT:**

No Fiscal Impact

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

**SUBJECT:** Updates to the Certificated Teacher K-12 Job Description

**DATE:** June 6, 2019

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

---

**RECOMMENDATION:**

The District Administration recommends the Board review and approve the Certificated Teacher K-12 Job Description as presented.

**BACKGROUND:**

The Certificated Teacher job description/s continue to provide necessary information for the work of a classroom teacher in our District, however they are outdated and do not reflect current public school classroom teaching standards and practices.

**INFORMATION:**

The job description presented does not change the scope of current K-12 teacher work in the District, but reflects the current expectations for classroom teachers K-12 according to the California State Standards and the California Curriculum Frameworks for content areas. Also, because of the alignment to the California State Standards and California Curriculum Frameworks, this job description aligns with our mutually negotiated certificated evaluation tools. In addition, this job description consolidates multiple job descriptions into one, reducing redundancy.

**FISCAL IMPACT:**

None



## PACIFIC GROVE UNIFIED SCHOOL DISTRICT JOB DESCRIPTION

<b>CLASSIFICATION TITLE: Certificated Teacher K-12</b>
--

**DEFINITION:**

Under the direction of the school principal the classroom teacher is responsible for classroom instruction in areas for which the teacher is credentialed and authorized to teach. The teacher assesses, creates and manages a consistent program and teaching environment conducive to curriculum objectives and student learning; communicates regularly with parents regarding student academic and social progress; provides supervision and is accountable for the safety and welfare of all students during designated hours and, if assigned, during before and after school activities; and assists in planning and implementing parent involvement activities. Must possess and retain valid certification that will allow authorization to provide curriculum and instruction appropriate to grade level and/or subject matter.

**ESSENTIAL FUNCTIONS:**

*To perform the job successfully, an individual must be able to satisfactorily perform each essential duty. The requirements listed on the job description are representative of the knowledge, skills and abilities required.*

*The position includes but is not limited to the following list of representative duties:*

- Apply all aspects of the California Standard for the Teaching Profession
- Maintain standards of professionalism and abide by the tenets of the State of California “Code of Ethics of the Teaching Profession”
- Motivate and engage students’ minds in learning
- Assess student knowledge and skills at school entrance through review of assessments and data
- Assess and apply student data in developing both short and long term learning curriculum goals and objectives
- Determine a sequence of learning experiences, utilizing District adopted instructional materials and appropriate supplementary materials
- Develop and utilize written weekly plans as a basis of guiding daily instruction
- Apply appropriate teaching strategies consistent with curriculum standards
- Develop and communicate regularly to students and parents the expectations regarding student achievement and behavior
- Make appropriate use of instructional time; maintain a safe and positive learning environment and appropriate individual, class, and program records
- Communicate regularly to parents and students regarding the student learning progression towards the CA content area standards
- Listen and respond to parent requests for information and assistance
- Encourage parents to provide in-home educational support
- Improve teaching effectiveness by responding to performance evaluation recommendations and participating in required school and district sponsored professional development activities
- Participate in all Student Study Team meetings
- Participate in Back-to-School Nights, Open Houses, and other activities to communicate classroom goals to parents

**CLASSIFICATION TITLE: Certificated Teacher K-12 (*Continued*)**

- Attend in-service training, workshops, and meetings, to keep informed of current practices and trends in education
- Provide first aid and CPR if needed
- Perform other related duties as may be assigned by administration in compliance with Board policies and administrative regulations, the Master Contract, and State regulations
- Continuously seek to provide quality service and process improvements in order to support a mission and strategic vision
- May plan and coordinate the work of assigned instructional assistants
- Work and communicate effectively with those contacted in the course of the work
- Work independently and as part of a team or department

**REQUIRED QUALIFICATIONS**
**Education and experience:**

- Bachelor's degree from an accredited college or university (Masters Degree desirable)
- Possess and retain an appropriate valid California teaching credential in the defined academic discipline
- Successful experience teaching in grades K-12 is recommended

**Knowledge of:**

- California Standards for the Teaching Profession
- CA Curriculum Frameworks for content areas
- Effective classroom management techniques to promote a safe, culturally responsible and positive learning environment
- Curriculum, instruction, and assessment processes and how they should operate in an effective manner to promote student learning
- Applicable sections of State Education Code and other applicable state publications, such as curriculum frameworks
- Knowledge of organization, operations, policies, and objectives of public education
- Technology and computer software applications relative to instruction and administration
- District mission statement, appropriate Board policies and regulations

**Ability to:**

- Stimulate and motivate students to learn
- Establish and maintain cooperative relationships with students, school personnel, parents, co-workers, and the public
- Communicate effectively in the English language, both orally and in writing
- Meet schedules and timelines
- Work independently with appropriate direction
- Use strategic and analytical thinking skills, as well as the ability to apply deductive reasoning and draw conclusions to solve problems and facilitate decision-making processes
- Analyze situations accurately and adopt an effective course of action
- Learn and use technology and computer software applications as appropriate to the work environment
- Use tact, patience, and courtesy when dealing with people
- Use initiative and judgment in discussing problems with the public and district staff, involving office practices and policies
- Understand and be sensitive to those of culturally and linguistically diverse backgrounds

**CLASSIFICATION TITLE:** Certificated Teacher K-12 (*Continued*)**PHYSICAL REQUIREMENTS**

*Of this position are, but not limited to, the following:*

1. Physical, mental, and emotional stamina to perform the duties and responsibilities of the position
2. Mental acuity to collect and interpret data, evaluate, reason, define problems, establish facts, draw valid conclusions, make valid judgments, and decisions
3. Manual dexterity sufficient to write, use the telephone, computer, calculator, and office machines at required speed and accuracy
4. Vision sufficient to read handwritten and printed materials, and the display screen of various office equipment and machines
5. Hearing sufficient to communicate in person and hold telephone conversations in normal range (approximately 60 decibels)
6. Speaking ability in an understandable voice with sufficient volume to be heard in normal conversational distances on the telephone and addressing groups
7. Physical agility to sit, stand, kneel, walk, push/pull, squat, twist, turn, bend, stoop, and to reach overhead
8. Physical strength sufficient to periodically lift and/or carry 40 pounds of materials or supplies; occasionally lift 80 or more pounds with assistance
9. Occasionally push and/or pull a variety of tools, equipment, or objects weighing 80 or more pounds

**Working Conditions:**

Indoor/Outdoor work environment subject to standing /sitting for long periods of time, bending, crouching, kneeling, walking, pushing, pulling, squatting

**LICENSE OR CERTIFICATES:**

- Possess a California Driver's License
- CPR/First Aid Certification

**NOTE:** This list of essential functions and physical requirements is not exhaustive and may be supplemented as necessary in accordance with the requirements of the job. Pacific Grove Unified School District adheres to the provisions of Americans With Disabilities Act regarding reasonable accommodation procedures.

Adopted by the Board of Education\_\_\_\_\_

PACIFIC GROVE UNIFIED SCHOOL DISTRICT  
BOARD POLICIES/ADMINISTRATIVE RULES AND REGULATIONS

JOB DESCRIPTION

ELEMENTARY CLASSROOM TEACHER -- KINDERGARTEN

4369

A. Major Duties and Responsibilities:

1. Performs all duties appropriate to corresponding description in PPBS PLANNING/PROGRAMMING/BUDGETING SYSTEM.
2. Provides learning experiences in language arts, social studies, pre-reading, arithmetic, science, art, physical education, and music to pupils, utilizing course of study adopted by the Board of Education, PPBS, and other appropriate learning activities.
3. Develops and uses instructional materials suitable for verbal or visual instruction of pupils with wide range of mental, physical and emotional maturities.
4. Provides individual and group instruction designed to meet individual needs and help the pupils make a satisfactory transition to school.
5. Establishes and maintains standards of pupil behavior needed to achieve effective participation in all activities without interfering with the natural informal atmosphere of a kindergarten.
6. Evaluates academic and social growth of pupils, and keeps appropriate records.
7. Communicates with parents through a variety of means. Holds parent conferences to discuss the individual pupil's progress and interpret the school program.
8. Identifies pupil needs, and cooperates with other professional staff members in assessing and helping pupils solve health, attitude, and learning problems.
9. Creates an effective environment for learning through functional and attractive displays, bulletin boards, and interest centers.
10. Maintains professional competence through participation in inservice education activities provided by the district and/or self-selected professional growth activities.
11. Performs basic attendance accounting and business services as required.
12. Performs and carries out the duties and responsibilities prescribed by Board policies and administrative rules and regulations.

PACIFIC GROVE UNIFIED SCHOOL DISTRICT  
BOARD POLICIES/ADMINISTRATIVE RULES AND REGULATIONS

JOB DESCRIPTION

ELEMENTARY CLASSROOM TEACHER -- GRADES 1-3

4372

A. Major Duties and Responsibilities:

1. Performs all duties appropriate to corresponding job description in PPBS PLANNING/PROGRAMMING/BUDGETING SYSTEM.
2. Performs and carries out the duties and responsibilities prescribed by Board policies and administrative rules and regulations.
3. Teaches reading, language arts, social studies, mathematics, science, art, health, physical education, and music to pupils.
4. Encourages pupils in good citizenship, positive self-image, positive relationships and self-responsibility. Instructs pupils in basic communication skills, and other general elements of the course of study specified in state law and administrative regulations and procedures of the school district.
5. Plans lesson and instructional materials and provides individualized and small group instruction in order to adapt the curriculum to the needs of each pupil.
6. Translates lessons into learning experiences so as to best utilize the available time for instruction.
7. Establishes and maintains standards of pupil behavior needed to achieve a functional learning atmosphere in the classroom.
8. Evaluates pupils' academic and social growth, keeps appropriate records, and prepares progress reports.
9. Communicates with parents through a variety of means. Holds parent conferences when needed to discuss the individual pupil's progress and interpret the school program.
10. Identifies pupil needs and cooperates with other professional staff members in assessing and helping pupils solve health, attitude, and learning problems.
11. Creates an effective environment for learning.
12. Maintains professional competence through participation in inservice education activities provided by the district and/or self-selected professional growth activities.

PACIFIC GROVE UNIFIED SCHOOL DISTRICT  
BOARD POLICIES/ADMINISTRATIVE RULES AND REGULATIONS

ELEMENTARY CLASSROOM TEACHER -- GRADES 1-3

4372 (Con't.)

B. Other Duties and Responsibilities:

1. Selects and requisitions books, instructional aids, and instructional supplies, and maintains required inventory records.
2. Insures a comfortable room environment through control of heating, lighting, and ventilation to the extent possible.
3. Supervises pupils in out-of-classroom activities during the assigned working day as required.
4. Administers group standardized test in accordance with district testing program.
5. Participates in curriculum development programs within the school of assignment and/or on a district level.
6. Shares in the sponsorship of student activities and participates in faculty committees.
7. May plan and coordinate the work of aides, teacher assistants, and other paraprofessionals.

This job description may be modified through mutual agreement between the supervisor and person supervised.

PACIFIC GROVE UNIFIED SCHOOL DISTRICT  
BOARD POLICIES/ADMINISTRATIVE RULES AND REGULATIONS

JOB DESCRIPTION

ELEMENTARY CLASSROOM TEACHER -- GRADES 4-5

4375

A. Major Duties and Responsibilities:

1. Performs all duties appropriate to corresponding job description in PPBS PLANNING/PROGRAMMING/BUDGETING SYSTEM.
2. Teaches reading, language arts, social studies, mathematics, science, art, health, and physical education to pupils in a classroom, utilizing course of study adopted by the Board of Education, PPBS, and other appropriate learning activities.
3. Plans lessons and instructional materials and provides individualized and small group instruction in order to adapt the curriculum to the needs of each pupil.
4. Translates lessons into learning experiences so as to best utilize the available time for instruction.
5. Establishes and maintains standards of pupil behavior needed to achieve a functional learning atmosphere in the classroom.
6. Evaluates pupils academic and social growth, keeps appropriate records, and prepares progress reports.
7. Communicates with parents through a variety of means. Holds parent conferences when needed to discuss the individual pupil's progress and interpret the school program.
8. Identifies pupil needs and cooperates with other professional staff members in assessing and helping pupils solve health, attitude, and learning problems.
9. Creates an effective environment for learning.
10. Maintains professional competence through participation in inservice education activities provided by the district and/or self-selected professional growth activities.
11. Performs basic attendance accounting as required.
12. Performs and carries out the duties and responsibilities prescribed by Board policies and administrative rules and regulations.

PACIFIC GROVE UNIFIED SCHOOL DISTRICT  
BOARD POLICIES/ADMINISTRATIVE RULES AND REGULATIONS

ELEMENTARY CLASSROOM TEACHER -- GRADES 4-5

4375 (Con't.)

B. Other Duties and Responsibilities:

1. Selects and requisitions books, instructional aids, and instructional supplies, and maintains required inventory records.
2. Insures a comfortable room environment through control of heating, lighting, and ventilation to the extent possible.
3. Supervises pupils in out-of-classroom activities during the assigned working day as required.
4. Administers group standardized tests in accordance with district testing program.
5. Participates in curriculum development programs within the school of assignment and/or on a district level.
6. Shares in the sponsorship of student activities and participates in faculty committees.
7. May plan and coordinate the work of aides, teacher assistants, and other paraprofessionals.

This job description may be modified through mutual agreement between the supervisor and person supervised.



PACIFIC GROVE UNIFIED SCHOOL DISTRICT  
BOARD POLICIES/ADMINISTRATIVE RULES AND REGULATIONS

JOB DESCRIPTION

SECONDARY CLASSROOM TEACHER -- ENGLISH  
MIDDLE SCHOOL

4405

A. Major Duties and Responsibilities:

1. Performs all duties appropriate to corresponding job description in PPBS PLANNING/PROGRAMMING/BUDGETING SYSTEM.
2. Teaches content and skills in English language, literature, and composition, as well as in reading, journalism, speech and drama, to secondary pupils, utilizing course of study adopted by the Board of Education, PPBS, and other appropriate learning activities.
3. Instructs pupils in citizenship, basic communication skills, and other general elements of the course of study common to all teachers, as specified in state law and administrative regulations and procedures of the school district.
4. Adapts English material and methods to develop relevant sequential assignments that guide and challenge pupils.
5. Determines instructional materials designed to achieve instructional goals and interest and maturity levels of pupils.
6. Provides individual and small group instruction in order to adapt the curriculum to the needs of each pupil. May provide remedial programs for pupils who have not achieved language competency commensurate with their potential.
7. Develops standards for critical analysis through group discussions based on a variety of mass media and classical and contemporary literature.
8. Encourages pupils to think independently and to express original ideas.
9. Evaluates each pupil's progress in English skills (listening, speaking, reading and writing) and prepares progress reports.
10. Establishes and maintains standards of pupil behavior needed to provide productive classroom environment.
11. Maintains professional competence through participation in inservice education activities provided by the district and/or in self-selected professional growth activities.
12. Performs and carries out the duties and responsibilities prescribed by Board policies and administrative rules and regulations.

PACIFIC GROVE UNIFIED SCHOOL DISTRICT  
BOARD POLICIES/ADMINISTRATIVE RULES AND REGULATIONS

SECONDARY CLASSROOM TEACHER -- ENGLISH  
MIDDLE SCHOOL

4405 (Con't.)

B. Other Duties and Responsibilities:

1. Identifies pupil needs, and cooperates with other professional staff members in assessing and helping pupils solve health, attitude, and learning problems.
2. Communicates with parents and school counselors on the individual pupil's progress.
3. Supervises pupils in out-of-classroom activities during the assigned working day.
4. Works with pupils and other classroom teachers in such activities as preparing material for the school newspaper or yearbook, or coordinating entries in essay contests.
5. Administers or monitors group tests.
6. Requisitions books, instructional aids, and instructional supplies, and maintains required inventory records.
7. Participates in curriculum and other developmental programs within the school of assignment and/or on a district level. May teach under modular or flexible scheduling plans.
8. Performs basic attendance, accounting and business services as required.
9. Shares in the sponsorship of student activities and participates in faculty committees.
10. May plan and coordinate the work of aides, teacher assistant, and other paraprofessionals.

This job description may be modified through mutual agreement between the supervisor and person supervised.

PACIFIC GROVE UNIFIED SCHOOL DISTRICT  
BOARD POLICIES/ADMINISTRATIVE RULES AND REGULATIONS

JOB DESCRIPTION

SECONDARY CLASSROOM TEACHER -- FOREIGN LANGUAGE  
MIDDLE SCHOOL

4408

A. Major Duties and Responsibilities:

1. Performs all duties appropriate to corresponding job description in PPBS PLANNING/PROGRAMMING/BUDGETING SYSTEM.
2. Teaches aural comprehension, speaking, reading, and writing of the language, utilizing course of study adopted by the Board of Education, PPBS, and supplemented by a selected vocabulary and a resume of the grammar.
3. Develops lesson plans and supplementary materials compatible with the basic instructional philosophy.
4. Provides effective learning experiences, utilizing techniques which develop the basic communication skills, including use of electronic equipment.
5. Provides individualized and small group instruction in order to adapt the curriculum to the needs of the pupils.
6. Instructs selected students in care and safe operation of electronic equipment used in foreign language instruction.
7. Develops pupil understanding and appreciation of culture of countries where foreign language is spoken.
8. Establishes and maintains standards of pupil behavior needed to provide an orderly, productive classroom environment.
9. Evaluates each pupil's progress in relation to the level being taught.
10. Performs and carries out the duties and responsibilities prescribed by Board policies and administrative rules and regulations.

B. Other Duties and Responsibilities:

1. Selects supplementary instructional supplies.
2. Performs basic attendance accounting and business services required.
3. Plans the work of the teacher's aide.

This job description may be modified through mutual agreement between the supervisor and person supervised.

PACIFIC GROVE UNIFIED SCHOOL DISTRICT  
BOARD POLICIES/ADMINISTRATIVE RULES AND REGULATIONS

JOB DESCRIPTION

SECONDARY CLASSROOM TEACHER -- HOME ECONOMICS  
MIDDLE SCHOOL

4411

A. Major Duties and Responsibilities:

1. Performs all duties appropriate to corresponding job description in PPBS PLANNING/PROGRAMMING/BUDGETING SYSTEM.
2. Teaches concepts and skills in foods and nutrition, clothing and textiles, home management, family relationships, and consumer education to secondary pupils; utilizing course of study adopted by the Board of Education, PPBS, and other appropriate learning activities.
3. Instructs pupils in citizenship, basic communication skills, and other general elements of the course of study common to all teachers as specified in state law and administrative regulations and procedures of the school district.
4. Develops lesson plans. Organizes class activities so that preparation, instruction or laboratory work, and clean-up activities can be accomplished within the allotted class time.
5. Demonstrates skill techniques in home economics and prepares appropriate instructional aids and display materials to enhance learning.
6. Provides individualized and small group instruction in order to adapt the curriculum to the needs of each pupil.
7. Instructs pupils in use, care and safe operation of household equipment and appliances; makes minor adjustments and requests repairs to equipment as required.
8. Establishes and maintains standards of pupil behavior needed to provide an orderly, productive environment in the laboratory-type classroom.
9. Evaluates each pupil's progress in concepts and skills of subject taught, assessing each individual's contribution to a group project or goal. Prepares progress reports.
10. Selects and requisitions books, instructional aids, equipment, and instructional supplies, and maintains required inventory records. Orders or makes direct purchases of groceries and other supplies as required, working under an established budget.
11. Encourages pupils to demonstrate learned techniques at home with their families.

PACIFIC GROVE UNIFIED SCHOOL DISTRICT  
BOARD POLICIES/ADMINISTRATIVE RULES AND REGULATIONS

JOB DESCRIPTION

SECONDARY CLASSROOM TEACHER -- MATHEMATICS  
MIDDLE SCHOOL

4417

A. Major Duties and Responsibilities:

1. Performs all duties appropriate to corresponding job description in PPBS PLANNING/PROGRAMMING/BUDGETING SYSTEM.
2. Teaches courses in mathematics to 7th and 8th grade pupils, utilizing course of study adopted by the Board of Education, and appropriate curriculum publications as guidelines in teaching individual course content.
3. Instructs pupils in citizenship, basic communication skills, and other general elements of the course of study common to all teachers, as specified in state law and administrative regulations and procedures of the school district.
4. Prepares lesson plans and appropriate instructional aids.
5. Demonstrates mathematical concepts using models, chalkboards, overhead projector, and other standard or teacher-prepared instructional aids.
6. Provides opportunities, when appropriate and feasible, for individualized and small group instruction to adapt the curriculum to the needs of each pupil.
7. Designs learning activities that will relate mathematics to the physical world.
8. Establishes and maintains standards of pupil behavior needed to provide an orderly, productive classroom environment.
9. Evaluates and reports on each pupil's progress in mathematical knowledge and skills.
10. Maintains professional competence through participation in inservice education activities provided by the district, and/or in self-selected professional growth activities.
11. Performs and carries out the duties and responsibilities prescribed by Board policies and administrative rules and regulations.

PACIFIC GROVE UNIFIED SCHOOL DISTRICT  
BOARD POLICIES/ADMINISTRATIVE RULES AND REGULATIONS

JOB DESCRIPTION

ELEMENTARY CLASSROOM TEACHER --  
INSTRUMENTAL MUSIC

4390

A. Major Duties and Responsibilities:

1. Establishes a schedule of instructional activities for each school to which assigned.
2. Recruits fourth, fifth, and sixth-grade elementary pupils to receive instruction in playing standard band and orchestra instruments.
3. Organizes and teaches beginning and advanced classes in instrumental music.
4. Gives class instruction to beginning musicians and rehearses advanced musicians.
5. Develops performing instrumental music ensembles at each school or group of schools to which assigned.
6. Selects music to conform to the musical ability of pupils.
7. Organizes and presents instrumental music programs for assemblies, classroom demonstrations and PTA programs.
8. Maintains and makes minor repairs and adjustments to musical instruments, including tuning, string replacement, trimming and adjusting reeds, oiling valves and slides, et cetera.
9. Performs and carries out the duties and responsibilities prescribed by Board policies and administrative rules and regulations.

B. Other Duties and Responsibilities:

1. Keeps parents informed of pupil progress.
2. Arranges the physical environment in which lessons and rehearsals are to be conducted.
3. Confers with professional staff members on the instrumental music program and individual pupil progress in the program.

PACIFIC GROVE UNIFIED SCHOOL DISTRICT  
BOARD POLICIES/ADMINISTRATIVE RULES AND REGULATIONS

JOB DESCRIPTION

SECONDARY CLASSROOM TEACHER -- INSTRUMENTAL MUSIC  
MIDDLE SCHOOL

4420

A. Major Duties and Responsibilities:

1. Performs all duties appropriate to corresponding job description in PPBS PLANNING/PROGRAMMING/BUDGETING SYSTEM.
2. Teaches skills in instrumental music (band, orchestra, instrumental ensemble) to 7th and 8th grade pupils, utilizing the course of study adopted by the Board of Education or other specified regulations from the state or local administration.
3. Provides individual and small group instruction, in order to adapt the curriculum to the needs of each pupil, and to encourage the utmost development of individual skills.
4. Utilizes repertoire of all types of music literature, including traditional and contemporary, that are appropriate for the ages and skill levels of the students.
5. Maintains surveillance over school-owned instruments and equipment, uniforms and music, in order to prevent loss or abuse. Make minor instrument adjustments and request necessary professional repair for instruments and equipment.
6. Establishes and maintains standards of pupil behavior needed to provide an orderly productive environment during individual practice, group rehearsals, and musical performances.
7. Plans, rehearses, and directs pupils in programs for the school and community.
8. Maintains professional competence through participation in workshops, clinics, and self-selected activities (orchestral and ensemble performances) related to music.
9. Performs and carries out the duties and responsibilities prescribed by Board policies and administrative rules and regulations.

B. Other Duties and Responsibilities:

1. Selects appropriate music and instructional aids to enhance learning. Requisitions instruments, uniforms, supplies.

PACIFIC GROVE UNIFIED SCHOOL DISTRICT  
BOARD POLICIES/ADMINISTRATIVE RULES AND REGULATIONS

JOB DESCRIPTION

SECONDARY CLASSROOM TEACHER -- VOCAL MUSIC  
MIDDLE SCHOOL

4423

A. Major Duties and Responsibilities:

1. Performs all duties appropriate to corresponding job description in PPBS PLANNING/PROGRAMMING/BUDGETING SYSTEM.
2. Teaches the fundamentals of tone production for participation as a solo singer or as a singer in a group.
3. Develops good habits in student's personal behavior as a citizen in school and community.
4. Teaches music through singing of many kinds of songs.
5. Teaches the fundamentals of good musical performance.
6. Helps the student know and develop his/her own musical potentialities.
7. Evaluates each student's growth and development.
8. Maintains professional competence through participation in community activities and professional growth activities related to his subject.
9. Performs and carries out the duties and responsibilities prescribed by Board policies and administrative rules and regulations.

B. Other Duties and Responsibilities:

1. Selects appropriate music materials within the financial structure of the school
2. Communicates with other teachers, counsellors, and parents on the progress of the students.
3. Identifies pupils' needs and works toward good public image as a teacher.
4. Presents many programs which provide students with the opportunity of performance and are good public relations activity for school and community understanding.



PACIFIC GROVE UNIFIED SCHOOL DISTRICT  
BOARD POLICIES/ADMINISTRATIVE RULES AND REGULATIONS

JOB DESCRIPTION

SECONDARY CLASSROOM TEACHER -- SCIENCE  
MIDDLE SCHOOL

4426

A. Major Duties and Responsibilities:

1. Performs all duties appropriate to corresponding job description in PPBS PLANNING/PROGRAMMING/BUDGETING SYSTEM.
2. Plans a balanced science instructional program involving demonstrations, lectures, discussions, and student experiments; organizes laboratory activities and procedures for optimum learning.
3. May conduct developmental or pilot science programs officially approved by the district.
4. Selects and requests books, instructional aids, science equipment, chemicals, glassware, and supplies, and maintains inventory records as required.
5. Instructs pupils in citizenship, basic communication skills, and other general elements of the course of study common to all teachers, as specified in state law and administrative regulations and procedures of the school district.
6. Demonstrates scientific concepts by use of scientific apparatus, experiments, and standard or teacher-prepared charts, sketches, and other instructional aids.
7. Provides individual or small group instruction in order to adapt the curriculum to the needs of pupils and to accommodate circumstances where a variety of projects and experiments are being worked on simultaneously.
8. Instructs pupils in proper use, care, and safe handling of chemicals, science equipment, and plant and animal life.
9. Provides for safe storage and proper use of materials, equipment, and tools to prevent loss or abuse. Makes minor adjustments and requests repairs to equipment as required.
10. Establishes and maintains standards of pupil behavior needed to promote a productive learning environment during regular class sessions, laboratory sessions, and field trips.

PACIFIC GROVE UNIFIED SCHOOL DISTRICT  
BOARD POLICIES/ADMINISTRATIVE RULES AND REGULATIONS

JOB DESCRIPTION

MIDDLE SCHOOL

SECONDARY CLASSROOM TEACHER -- PHYSICAL EDUCATION

4429

A. Major Duties and Responsibilities:

1. Performs all duties appropriate to corresponding job description in PPBS PLANNING/PROGRAMMING/BUDGETING SYSTEM.
2. Teaches knowledge and skills in physical fitness, health education, rhythms and dance, and individual, dual, or team sports to secondary pupils, utilizing course of study adopted by the Board of Education, PPBS, and other appropriate learning activities.
3. Instructs pupils in citizenship, basic communication skills, and other general elements of the course of study common to all teachers, as specified in state law and administrative regulations and procedures of the school district.
4. Works cooperatively with other physical education teachers in planning a balanced physical education program, adapting daily schedules to accommodate weather conditions and to provide time for changing clothes, showers, instruction, exercise, and sports activities.
5. Analyzes, demonstrates, and explains basic skills, knowledge, and strategies of formal sports, games, rhythms, and fundamentals of body movement.
6. Provides individualized and small group instruction in order to adapt the curriculum to the needs of each pupil, to the extent feasible.
7. May teach one or more classes of adapted physical education for students with orthopedic and/or medical problems. May teach one or more classes in interscholastic athletics (boys or girls) to senior high pupils.
8. Provides appropriate safety instruction and makes safety checks on equipment and field areas to insure the over-all safety of pupils.
9. Maintains surveillance over storage and use of such items as school-owned uniforms, towels, lockers, equipment, and supplies to prevent loss and abuse, working through student monitors or locker room attendants where appropriate.
10. Establishes and maintains standards of pupil behavior needed to provide an orderly, productive environment in the physical education areas.

PACIFIC GROVE UNIFIED SCHOOL DISTRICT  
BOARD POLICIES/ADMINISTRATIVE RULES AND REGULATIONS

JOB DESCRIPTION

SECONDARY CLASSROOM TEACHER -- SOCIAL STUDIES  
MIDDLE SCHOOL

4432

A. Major Duties and Responsibilities:

1. Performs all duties appropriate to corresponding job description in PPBS PLANNING/PROGRAMMING/BUDGETING SYSTEM.
2. Teaches courses in social studies, history, geography, American government, political science, or humanities to secondary pupils, utilizing course of study adopted by the Board of Education, PPBS, and other appropriate learning activities.
3. Instructs pupils in citizenship, basic communication skills, and other general elements of the course of study common to all teachers, as specified in state law and administrative regulations and procedures of the school district.
4. Develops a balanced social studies program involving factual background material, material on current events, discussion time, and other appropriate activities designed to encourage pupils to develop skills and attitudes, draw conclusions, achieve improved interpersonal relationships, and make value judgments based on scientific methods of inquiry.
5. Provides individual and small group instruction in order to adapt the curriculum to the needs of pupils with varying intellectual abilities, attitudes, and cultural backgrounds.
6. Develops knowledge of the purpose, structure, and operation of the American governmental and economic system, and the rights and responsibilities of American citizenship.
7. Makes material from current magazines, newspapers, television programs, etc., available to pupils; plans and guides discussions of current social, political, and economic problems against background of geographical environment and history of area being studied.
8. Develops an understanding of the contributions of minority racial, religious, and political groups to American culture, and the role of minorities in our present day world.
9. Develops knowledge of political and economic systems of other nations and their influence on personal freedom, education, and living standards of the people in those nations.

PACIFIC GROVE UNIFIED SCHOOL DISTRICT  
BOARD POLICIES/ADMINISTRATIVE RULES AND REGULATIONS

JOB DESCRIPTION

SECONDARY CLASSROOM TEACHER -- SOCIAL STUDIES  
MIDDLE SCHOOL

4432

A. Major Duties and Responsibilities:

1. Performs all duties appropriate to corresponding job description in PPBS PLANNING/PROGRAMMING/BUDGETING SYSTEM.
2. Teaches courses in social studies, history, geography, American government, political science, or humanities to secondary pupils, utilizing course of study adopted by the Board of Education, PPBS, and other appropriate learning activities.
3. Instructs pupils in citizenship, basic communication skills, and other general elements of the course of study common to all teachers, as specified in state law and administrative regulations and procedures of the school district.
4. Develops a balanced social studies program involving factual background material, material on current events, discussion time, and other appropriate activities designed to encourage pupils to develop skills and attitudes, draw conclusions, achieve improved interpersonal relationships, and make value judgments based on scientific methods of inquiry.
5. Provides individual and small group instruction in order to adapt the curriculum to the needs of pupils with varying intellectual abilities, attitudes, and cultural backgrounds.
6. Develops knowledge of the purpose, structure, and operation of the American governmental and economic system, and the rights and responsibilities of American citizenship.
7. Makes material from current magazines, newspapers, television programs, etc., available to pupils; plans and guides discussions of current social, political, and economic problems against background of geographical environment and history of area being studied.
8. Develops an understanding of the contributions of minority racial, religious, and political groups to American culture, and the role of minorities in our present day world.
9. Develops knowledge of political and economic systems of other nations and their influence on personal freedom, education, and living standards of the people in those nations.

PACIFIC GROVE UNIFIED SCHOOL DISTRICT  
BOARD POLICIES/ADMINISTRATIVE RULES AND REGULATIONS

JOB DESCRIPTION

SECONDARY CLASSROOM TEACHER -- ART -- HIGH SCHOOL

4459

A. Major Duties and Responsibilities:

1. Performs all duties appropriate to corresponding job description in PPBS PLANNING/PROGRAMMING/BUDGETING SYSTEM.
2. Teaches knowledge and skills in art, including crafts, drawing, painting, lettering, design, art history, and/or three-dimensional art to secondary students, utilizing course of study approved by the Board of Education, PPBS, and other appropriate learning activities.
3. Instructs students in citizenship, basic communication skills, and other general elements of the course of study common to all teachers, as specified in state law and administrative regulations and procedures of the school district.
4. Provides instruction by which students develop aesthetic concepts and appreciations, and the ability to enjoy works of art.
5. Demonstrates techniques in activities such as drawing, painting, and modeling, using standard and/or teacher-prepared instructional aids.
6. Develops instructional plans and organizes class time to provide a balanced program of instruction, demonstration, and working time.
7. Provides individual and small group instruction in order to adapt the curriculum to the needs of the students with varying intellectual and artistic abilities, and to accomodate a variety of instructional activities.
8. Establishes and maintains standards of pupil behavior needed to provide an orderly and productive studio environment.
9. Instructs pupils in proper care and use of tools and equipment.
10. Organizes store areas and controls use of materials, equipment, and tools to prevent loss or abuse, and to minimize time required for distribution and collection.
11. Evaluates each student's performance and growth in knowledge and aesthetic understandings, and prepares progress reports.
12. Selects and requisitions books, instructional materials, tools, instructional aids and maintains required inventory record.

PACIFIC GROVE UNIFIED SCHOOL DISTRICT  
BOARD POLICIES/ADMINISTRATIVE RULES AND REGULATIONS

JOB DESCRIPTION

SECONDARY CLASSROOM TEACHER -- ENGLISH  
HIGH SCHOOL

4468

A. Major Duties and Responsibilities:

1. Performs all duties appropriate to corresponding job description in PPBS PLANNING/PROGRAMMING/BUDGETING SYSTEM.
2. Teaches content and skills in English Language, Literature, and composition, as well as in Reading, Journalism, Speech and Drama, to secondary pupils, utilizing course of study adopted by the Board of Education, PPBS, and other appropriate learning activities.
3. Instructs pupils in citizenship, basic communication skills, and other general elements of the course of study common to all teachers, as specified in state law and administrative regulations and procedures of the school district.
4. Adapts English material and methods to develop relevant sequential assignments that guide and challenge pupils.
5. Determines instructional materials designed to achieve instructional goals and interest and maturity levels of pupils.
6. Provides individual and small group instruction in order to adapt the curriculum to the needs of each pupil. May provide remedial programs for pupils who have not achieved language competency commensurate with their potential.
7. Develops standards for critical analysis through group discussions based on a variety of mass media and classical and contemporary literature.
8. Encourages pupils to think independently and to express original ideas.
9. Evaluates each pupil's progress in English skills (listening, speaking, reading and writing) and prepares progress reports.
10. Establishes and maintains standards of pupil behavior needed to provide productive classroom environment.
11. Maintains professional competence through participation in inservice education activities provided by the district and/or in self-selected professional growth activities.
12. Performs and carries out the duties and responsibilities prescribed by Board policies and administrative rules and regulations.



PACIFIC GROVE UNIFIED SCHOOL DISTRICT  
BOARD POLICIES/ADMINISTRATIVE RULES AND REGULATIONS

JOB DESCRIPTION

SECONDARY CLASSROOM TEACHER -- FOREIGN LANGUAGE  
HIGH SCHOOL

4471

A. Major Duties and Responsibilities:

1. Performs all duties appropriate to corresponding job description in PPBS PLANNING/PROGRAMMING/BUDGETING SYSTEM.
2. Teaches skills and knowledge in foreign language instruction to secondary pupils, utilizing course of study adopted by the Board of Education, PPBS, and other appropriate learning activities. Modern foreign language teachers (French, German, Chinese, Spanish and Russian) teach aural comprehension, speaking, reading and writing. Latin teachers concentrate primarily on the study of syntax, morphology, and vocabulary, with emphasis on reading and translation of classical literature.
3. Instructs pupils in citizenship, basic communication skills, and other general elements of the course of study common to all teachers, as specified in state law and administrative regulations and procedures of the school district.
4. Develops lesson plans and supplementary materials compatible with the basic instructional philosophy.
5. Provides effective learning experiences, utilizing techniques which develop the basic communication skills. Utilizes tape recorders and other electronic equipment if appropriate.
6. Provides individualized and small group instruction as needed in order to adapt the curriculum to the needs of each pupil.
7. Instructs pupils in care and safe operation of electronic equipment if used in foreign language instruction. Makes minor adjustments and requests repairs as required.
8. Develops pupil understanding and appreciation of culture of countries where foreign language is spoken.
9. Establishes and maintains standards of pupil behavior needed to provide an orderly, productive classroom environment.
10. Evaluates each pupil's progress in the foreign language in relationship to the level being taught, and prepares progress reports.

PACIFIC GROVE UNIFIED SCHOOL DISTRICT  
BOARD POLICIES/ADMINISTRATIVE RULES AND REGULATIONS

JOB DESCRIPTION

SECONDARY CLASSROOM TEACHER -- MATHEMATICS -- HIGH SCHOOL

4483

A. Major Duties and Responsibilities:

1. Performs all duties appropriate to corresponding job description in PPBS PLANNING/PROGRAMMING/BUDGETING SYSTEM.
2. Conducts courses in mathematics for secondary pupils as adopted by the Board of Education, PPBS and other appropriate learning activities.
3. Evaluates progress of each student enrolled in each class.
4. Maintains professional competence by inservice education activities, by college enrollment, and by attendance at mathematics conferences.
5. Performs and carries out the duties and responsibilities prescribed by Board policies and administrative rules and regulations.

B. Other Duties and Responsibilities:

1. Works with parents and other staff members in solving student problems in learning and health and other related areas.
2. Participates in developing curricula and other programs in the school or district.
3. Issues texts and other appropriate materials.

This job description may be modified through mutual agreement between the supervisor and person supervised.



PACIFIC GROVE UNIFIED SCHOOL DISTRICT  
BOARD POLICIES/ADMINISTRATIVE RULES AND REGULATIONS

JOB DESCRIPTION

SECONDARY CLASSROOM TEACHER -- MUSIC -- HIGH SCHOOL

4486

A. Major Duties and Responsibilities:

1. Performs all duties appropriate to corresponding job description in PPBS PLANNING/PROGRAMMING/BUDGETING SYSTEM.
2. Teaches skills in music theory, harmony and in instrumental music (band, orchestra, instrumental) to secondary pupils. Utilizes own course of study and other appropriate learning activities.
3. Instructs pupils in citizenship, basic communication skills, and other general elements of the course of study common to all teachers, as specified in state law and administrative regulations and procedures of the school district.
4. Plans a balanced music program, and organizes daily class time so that preparation, rehearsal and instruction can be accomplished within the allotted time.
5. Provides individual and small group instruction in order to adapt the curriculum to the needs of each pupil. Encourages pupils to develop individual musical skills to the greatest extent possible.
6. Utilizes repertoire of all types of music literature, including traditional and contemporary, that are appropriate for the ages and skill levels of pupils.
7. Maintains surveillance over school-owned music, uniforms, musical instruments and requests repairs to instruments as required.
8. Establishes and maintains standards of pupils' behavior needed to provide an orderly, productive environment during individual practice, group rehearsals, and musical performances.
9. Evaluates each pupil's musical growth and performance, assessing each individual's contribution to the performance of the group. Prepares progress reports.
10. Plans, rehearses and directs pupils in musical programs for school and community. Applies knowledge of district procedures and limitations set on performances.
11. Maintains professional competence through participation in inservice education workshops and clinics provided by the California Music Educators Association, Central Coast Section, and/or in self-selected professional growth activities related to music.
12. Performs and carries out the duties and responsibilities prescribed by Board policies and administrative rules and regulations.

PACIFIC GROVE UNIFIED SCHOOL DISTRICT  
BOARD POLICIES/ADMINISTRATIVE RULES AND REGULATIONS

JOB DESCRIPTION

SECONDARY CLASSROOM TEACHER -- VOCAL MUSIC -- HIGH SCHOOL

4489

A. Major Duties and Responsibilities:

1. Performs all duties appropriate to corresponding job description in PPBS PLANNING/PROGRAMMING/BUDGETING SYSTEM.
2. Teaches the fundamentals of tone production for participation as a solo singer or as a singer in a group.
3. Develops good habits in student's personal behavior as a citizen in school and community.
4. Teaches music through singing of many kinds of songs.
5. Teaches the fundamentals of good musical performance.
6. Helps the student know and develop his/her own musical potentialities.
7. Evaluates each student's growth and development.
8. Maintains professional competence through participation in community activities and professional growth activities related to his subject.
9. Performs and carries out the duties and responsibilities prescribed by Board policies and administrative rules and regulations.

B. Other Duties and Responsibilities:

1. Selects appropriate music materials within the financial structure of the school.
2. Communicates with other teachers, counselors, and parents on the progress of the students.
3. Identifies pupils' needs and works toward good public image as a teacher.
4. Presents many programs which provide students with the opportunity of performance and are good public relations activity for school and community understanding.
5. Participates in curriculum and other developmental programs of the school and of the district.
6. Develops special solo and ensemble activities before and after school hours as the student talent and interest currently reveal itself.

This job description may be modified through mutual agreement between the supervisor and the person supervised.

PACIFIC GROVE UNIFIED SCHOOL DISTRICT  
BOARD POLICIES/ADMINISTRATIVE RULES AND REGULATIONS

JOB DESCRIPTION

SECONDARY CLASSROOM TEACHER -- PHYSICAL EDUCATION -- HIGH SCHOOL

4492 (Con't.)

12. Maintains professional competence through participation in inservice education workshops and clinics provided by the district, and/or in self-selected professional growth activities.
  13. Performs and carries out the duties and responsibilities prescribed by Board policies and administrative rules and regulations.
- B. Other Duties and Responsibilities:
1. Selects and requisitions uniforms, equipment, instructional aids, and instructional supplies, and maintains required inventory records.
  2. Communicates with parents and school counselors on the individual pupil's progress.
  3. Identifies pupil needs, and cooperates with other professional staff members in assessing and helping pupils solve health, attitude and learning problems.
  4. Participates in curriculum and other developmental programs within the school of assignment and/or on a district level. May teach under modular or flexible scheduling plans.
  5. Performs basic attendance, accounting and business services as required.
  6. Shares in the sponsorship of student activities and participates in faculty committees.
  7. May plan and coordinate the work of aides, teacher assistants, or other paraprofessionals.

This job description may be modified through the mutual agreement of the supervisor and the person supervised.

PACIFIC GROVE UNIFIED SCHOOL DISTRICT  
BOARD POLICIES/ADMINISTRATIVE RULES AND REGULATIONS

JOB DESCRIPTION

SECONDARY CLASSROOM TEACHER -- SCIENCE -- HIGH SCHOOL

4495\

A. Major Duties and Responsibilities:

1. Performs all duties appropriate to corresponding job description in PPBS PLANNING/PROGRAMMING/BUDGETING SYSTEM.
2. Conducts courses in science for secondary pupils along guidelines set up by the Board of Education, PPBS and other appropriate learning activities.
3. Evaluates progress of each student enrolled in each class.
4. Maintains professional competence by inservice education activities, by college enrollment and by attending science conferences.
5. Performs and carries out the duties and responsibilities prescribed by Board policies and administrative rules and regulations.

B. Other Duties and Responsibilities:

1. Works with parent and other staff members in solving student problems in learning, health and related areas.
2. Participates in developing curricula and other programs in the school or district.
3. Issues texts and other equipment and materials appropriate to course.

This job description may be modified through mutual agreement between the supervisor and the person supervised.

PACIFIC GROVE UNIFIED SCHOOL DISTRICT  
BOARD POLICIES/ADMINISTRATIVE RULES AND REGULATIONS

JOB DESCRIPTION

SECONDARY CLASSROOM TEACHER -- SOCIAL STUDIES -- HIGH SCHOOL

4498

A. Major Duties and Responsibilities:

1. Performs all duties appropriate to corresponding job description in PPBS PLANNING/PROGRAMMING/BUDGETING SYSTEM.
2. Teaches courses in social studies, history, geography, American Government, political science, or humanities to secondary pupils, utilizing course of study adopted by the Board of Education, PPBS, and other appropriate learning activities.
3. Instructs pupils in citizenship, basic communication skills, and other general elements of the course of study common to all teachers, as specified in state law and administrative regulations and procedures of the school district.
4. Develops a balanced social studies program involving factual background material, material on current events, discussion time, and other appropriate activities designed to encourage pupils to develop skills and attitudes, draw conclusions, achieve improved interpersonal relationships, and make value judgments based on scientific methods of inquiry.
5. Provides individual and small group instruction in order to adapt the curriculum to the needs of pupils with varying intellectual abilities, attitudes and cultural backgrounds.
6. Develops knowledge of the purpose, structure, and operation of the American governmental and economic system, and the rights and responsibilities of American citizenship.
7. Makes material from current magazines, newspapers, television programs, etc., available to pupils; plans and guides discussions of current social, political, and economic problems against background of geographical environment and history of area being studied.
8. Develops an understanding of the contributions of minority racial, religious, and political groups to American culture, and the role of minorities in our present day world.
9. Develops knowledge of political and economic systems of other nations and their influence on personal freedom, education, and living standards of the people in those nations.
10. Encourages pupils to become aware of the complexity and interrelations of local, state, national and world problems.
11. Establishes and maintains standards of pupil behavior needed to provide a productive classroom environment.

PACIFIC GROVE UNIFIED SCHOOL DISTRICTBOARD POLICIES/ADMINISTRATIVE RULES AND REGULATIONSJOB DESCRIPTION

ELEMENTARY CLASSROOM TEACHER -- PHYSICAL EDUCATION -- ELEMENTARY SCHOOL 4502

## A. Major Duties and Responsibilities:

1. Performs all duties appropriate to corresponding job description in PPBS PLANNING/PROGRAMMING/BUDGETING SYSTEM.
2. Teaches knowledge and skills in physical fitness, health education, rhythms and dance, and individual, dual, or team sports to elementary pupils, utilizing course of study adopted by the Board of Education, PPBS, and other appropriate learning activities.
3. Instructs pupils in citizenship, basic communication skills, and other general elements of the course of study common to all teachers, as specified in state law and administrative regulations and procedures of the school district.
4. Works cooperatively with classroom teachers in planning a balanced physical education program, adapting daily schedules to accomodate weather conditions.
5. Analyzes, demonstrates and explains basic skills, knowledge and strategies of formal sports, games, rhythms and fundamentals of body movement.
6. Provides individualized and small group instruction in order to adapt the curriculum to the needs of each pupil, to the extent feasible.
7. Provides appropriate safety instruction and makes safety checks on equipment and field areas to insure the over-all safety of pupils.
8. Establishes and maintains standards of pupil behavior needed to provide an orderly, productive environment in the physical education areas.
9. Evaluates each pupil's growth in physical fitness, and in physical skills and knowledge. Assesses each individual's contribution to the performance of the group in team sports.
10. Maintains professional competence through participation in inservice education workshops and clinics provided by the district, and/or in self-selected professional growth activities.

- ☐ Consent  
☐ Information/Discussion  
☒ Action/Discussion

**SUBJECT:** Updates to Board Policy 3515 Campus and Facility Security

**DATE:** June 6, 2019

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

---

**RECOMMENDATION:**

The District Administration recommends that the Board review and approve the updates to Board Policy 3515 Campus and Facility Security.

**INFORMATION:**

The revisions provided by legal counsel include the following revisions:

- The Board believes that reasonable use of surveillance cameras will help the District achieve its goals for security of campuses and other District facilities. In consultation with the safety planning committee and/or relevant staff, the Superintendent or designee shall identify appropriate locations for the placement of surveillance cameras, including on school buses
- Surveillance footage may be viewed at any time, as needed, by employees so authorized by the Superintendent
- Surveillance footage may be shared with law enforcement at the discretion of District Administration
- Data shall be available for up to thirty days, unless maintained as a student or personnel record
- Prior to the operation of the surveillance system, the Superintendent or designee shall ensure that signs are posted at conspicuous locations at affected school buildings and grounds
- The Superintendent or designee shall also provide written notice to students and parents/guardians about the District's surveillance system, including the general locations where surveillance may occur, explaining that the recordings may be used in disciplinary proceedings, and that matters captured by the camera may be referred to local law enforcement, as appropriate

**Pacific Grove Unified School District**

Business

Policy #3515

**CAMPUS AND FACILITY SECURITY**

The Board of Trustees is committed to providing a school environment that promotes the safety of students, employees, and visitors to school grounds. The Board also recognizes the importance of protecting District property, facilities, and equipment from vandalism and theft.

The Superintendent or designee shall develop campus security procedures that are consistent with the goals and objectives of the District's comprehensive safety plan and site-level safety plans. Such procedures shall be regularly reviewed to reflect changed circumstances and to assess their effectiveness in achieving safe school objectives.

(cf. 0450 - Comprehensive Safety Plan)

**Surveillance Systems**

The Board believes that reasonable use of surveillance cameras will help the district achieve its goals for security of campuses and other district facilities. In consultation with the safety planning committee and/or relevant staff, the Superintendent or designee shall identify appropriate locations for the placement of surveillance cameras, including on school buses. The Superintendent or designee may add, remove or relocate cameras based upon district need. Cameras shall not be placed in areas where students, staff, or community members have a reasonable expectation of privacy. Cameras placed on school buses may have both audio and video capabilities. Any audio capability in other surveillance locations on the district's surveillance equipment shall be disabled so that sounds are not recorded.

Surveillance footage may be viewed at any time, as needed, by employees so authorized by the Superintendent. Surveillance footage may be shared with law enforcement at the discretion of district administration. Data shall be available for up to thirty days, unless maintained as a student or personnel record.

(cf. 5131.1 - Bus Conduct)

(cf. 5145.12 - Search and Seizure)

Prior to the operation of the surveillance system, the Superintendent or designee shall ensure that signs are posted at conspicuous locations at affected school buildings and grounds. These signs shall inform students, staff, and visitors that surveillance may occur. The Superintendent or designee shall also provide written notice to students and parents/guardians about the district's surveillance system, including the general locations where surveillance may occur, explaining that the recordings may be used in disciplinary proceedings, and that matters captured by the camera may be referred to local law enforcement, as appropriate.

-(cf. 5144 - Discipline)

(cf. 5144.1 - Suspension and Expulsion/Due Process)



**Pacific Grove Unified School District**

Business

Policy #3515

**CAMPUS AND FACILITY SECURITY**

To the extent that any images from the district's surveillance system are preserved or maintained as to create a student record as defined under the federal Family Educational Rights and Privacy Act ("FERPA") and other applicable law, the Superintendent or designee shall ensure that the images are accessed, retained, and disclosed only in accordance with applicable law. For example, an image may become a student record if it is maintained and used in a student discipline hearing.

To the extent that any images from the district's surveillance system create a personnel record, the Superintendent or designee shall ensure that the images are accessed, retained, and disclosed in accordance with law, Board policy, administrative regulation, and any applicable collective bargaining agreements.

## Legal Reference:

## EDUCATION CODE

32020 Access gates

32211 Threatened disruption or interference with classes

32280-32288 School safety plans

35160 Authority of governing boards

35160.1 Broad authority of school Districts

38000-38005 Security patrols

49050-49051 Searches by school employees

49060-49079 Student records

## PENAL CODE

469 Unauthorized making, duplicating or possession of key to public building

626-626.10 Disruption of schools

## CALIFORNIA CONSTITUTION

Article 1, Section 28(c) Right to Safe Schools

## UNITED STATES CODE, TITLE 20

1232g Family Educational Rights and Privacy Act

## COURT DECISIONS

New Jersey v. T.L.O. (1985) 469 U.S. 325

## ATTORNEY GENERAL OPINIONS

83 Ops.Cal.Atty.Gen. 257 (2000)

75 Ops.Cal.Atty.Gen. 155 (1992)

## Management Resources:

## CSBA PUBLICATIONS

Protecting Our Schools: Governing Board Strategies to Combat School Violence, 1999

## CALIFORNIA DEPARTMENT OF EDUCATION PUBLICATIONS

Safe Schools: A Planning Guide for Action, 2002

## NATIONAL INSTITUTE OF JUSTICE PUBLICATIONS

Schools and Law Enforcement Agencies, 1999

## WEB SITES

CSBA: <http://www.csba.org>California Department of Education, Safe Schools Office: <http://www.cde.ca.gov/lss>

Business

Policy #3515

**CAMPUS AND FACILITY SECURITY**

National Institute of Justice: <http://www.ojp.usdoj.gov/nij>

**Pacific Grove Unified School District****Business****Policy #3515**

---

**CAMPUS AND FACILITY SECURITY**

The Board of Trustees is committed to providing a school environment that promotes the safety of students, employees, and visitors to school grounds. The Board also recognizes the importance of protecting District property, facilities, and equipment from vandalism and theft.

The Superintendent or designee shall develop campus security procedures that are consistent with the goals and objectives of the District's comprehensive safety plan and site-level safety plans. Such procedures shall be regularly reviewed to reflect changed circumstances and to assess their effectiveness in achieving safe school objectives.

(cf. [0450](#) - Comprehensive Safety Plan)

**Surveillance Systems**

The Board believes that reasonable use of surveillance cameras will help the district achieve its goals for security of campuses and other district facilities. In consultation with the safety planning committee and/or relevant staff, the Superintendent or designee shall identify appropriate locations for the placement of surveillance cameras, including on school buses. The Superintendent or designee may add, remove or relocate cameras based upon district need. Cameras shall not be placed in areas where students, staff, or community members have a reasonable expectation of privacy. Cameras placed on school buses may have both audio and video capabilities. Audio capability in other surveillance locations shall be disabled so that sounds are not recorded.

Surveillance footage may be viewed at any time, as needed, by employees so authorized by the Superintendent. Surveillance footage may be shared with law enforcement at the discretion of district administration. Data shall be available for up to thirty days, unless maintained as a student or personnel record.

(cf. [5131.1](#) - Bus Conduct)

(cf. [5145.12](#) - Search and Seizure)

Prior to the operation of the surveillance system, the Superintendent or designee shall ensure that signs are posted at conspicuous locations at affected school buildings and grounds. These signs shall inform students, staff, and visitors that surveillance may occur. The Superintendent or designee shall also provide written notice to students and parents/guardians about the district's surveillance system, including the general locations where surveillance may occur, explaining that the recordings may be used in disciplinary proceedings, and that matters captured by the camera may be referred to local law enforcement, as appropriate.

(cf. [5144](#) - Discipline)

(cf. [5144.1](#) - Suspension and Expulsion/Due Process)

# Pacific Grove Unified School District

Business

Policy #3515

## CAMPUS AND FACILITY SECURITY

To the extent that any images from the district's surveillance system are preserved or maintained as to create a student record as defined under the federal Family Educational Rights and Privacy Act ("FERPA") and other applicable law, the Superintendent or designee shall ensure that the images are accessed, retained, and disclosed only in accordance with applicable law. For example, an image may become a student record if it is maintained and used in a student discipline hearing.

To the extent that any images from the district's surveillance system create a personnel record, the Superintendent or designee shall ensure that the images are accessed, retained, and disclosed in accordance with law, Board policy, administrative regulation, and any applicable collective bargaining agreements.

### Legal Reference:

#### EDUCATION CODE

32020 Access gates

32211 Threatened disruption or interference with classes

32280-32288 School safety plans

35160 Authority of governing boards

35160.1 Broad authority of school Districts

38000-38005 Security patrols

49050-49051 Searches by school employees

49060-49079 Student records

#### PENAL CODE

469 Unauthorized making, duplicating or possession of key to public building

626-626.10 Disruption of schools

#### CALIFORNIA CONSTITUTION

Article 1, Section 28(c) Right to Safe Schools

#### UNITED STATES CODE, TITLE 20

1232g Family Educational Rights and Privacy Act

#### COURT DECISIONS

New Jersey v. T.L.O. (1985) 469 U.S. 325

#### ATTORNEY GENERAL OPINIONS

83 Ops.Cal.Atty.Gen. 257 (2000)

75 Ops.Cal.Atty.Gen. 155 (1992)

### Management Resources:

#### CSBA PUBLICATIONS

Protecting Our Schools: Governing Board Strategies to Combat School Violence, 1999

#### CALIFORNIA DEPARTMENT OF EDUCATION PUBLICATIONS

Safe Schools: A Planning Guide for Action, 2002

#### NATIONAL INSTITUTE OF JUSTICE PUBLICATIONS

Schools and Law Enforcement Agencies, 1999

#### WEB SITES

CSBA: <http://www.csba.org>

California Department of Education, Safe Schools Office: <http://www.cde.ca.gov/lss>

National Institute of Justice: <http://www.ojp.usdoj.gov/nij>

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

**SUBJECT:** Updates to Board Policy and Regulation 5131.1 Bus Conduct

**DATE:** June 6, 2019

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

---

**RECOMMENDATION:**

The District Administration recommends that the Board review and approve the updates to Board Policy and Regulation 3515 Bus Conduct.

**INFORMATION:**

The revisions provided by legal counsel include the addition of Audio and Visual surveillance systems.

# Pacific Grove Unified School District

Students

Policy #5131.1

## BUS CONDUCT

Bus transportation is a privilege extended only to students who display good conduct while preparing to ride, riding or leaving the bus. Continued disorderly conduct or persistent refusal to submit to the authority of the driver shall be sufficient reason for a student to be denied transportation.

The Superintendent or designee shall establish regulations related to bus conduct, bus driver authority, and the suspension of riding privileges. The Governing Board shall make these rules available to parents/ guardians and students. (Code of Regulations, Title 5, Section 14103)

### Bus Audio and Video Surveillance Systems

The Board believes that the use of surveillance systems on school buses will help to deter misconduct and improve discipline, ensure the safety of students and bus drivers, and prevent vandalism. Therefore, audio and video surveillance systems may be installed and used on school buses to monitor student behavior while traveling to and from school and school activities.

(cf. 3515 - Campus Security)

The Superintendent or designee shall notify students, parents/guardians, and staff that audio and video surveillance may occur on any school bus and that the contents of a recording may be a student record and, as such, may be used in student disciplinary proceedings or referred to local law enforcement, as appropriate. In addition, a prominent notice shall be placed in each bus stating that the bus is equipped with an audio and video surveillance monitoring system.

(cf. 5125 - Student Records)

### Legal Reference:

#### EDUCATION CODE

35160 Authority of governing boards

39800 Transportation

44808 Duty to supervise conduct of students

48918 Expulsion procedures

49061 Definition of student records

49073-49079 Privacy of student records

#### GOVERNMENT CODE

6253 Public records open to inspection

6254 Records exempt from disclosure

#### CODE OF REGULATIONS, TITLE 5

14103 Authority of the driver

#### UNITED STATES CODE, TITLE 20

1232g Family Educational Rights and Privacy Act

# Pacific Grove Unified School District

Students

Policy #5131.1

## BUS CONDUCT

Bus transportation is a privilege extended only to students who display good conduct while preparing to ride, riding or leaving the bus. Continued disorderly conduct or persistent refusal to submit to the authority of the driver shall be sufficient reason for a student to be denied transportation.

The Superintendent or designee shall establish regulations related to bus conduct, bus driver authority, and the suspension of riding privileges. The Governing Board shall make these rules available to parents/ guardians and students. (Code of Regulations, Title 5, Section 14103)

### Bus Audio and Video Surveillance Systems

The Board believes that the use of surveillance systems on school buses will help to deter misconduct and improve discipline, ensure the safety of students and bus drivers, and prevent vandalism. Therefore, audio and video surveillance systems may be installed and used on school buses to monitor student behavior while traveling to and from school and school activities.

(cf. [3515](#) - Campus Security)

The Superintendent or designee shall notify students, parents/guardians, and staff that audio and video surveillance may occur on any school bus and that the contents of a recording may be a student record and, as such, may be used in student disciplinary proceedings or referred to local law enforcement, as appropriate. In addition, a prominent notice shall be placed in each bus stating that the bus is equipped with an audio and video surveillance monitoring system.

(cf. [5125](#) - Student Records)

### Legal Reference:

#### EDUCATION CODE

35160 Authority of governing boards

39800 Transportation

44808 Duty to supervise conduct of students

48918 Expulsion procedures

49061 Definition of student records

49073-49079 Privacy of student records

#### GOVERNMENT CODE

6253 Public records open to inspection

6254 Records exempt from disclosure

#### CODE OF REGULATIONS, TITLE 5

14103 Authority of the driver

#### UNITED STATES CODE, TITLE 20

1232g Family Educational Rights and Privacy Act

# Pacific Grove Unified School District

Students

Regulation #5131.1

## BUS CONDUCT

Mandated

Regulation

Because school bus passengers' behavior can directly affect their safety and the safety of others, the following regulations apply at all times when students are riding a school bus, including school activity trips. (Title 5, Section 14103)

1. Riders shall follow the instructions and directions of the bus driver at all times.
2. Riders should arrive at the bus stop on time and stand in a safe place to wait quietly for the bus.
3. Riders shall enter the bus in an orderly manner and go directly to their seats.
4. Riders shall remain seated while the bus is in motion and shall not obstruct the aisle with their legs, feet, or other objects. When reaching their destination, riders shall remain seated until the bus stops and only then enter the aisle and go directly to the exit.
5. Riders should be courteous to the driver and to fellow passengers.
6. Because serious safety hazards can result from noise or behavior that distracts the driver, loud talking, laughing, yelling, singing, whistling, scuffling, throwing objects, smoking, eating, drinking, standing and changing seats are prohibited actions which may lead to suspension of riding privileges.
7. No part of the body, hands, arms or head should be put out of the window. Nothing should be thrown from the bus.
8. Riders shall help keep the bus and the area around the bus stop clean. Riders shall not damage or deface the bus or tamper with bus equipment.
9. No animals shall be allowed on the bus without express permission from the principal or designee.
10. Riders should be alert for traffic when leaving the bus.

Riders who fail to comply with the above rules shall be reported to the school principal, who shall determine the severity of the misconduct and take action accordingly. In all instances of misconduct, the rider and his/her parent/ guardian shall be given notice and warning. In the case of a severe violation or repeated offenses, the rider may be denied transportation for a period of time determined by the principal, up to the remainder of the school year.

Bus drivers shall not deny transportation except as directed by the principal.

### Bus Audio and Video Surveillance Systems

The Superintendent or designee may authorize the use and maintenance of the district's bus audio and video surveillance system in compliance with Board Policy 3515. Students are prohibited from tampering with the bus surveillance system. Any student found tampering with the system shall be subject to discipline.

(cf. 3515.4 - Recovery for Property Loss or Damage)

(cf. 5131.5 – Vandalism and Theft)



**Pacific Grove Unified School District**

Students

Regulation #5131.1

**BUS CONDUCT**

Mandated

Regulation

The content of any recording may be a student record and may only be accessed in accordance with District policy and administrative regulations.

(cf. 5125 - Student Records)

(cf. 5125.1 - Release of Directory Information)

# Pacific Grove Unified School District

Students

Regulation #5131.1

## BUS CONDUCT

Mandated

Regulation

Because school bus passengers' behavior can directly affect their safety and the safety of others, the following regulations apply at all times when students are riding a school bus, including school activity trips. (Title 5, Section 14103)

1. Riders shall follow the instructions and directions of the bus driver at all times.
2. Riders should arrive at the bus stop on time and stand in a safe place to wait quietly for the bus.
3. Riders shall enter the bus in an orderly manner and go directly to their seats.
4. Riders shall remain seated while the bus is in motion and shall not obstruct the aisle with their legs, feet, or other objects. When reaching their destination, riders shall remain seated until the bus stops and only then enter the aisle and go directly to the exit.
5. Riders should be courteous to the driver and to fellow passengers.
6. Because serious safety hazards can result from noise or behavior that distracts the driver, loud talking, laughing, yelling, singing, whistling, scuffling, throwing objects, smoking, eating, drinking, standing and changing seats are prohibited actions which may lead to suspension of riding privileges.
7. No part of the body, hands, arms or head should be put out of the window. Nothing should be thrown from the bus.
8. Riders shall help keep the bus and the area around the bus stop clean. Riders shall not damage or deface the bus or tamper with bus equipment.
9. No animals shall be allowed on the bus without express permission from the principal or designee.
10. Riders should be alert for traffic when leaving the bus.

Riders who fail to comply with the above rules shall be reported to the school principal, who shall determine the severity of the misconduct and take action accordingly. In all instances of misconduct, the rider and his/her parent/ guardian shall be given notice and warning. In the case of a severe violation or repeated offenses, the rider may be denied transportation for a period of time determined by the principal, up to the remainder of the school year.

Bus drivers shall not deny transportation except as directed by the principal.

### Bus Audio and Video Surveillance Systems

The Superintendent or designee may authorize the use and maintenance of the district's bus audio and video surveillance system in compliance with Board Policy 3515. Students are prohibited from tampering with the bus surveillance system. Any student found tampering with the system shall be subject to discipline.

(cf. [3515.4](#) - Recovery for Property Loss or Damage)

(cf. [5131.5](#) – Vandalism and Theft)

**Pacific Grove Unified School District**

Students

Regulation #5131.1

---

**BUS CONDUCT**

Mandated

Regulation

The content of any recording may be a student record and may only be accessed in accordance with District policy and administrative regulations.

(cf. [5125](#) - Student Records)

(cf. [5125.1](#) - Release of Directory Information)

- ☐ Consent  
☐ Information/Discussion  
☒ Action/Discussion

**SUBJECT:** Updates to Board Policies, Regulations and Exhibits from the Parents Rights Handbook 2019-20

**DATE:** June 6, 2019

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

---

**RECOMMENDATION:**

The District Administration recommends that the Board review and approve the updates to Board Policies, Regulations and Exhibits from the Parents Rights Handbook.

**INFORMATION:**

The following is a brief summary of the changes made to each Board Policy, Regulation and Exhibit with recommended changes provided by legal counsel:

The following have substantive revisions:

Regulation 5113 – Absences and Excuses

- Updated to reflect recent changes in the law regarding excused absences for parenting students. Assembly Bill (AB) 2289, which took effect on January 1, 2019, amended Education Code section 48205, subsection (a)(6), to allow parenting students to be absent from school to care for a sick child without a doctor's note. Senate Bill 816 revised the definition of “immediate family” to mean the parent or guardian, brother or sister, grandparent, or any other relative living in the household of the pupil.
- Corrected the absences to attend religious retreats to be limited to 4 hours (not days) per semester. (Education Code section 48205(c).)

Board Policy, Regulation and Exhibit 1312.3 – Uniform Complaint Procedures

- Parental Leave and Educational Rights of Pregnant and Parenting Students- AB 2289 also provides that complaints of noncompliance regarding the parental leave and educational rights of pregnant and parenting students may be filed under the District’s Uniform Complaint Procedures.
- The Uniform Complaint Procedures Board Policy, Regulation, and Exhibit 1312.3 have all been updated to include noncompliance complaints pertaining to “pregnant and parenting student parental leave and educational rights.”

- Coursework and Graduation Requirements for Migratory and Newly Arrived Immigrant Students- Foster youth, homeless students, former juvenile court school students and children living in active duty military households are exempted from a number of coursework requirements for graduation. AB 2121 took effect on January 1, 2019 and extends those exemptions to “currently migratory children,” which is defined as including children who have recently moved with a parent, guardian or other person having custody, from another state or from one California school district to another in order for the child or a member of the child’s immediate family to secure temporary or seasonal employment in an agricultural or fishing activity, and whose parents or guardians have been informed of the child’s eligibility for migrant education services. AB 2121 also extends these exemptions to students in their third or fourth year of high school who are participating in a newcomer program, which is a program designed to meet the academic and transitional needs of newly arrived immigrant students, with the development of English language proficiency as the primary objective. (Ed. Code §§ 51225.1, subd. (a) and 51225.2, subd. (a)(6).)
- Updated Board Policy 1312.3 by replacing the “Graduation and Coursework Requirements for Foster Youth, Homeless Students, Former Juvenile Court Students, and Students Living in Active Duty Military Households” provision with a provision, which combines and summarizes the coursework and graduation rights of foster youth, homeless students, former juvenile court school students, children living in active duty military households, and now migratory and newly arrived immigrant students.
- Regulation and Exhibit 1312.3 have also been updated to include “migratory and newly arrived immigrant students participating in a ‘Newcomer Program’” under complaints alleging a violation of federal or state law.

The following have non-substantive revisions, such as the correction of typographical errors or updating the legal citations:

- Board Policy 3513.3 - Tobacco-Free Schools/Smoking
- Board Policy 4100 – Positive School Climate
- Board Policy 5020 – Parent Rights and Responsibilities
- Regulation 5020 – Parent Rights and Responsibilities
- Regulation 5116.1 – Intradistrict Open Enrollment
- Policy 5117 – Interdistrict Attendance
- Board Policy 5125 – Student Records
- Board Policy 5144.1 – Suspension and Expulsion Process
- Board Policy 6163.4 – Student Use of Technology
- Regulation 6163.4 – Student Use of Technology

# Pacific Grove Unified School District

## Community Relations

## Policy #1312.3

### UNIFORM COMPLAINT PROCEDURES

Mandated Policy

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

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

**1. Discrimination Complaints.** Any complaint alleging unlawful discrimination, harassment, intimidation, or bullying based on one or more of the following actual or perceived characteristics, or association with a person or group with one or more of the following actual or perceived characteristics: disability, gender, gender identity, gender expression, nationality, race or ethnicity, immigration status, color, age, religion, sexual orientation, genetic information, marital, parental or family status or any other characteristics identified in Education Code sections 200 and 220, Government Code section 11135, or Penal Code section 422.55, in any District program or activity that receives or benefits from state financial assistance.

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

**3. Student Fees Complaints.** Any complaint alleging District violation of the prohibition against requiring students to pay fees, deposits, or other charges for participation in educational activities. (Title 5, Section 4610)

**4. Local Control and Accountability Plan Noncompliance Complaints.** Any complaint alleging the District's noncompliance with legal requirements related to the implementation of the Local Control and Accountability Plan (LCAP). (Ed. Code § 52075)

**5. Rights of Homeless Students and Students in Foster Care.** The District's uniform complaint procedures cover complaints pertaining to the education of homeless students and students in foster care, including, but not limited to rights related to: (1) school placement; (2) access to academic, extracurricular and enrichment programs and activities; (3) educational services for students living in emergency shelters; (4) assignment of an educational liaison and the carrying out of the liaison's duties; (5) transfer of the complete educational record and credits earned to the next educational placement; (6) proper and timely transfer between schools of students in foster care; and (7) ensuring that no lowering of grades occurs due to a foster youth's absence due to a change in placement by a court or placing agency, or due to a verified court appearance or related court activity.

# Pacific Grove Unified School District

Community Relations

Policy #1312.3

## UNIFORM COMPLAINT PROCEDURES

Mandated Policy

**6. Graduation and Coursework Requirements for Foster Youth, Homeless Students, Former Juvenile Court Students, Migratory and Newly Arrived Immigrant Students Participating in a “Newcomer Program”, and Students Living in Active Duty Military Households** The District’s uniform complaint procedures cover complaints pertaining to the graduation and coursework rights of foster youth, homeless students, former juvenile court students, migratory and newly arrived immigrant students participating in a “newcomer program”, which is a program designed to meet the academic and transitional needs of newly arrived immigrant students, and students living in the households of parents/guardians who are active duty members of the military. Those rights under Education Code sections 54441, 51225.1 and 51225.2 include:

- a) exemption from local graduation and coursework requirements that are in addition to the statewide coursework requirements for graduation;
- b) credit or partial credit for coursework completed while attending another school;
- c) the option to remain in school for a fifth year to complete the school district’s graduation requirements; and
- d) not being required to accept the exemption or be denied enrollment in, or the ability to complete or retake, courses necessary to attend an institution of higher education, regardless of whether those courses are required for statewide graduation requirements.

**Graduation and Coursework Requirements for Foster Youth, Homeless Students, Former Juvenile Court Students, and Students Living in Active Duty Military Households.** The District’s uniform complaint procedures cover complaints pertaining to the graduation and coursework rights of foster youth, homeless students, former juvenile court students, and students living in the households of parents/guardians who are active duty members of the military, as provided in Education Code sections 51225.1 and 51225.2.

**7. Lactation Accommodations for Parenting Students.** School districts must provide reasonable accommodations to lactating students on school campuses to express breast milk, breastfeed an infant child or address other needs related to breastfeeding. A student may not incur an academic penalty as a result of her use of reasonable lactation accommodations and must be provided an opportunity to make up any work missed due to such use. (Ed. Code § 222(f).)

# Pacific Grove Unified School District

## Community Relations

## Policy #1312.3

### UNIFORM COMPLAINT PROCEDURES

Mandated Policy

**8. Assigning Students to Course Periods Without Educational Content.** Beginning with the 2016-2017 school year, school districts may not assign students in grades 9-12 to course periods without educational content for more than one week in any semester without written parental consent and related documentation. "Course periods without educational content" are defined to include course periods where: (1) a student is released early from school; (2) the student is assigned to a service, instructional work experience or to a course to assist a certificated employee, but is not expected to complete curricular assignments; or (3) where the student is not assigned to any course during the class period.

School districts are also prohibited, without written parental consent and related documentation, from enrolling 9-12th graders in classes they have previously completed and received a grade that is satisfactory to receive a high school diploma and to attend a California public institution of postsecondary education. (Ed. Code §§ 51228.1, 51228.2, and 51228.3.)

**9. Elementary School Physical Education Instructional Minutes.** Students in an elementary school maintaining grades 1-6 are required to receive, at minimum, 200 minutes of physical education instruction each 10 school days, exclusive of recesses and lunch periods. Complaints regarding a school district's failure to comply with these physical education instructional minute requirements may be filed under the District's Uniform Complaint Procedures. (Ed. Code § 51210.)

**10. Juvenile Court School Student Graduation Requirements and Continuing Education Options.** School districts and county offices must exempt former juvenile court school students, who have transferred into a school district from a juvenile court school after completion of their second year of high school, from local graduation requirements that exceed state requirements and accept coursework satisfactorily completed while attending the juvenile court school, even if the student did not complete the entire course, and grant full or partial credit for courses earned while in juvenile court school. Juvenile court students who have qualified for a diploma have additional rights related to deferring or declining the issuance of a diploma in order to take additional coursework, continuing their education upon release from the juvenile detention facility, and community college transfer opportunities. Former and current juvenile court school students may file complaints of non-compliance with these requirements under the District's Uniform Complaint Procedures. (Ed. Code §§48645.7 and 51225.2)

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

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



# Pacific Grove Unified School District

## Community Relations

## Policy #1312.3

### UNIFORM COMPLAINT PROCEDURES

Mandated Policy

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

The Board acknowledges and respects student and employee rights to privacy. Discrimination complaints shall be investigated in a manner that protects the confidentiality of the parties and the facts. This includes keeping the identity of the complainant confidential except to the extent necessary to carry out the investigation or proceedings, as determined by the Superintendent or designee on a case-by-case basis. (Title 5, Section 4621)

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

#### Legal Reference:

#### EDUCATION CODE

200-262.3 Prohibition of discrimination

222 Lactation accommodations for parenting students

8200-8498 Child care and development programs

8500-8538 Adult basic education

18100-18179 School libraries

35146 Closed sessions

35160 Authority of governing boards

44670.1-44671.5 School personnel staff development and resource centers

48645.5 and 48645.7 coursework, continuing education options and graduation deferral rights for former juvenile court school students

48850, 48852.5, 48852.7, 48853, 48853.5, 49069.5, 51225.1, 51225.2, 42 USC 11432 and 5 CCR §

4622 Homeless students and students in foster care

48985 Notices in language other than English

49013 Pupil fees

49060-49079 Student records

49490-49560 Child nutrition programs

51210 and 51223 Elementary school physical education instructional minutes

51225.1 and 51225.2 Graduation and coursework requirements for foster youth, homeless students, former juvenile court school student, and students living in active duty military households

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

51513 Personal beliefs

~~52000-52049.1 School improvement programs~~

52075 Local Control and Accountability Plan

**Pacific Grove Unified School District**

Community Relations

Policy #1312.3

**UNIFORM COMPLAINT PROCEDURES**

Mandated Policy

52160-52178 Bilingual education programs  
 52300-52483 Vocational education  
 52500-52616.24 Adult schools  
 52800-52863 School-based coordinated programs  
 54000-54041 Economic impact aid programs  
 54100-54145 Miller-Unruh Basic Reading Act  
 54400-54425 Compensatory education programs  
 54440-54445 Migrant education  
 54460-54529 Compensatory education programs  
 56000-56885 Special education programs  
 59000-59300 Special schools and centers  
 64000 Consolidated application process  
 GOVERNMENT CODE  
 54957-54957.8 Closed sessions  
 CODE OF REGULATIONS, TITLE 5  
 3080 Application of section 4600-4671  
 4600 – 4671 Uniform Complaint Procedures  
 UNITED STATES CODE, TITLE 20  
 1221 – 1232g General Education Provisions Act  
 1681 – 1688 Discrimination based on sex or blindness, Title IX  
 CODE OF FEDERAL REGULATIONS, TITLE 34  
 100.1 – 100.13 Nondiscrimination  
 CSBA Date – 10/97

# Pacific Grove Unified School District

## Community Relations

## Policy #1312.3

### UNIFORM COMPLAINT PROCEDURES

Mandated Policy

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

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

**1. Discrimination Complaints.** Any complaint alleging unlawful discrimination, harassment, intimidation, or bullying based on one or more of the following actual or perceived characteristics, or association with a person or group with one or more of the following actual or perceived characteristics: disability, gender, gender identity, gender expression, nationality, race or ethnicity, immigration status, color, age, religion, sexual orientation, genetic information, marital, parental or family status or any other characteristics identified in Education Code sections 200 and 220, Government Code section 11135, or Penal Code section 422.55, in any District program or activity that receives or benefits from state financial assistance.

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

**3. Student Fees Complaints.** Any complaint alleging District violation of the prohibition against requiring students to pay fees, deposits, or other charges for participation in educational activities. (Title 5, Section 4610)

**4. Local Control and Accountability Plan Noncompliance Complaints.** Any complaint alleging the District's noncompliance with legal requirements related to the implementation of the Local Control and Accountability Plan (LCAP). (Ed. Code § 52075)

**5. Rights of Homeless Students and Students in Foster Care.** The District's uniform complaint procedures cover complaints pertaining to the education of homeless students and students in foster care, including, but not limited to rights related to: (1) school placement; (2) access to academic, extracurricular and enrichment programs and activities; (3) educational services for students living in emergency shelters; (4) assignment of an educational liaison and the carrying out of the liaison's duties; (5) transfer of the complete educational record and credits earned to the next educational placement; (6) proper and timely transfer between schools of students in foster care; and (7) ensuring that no lowering of grades occurs due to a foster youth's absence due to a change in placement by a court or placing agency, or due to a verified court appearance or related court activity.

# Pacific Grove Unified School District

## Community Relations

## Policy #1312.3

### UNIFORM COMPLAINT PROCEDURES

Mandated Policy

**6. Graduation and Coursework Requirements for Foster Youth, Homeless Students, Former Juvenile Court Students, Migratory and Newly Arrived Immigrant Students Participating in a “Newcomer Program”, and Students Living in Active Duty Military Households** The District’s uniform complaint procedures cover complaints pertaining to the graduation and coursework rights of foster youth, homeless students, former juvenile court students, migratory and newly arrived immigrant students participating in a “newcomer program”, which is a program designed to meet the academic and transitional needs of newly arrived immigrant students, and students living in the households of parents/guardians who are active duty members of the military. Those rights under Education Code sections 54441, 51225.1 and 51225.2 include:

- a) exemption from local graduation and coursework requirements that are in addition to the statewide coursework requirements for graduation;
- b) credit or partial credit for coursework completed while attending another school;
- c) the option to remain in school for a fifth year to complete the school district’s graduation requirements; and
- d) not being required to accept the exemption or be denied enrollment in, or the ability to complete or retake, courses necessary to attend an institution of higher education, regardless of whether those courses are required for statewide graduation requirements.

**7. Lactation Accommodations for Parenting Students.** School districts must provide reasonable accommodations to lactating students on school campuses to express breast milk, breastfeed an infant child or address other needs related to breastfeeding. A student may not incur an academic penalty as a result of her use of reasonable lactation accommodations and must be provided an opportunity to make up any work missed due to such use. (Ed. Code § 222(f).)

**8. Assigning Students to Course Periods Without Educational Content.** Beginning with the 2016-2017 school year, school districts may not assign students in grades 9-12 to course periods without educational content for more than one week in any semester without written parental consent and related documentation. “Course periods without educational content” are defined to include course periods where: (1) a student is released early from school; (2) the student is assigned to a service, instructional work experience or to a course to assist a certificated employee, but is not expected to complete curricular assignments; or (3) where the student is not assigned to any course during the class period.

School districts are also prohibited, without written parental consent and related documentation, from enrolling 9-12th graders in classes they have previously completed and received a grade that is satisfactory to receive a high school diploma and to attend a California public institution of postsecondary education. (Ed. Code §§ 51228.1, 51228.2, and 51228.3.)

**Pacific Grove Unified School District****Community Relations****Policy #1312.3**

---

**UNIFORM COMPLAINT PROCEDURES**

Mandated Policy

**9. Elementary School Physical Education Instructional Minutes.** Students in an elementary school maintaining grades 1-6 are required to receive, at minimum, 200 minutes of physical education instruction each 10 school days, exclusive of recesses and lunch periods. Complaints regarding a school district's failure to comply with these physical education instructional minute requirements may be filed under the District's Uniform Complaint Procedures. (Ed. Code § 51210.)

**10. Juvenile Court School Student Graduation Requirements and Continuing Education**

**Options.** School districts and county offices must exempt former juvenile court school students, who have transferred into a school district from a juvenile court school after completion of their second year of high school, from local graduation requirements that exceed state requirements and accept coursework satisfactorily completed while attending the juvenile court school, even if the student did not complete the entire course, and grant full or partial credit for courses earned while in juvenile court school. Juvenile court students who have qualified for a diploma have additional rights related to deferring or declining the issuance of a diploma in order to take additional coursework, continuing their education upon release from the juvenile detention facility, and community college transfer opportunities. Former and current juvenile court school students may file complaints of non-compliance with these requirements under the District's Uniform Complaint Procedures. (Ed. Code §§48645.7 and 51225.2)

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

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

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

The Board acknowledges and respects student and employee rights to privacy. Discrimination complaints shall be investigated in a manner that protects the confidentiality of the parties and the facts. This includes keeping the identity of the complainant confidential except to the extent necessary to carry out the investigation or proceedings, as determined by the Superintendent or designee on a case-by-case basis. (Title 5, Section 4621)

# Pacific Grove Unified School District

## Community Relations

## Policy #1312.3

### UNIFORM COMPLAINT PROCEDURES

Mandated Policy

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

#### Legal Reference:

#### EDUCATION CODE

200-262.3 Prohibition of discrimination

222 Lactation accommodations for parenting students

8200-8498 Child care and development programs

8500-8538 Adult basic education

18100-18179 School libraries

35146 Closed sessions

35160 Authority of governing boards

44670.1-44671.5 School personnel staff development and resource centers

48645.5 and 48645.7 coursework, continuing education options and graduation deferral rights for former juvenile court school students

48850, 48852.5, 48852.7, 48853, 48853.5, 49069.5, 51225.1, 51225.2, 42 USC 11432 and 5 CCR §

4622 Homeless students and students in foster care

48985 Notices in language other than English

49013 Pupil fees

49060-49079 Student records

49490-49560 Child nutrition programs

51210 and 51223 Elementary school physical education instructional minutes

51225.1 and 51225.2 Graduation and coursework requirements for foster youth, homeless students, former juvenile court school student, and students living in active duty military households

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

51513 Personal beliefs

52075 Local Control and Accountability Plan

52160-52178 Bilingual education programs

52300-52483 Vocational education

52500-52616.24 Adult schools

52800-52863 School-based coordinated programs

54000-54041 Economic impact aid programs

54100-54145 Miller-Unruh Basic Reading Act

54400-54425 Compensatory education programs

54440-54445 Migrant education

54460-54529 Compensatory education programs

56000-56885 Special education programs

59000-59300 Special schools and centers

64000 Consolidated application process

#### GOVERNMENT CODE

54957-54957.8 Closed sessions

FINAL  
**Pacific Grove Unified School District**

Action/Discussion Item G

Community Relations

Policy #1312.3

---

**UNIFORM COMPLAINT PROCEDURES**

Mandated Policy

CODE OF REGULATIONS, TITLE 5

3080 Application of section 4600-4671

4600 – 4671 Uniform Complaint Procedures

UNITED STATES CODE, TITLE 20

1221 – 1232g General Education Provisions Act

1681 – 1688 Discrimination based on sex or blindness, Title IX

CODE OF FEDERAL REGULATIONS, TITLE 34

100.1 – 100.13 Nondiscrimination

CSBA Date – 10/97

**Pacific Grove Unified School District**

Business

Policy #3513.3

**TOBACCO-FREE SCHOOLS/SMOKING**

Mandated Policy

The Governing Board recognizes that the health hazards associated with smoking and the use of tobacco products, including the breathing of second-hand smoke, are inconsistent with its goal to provide a healthy environment for students and staff.

The Board further prohibits the use of tobacco products at any time in district-owned or leased buildings, on district property, and in district vehicles. (*Health and Safety Code* 104420; *Labor Code* 6404.5; 20 USC 6083). This prohibition applies to all employees, students, and visitors at any school-sponsored instructional program, activity or athletic event on or off district property. Any written joint use agreement governing community use of district facilities or grounds shall include notice of the district's tobacco-free schools policy and consequences for violations of the policy.

"Smoking" means inhaling, exhaling, burning, or carrying any lighted or heated cigar, cigarette, pipe, tobacco or plant product intended for inhalation, whether natural or synthetic, in any manner or in any form and includes the use of an electronic smoking device that creates an aerosol or vapor or of any oral smoking device for the purpose of circumventing the prohibition of smoking. (Business and Professions Code 22950.54; Education Code 48901)

Tobacco products include: (Business and Professions Code 22950.5; Education Code [48901](#))

1. Any product containing, made, or derived from tobacco or nicotine that is intended for human consumption, whether smoked, heated, chewed, absorbed, dissolved, inhaled, snorted, sniffed, or ingested by any other means, including, but not limited to, cigarettes, cigars, little cigars, chewing tobacco, pipe tobacco, or snuff
2. An electronic device that delivers nicotine or other vaporized liquids to the person inhaling from the device, including, but not limited to, an electronic cigarette, cigar, pipe, or hookah
3. Any component, part, or accessory of a tobacco product, whether or not sold separately

This policy does not prohibit the use or possession of prescription products and other cessation aids that have been approved by the U.S. Department of Health and Human Services, Food and Drug Administration, such as nicotine patch or gum.

Smoking or use of any tobacco-related product or disposal of any tobacco-related waste is prohibited within 25 feet of any playground, except on a public sidewalk located within 25 feet of the playground. In addition, any form of intimidation, threat, or retaliation against a person for attempting to enforce this policy is prohibited. (Health and Safety Code [104495](#))

**Legal Reference*****BUSINESS AND PROFESSIONS CODE***

22950.5 Stop Tobacco Access to Kids Enforcement Act

***EDUCATION CODE***

48900 Grounds for suspension/expulsion

48901 Prohibition against tobacco use by students



# Pacific Grove Unified School District

Business

Policy #3513.3

## TOBACCO-FREE SCHOOLS/SMOKING

Mandated Policy

### *HEALTH AND SAFETY CODE*

39002 Control of air pollution from nonvehicular sources

104350-104495 Tobacco use prevention, especially:

104495 Prohibition of smoking and tobacco waste on playgrounds

### *PENAL CODE*

~~308119405~~ Unlawful to sell or furnish tobacco products~~electronic cigarettes~~ to minors

### *LABOR CODE*

3300 Employer, definition

6304 Safe and healthful workplace

6404.5 Occupational safety and health; use of tobacco products

### UNITED STATES CODE, TITLE 20

6083 Nonsmoking policy for children's services

7111-7122 Student Support and Academic Enrichment Grants~~7100-7117 Safe and Drug Free Schools and Communities Act~~

### CODE OF FEDERAL REGULATIONS, TITLE 21

1140.1-1140.34 Unlawful sale of cigarettes and smokeless tobacco to minors

### PERB RULINGS

Eureka Teachers Assn. v. Eureka City School District (1992) PERB Order #955 (16 PERC 23168)

CSEA #506 and Associated Teachers of Metropolitan Riverside v. Riverside Unified School District (1989) PERB Order #750 (13 PERC 20147)

# Pacific Grove Unified School District

Business

Policy #3513.3

## TOBACCO-FREE SCHOOLS/SMOKING

Mandated Policy

The Governing Board recognizes that the health hazards associated with smoking and the use of tobacco products, including the breathing of second-hand smoke, are inconsistent with its goal to provide a healthy environment for students and staff.

The Board further prohibits the use of tobacco products at any time in district-owned or leased buildings, on district property, and in district vehicles. (*Health and Safety Code* 104420; *Labor Code* 6404.5; 20 USC 6083). This prohibition applies to all employees, students, and visitors at any school-sponsored instructional program, activity or athletic event on or off district property. Any written joint use agreement governing community use of district facilities or grounds shall include notice of the district's tobacco-free schools policy and consequences for violations of the policy.

“Smoking” means inhaling, exhaling, burning, or carrying any lighted or heated cigar, cigarette, pipe, tobacco or plant product intended for inhalation, whether natural or synthetic, in any manner or in any form and includes the use of an electronic smoking device that creates an aerosol or vapor or of any oral smoking device for the purpose of circumventing the prohibition of smoking. (Business and Professions Code 22950.5; Education Code 48901)

Tobacco products include: (Business and Professions Code 22950.5; Education Code [48901](#))

1. Any product containing, made, or derived from tobacco or nicotine that is intended for human consumption, whether smoked, heated, chewed, absorbed, dissolved, inhaled, snorted, sniffed, or ingested by any other means, including, but not limited to, cigarettes, cigars, little cigars, chewing tobacco, pipe tobacco, or snuff
2. An electronic device that delivers nicotine or other vaporized liquids to the person inhaling from the device, including, but not limited to, an electronic cigarette, cigar, pipe, or hookah
3. Any component, part, or accessory of a tobacco product, whether or not sold separately

This policy does not prohibit the use or possession of prescription products and other cessation aids that have been approved by the U.S. Department of Health and Human Services, Food and Drug Administration, such as nicotine patch or gum.

Smoking or use of any tobacco-related product or disposal of any tobacco-related waste is prohibited within 25 feet of any playground, except on a public sidewalk located within 25 feet of the playground. In addition, any form of intimidation, threat, or retaliation against a person for attempting to enforce this policy is prohibited. (Health and Safety Code [104495](#))

### Legal Reference

#### *BUSINESS AND PROFESSIONS CODE*

22950.5 Stop Tobacco Access to Kids Enforcement Act

#### *EDUCATION CODE*

48900 Grounds for suspension/expulsion

48901 Prohibition against tobacco use by students

# Pacific Grove Unified School District

Business

Policy #3513.3

## TOBACCO-FREE SCHOOLS/SMOKING

Mandated Policy

### *HEALTH AND SAFETY CODE*

39002 Control of air pollution from nonvehicular sources

104350-104495 Tobacco use prevention, especially:

104495 Prohibition of smoking and tobacco waste on playgrounds

### *PENAL CODE*

308 Unlawful to sell or furnish tobacco products to minors

### *LABOR CODE*

3300 Employer, definition

6304 Safe and healthful workplace

6404.5 Occupational safety and health; use of tobacco products

### UNITED STATES CODE, TITLE 20

6083 Nonsmoking policy for children's services

7111-7122 Student Support and Academic Enrichment Grants

### CODE OF FEDERAL REGULATIONS, TITLE 21

1140.1-1140.34 Unlawful sale of cigarettes and smokeless tobacco to minors

### PERB RULINGS

Eureka Teachers Assn. v. Eureka City School District (1992) PERB Order #955 (16 PERC 23168)

CSEA #506 and Associated Teachers of Metropolitan Riverside v. Riverside Unified School District (1989) PERB Order #750 (13 PERC 20147)

## Pacific Grove Unified School District

Policy #4100

---

**POSITIVE SCHOOL CLIMATE**

The Governing Board is committed to providing and maintaining a positive learning environment for all students. As a means for achieving this goal, the Governing Board expects all staff to:

Create an environment which engenders safety and respect and does not expose students to embarrassment, or disparagement, verbal abuse, ridicule, or humiliation.

The Superintendent is directed to inform the school community of the Board's intent to create a positive school climate and to establish a procedure in which parents or students can inform the school administration if they believe there have been violations.

BP/AR 1312.1	Complaints concerning district employees
BP/AR 1312.3	Uniform complaint procedure
BP/AR 4019.11	Sexual Harassment
BP/AR 4044	Complaints
Ed Code 233-233.8	
<del>Ed Code 32239.5</del>	

Policy #4100

---

**POSITIVE SCHOOL CLIMATE**

The Governing Board is committed to providing and maintaining a positive learning environment for all students. As a means for achieving this goal, the Governing Board expects all staff to:

Create an environment which engenders safety and respect and does not expose students to embarrassment, or disparagement, verbal abuse, ridicule, or humiliation.

The Superintendent is directed to inform the school community of the Board's intent to create a positive school climate and to establish a procedure in which parents or students can inform the school administration if they believe there have been violations.

BP/AR 1312.1	Complaints concerning district employees
BP/AR 1312.3	Uniform complaint procedure
BP/AR 4019.11	Sexual Harassment
BP/AR 4044	Complaints
Ed Code 233-233.8	

## PARENT RIGHTS AND RESPONSIBILITIES

Mandated Policy

### Parent Rights

The Governing Board recognizes that parents/guardians of District students have certain rights as well as responsibilities related to the education of their children.

Parents/guardians shall have the opportunity to work with schools in a mutually supportive and respectful partnership and to help their children succeed in school. (Education Code 51100)

The Board believes that the education of the District's students is a shared responsibility. The Superintendent or designee shall work with parents/guardians to determine appropriate roles and responsibilities of parents/guardians, school staff and students for continuing the intellectual, physical, emotional and social development and well-being of students at each school site, including the means by which the schools and parents/guardians can help students achieve academic and other standards of the school.

Within this framework, the school's primary responsibility shall be to provide a high-quality curriculum and instructional program in a supportive and effective learning environment that enables all students to meet the academic expectations of the school.

The District encourages parents/guardians to support the learning environment of their children by monitoring attendance.

### Parent Responsibilities

Parents/guardians may support the learning environment of their children by:

1. Monitoring attendance of their children
2. Ensuring that homework is completed and turned in on time
3. Encouraging their children to participate in extracurricular and co-curricular activities
4. Monitoring and regulating the television viewed by their children
5. Working with their children at home in learning activities that extend the classroom learning
6. Volunteering in their children's classroom(s) or for other school activities
7. Participating in decisions related to the education of their own children or the total school program as appropriate

Students

Policy #5020

## PARENT RIGHTS AND RESPONSIBILITIES

Mandated Policy

Legal Reference:

EDUCATION CODE

~~44670.5 Professional development program~~

49091.10-49091.19 Parental review of curriculum and instruction

51100-51102 Parent/guardian right

## **PARENT RIGHTS AND RESPONSIBILITIES**

Mandated Policy

### **Parent Rights**

The Governing Board recognizes that parents/guardians of District students have certain rights as well as responsibilities related to the education of their children.

Parents/guardians shall have the opportunity to work with schools in a mutually supportive and respectful partnership and to help their children succeed in school. (Education Code 51100)

The Board believes that the education of the District's students is a shared responsibility. The Superintendent or designee shall work with parents/guardians to determine appropriate roles and responsibilities of parents/guardians, school staff and students for continuing the intellectual, physical, emotional and social development and well-being of students at each school site, including the means by which the schools and parents/guardians can help students achieve academic and other standards of the school.

Within this framework, the school's primary responsibility shall be to provide a high-quality curriculum and instructional program in a supportive and effective learning environment that enables all students to meet the academic expectations of the school.

The District encourages parents/guardians to support the learning environment of their children by monitoring attendance.

### **Parent Responsibilities**

Parents/guardians may support the learning environment of their children by:

1. Monitoring attendance of their children
2. Ensuring that homework is completed and turned in on time
3. Encouraging their children to participate in extracurricular and co-curricular activities
4. Monitoring and regulating the television viewed by their children
5. Working with their children at home in learning activities that extend the classroom learning
6. Volunteering in their children's classroom(s) or for other school activities
7. Participating in decisions related to the education of their own children or the total school program as appropriate

Legal Reference:

EDUCATION CODE

49091.10-49091.19 Parental review of curriculum and instruction

51100-51102 Parent/guardian right



## INTERDISTRICT ATTENDANCE

Because the Pacific Grove Unified School District is a “basic aid” district, the State does not provide funding to educate children who reside in other school districts. As a result, enrollment of students whose parents or guardians reside in other school districts reduces the educational resources available for resident students and increases class size. It is therefore the District’s general policy not to accept interdistrict transfer students who might otherwise be allowed to enroll under Education Code sections 46600 *et seq.* or subdivision (b) section 48204 of the Education Code.

### School District of Choice

The District elects not to be a “school district of choice” as defined in Education Code 48300 through 48316, and no transfers will be accepted pursuant to Education Code 48300 *et seq.*

### Interdistrict Attendance Agreements

The Board may enter an agreement with any other school district, for a term not to exceed five school years, for the interdistrict attendance of students who are residents of the Districts. The agreement shall specify the terms and conditions under which interdistrict attendance shall be permitted or denied. It may also contain standards agreed to by both districts for reapplication and/or revocation of the student’s permit. (Education Code 46600)

### Interdistrict Attendance Permits

The Board of Education delegates to the Superintendent or designee the authority to grant or deny interdistrict attendance permit requests. The Superintendent or designee may make exceptions to the District’s general policy of denying interdistrict attendance permit requests under those circumstances set forth in this policy and Administrative Regulation #5117.

### Victims of Bullying

In accordance with law, students who have been determined to be victims of bullying as defined in Education Code section 48900, subdivision (r), shall be given priority consideration for an interdistrict transfer permit as set forth in Administrative Regulation #5117.

### Annual Reapplication Required

Once a student is admitted to a school on the basis of an interdistrict attendance permit, he/she shall not be required to reapply for an interdistrict transfer and shall be allowed to continue to attend the school in which he/she is enrolled, unless reapplication standards are otherwise specified in the interdistrict attendance agreement. Existing interdistrict attendance permits shall not be rescinded for students entering grade 11 or 12 in the subsequent school year. (Education Code 46600)

### Updated and Accurate Information

Any student enrolled in the District pursuant to this policy shall immediately notify the District of any change in circumstances which would affect the student’s eligibility for admittance under this policy.



**INTERDISTRICT ATTENDANCE**

Because the Pacific Grove Unified School District is a “basic aid” district, the State does not provide funding to educate children who reside in other school districts. As a result, enrollment of students whose parents or guardians reside in other school districts reduces the educational resources available for resident students and increases class size. It is therefore the District’s general policy not to accept interdistrict transfer students who might otherwise be allowed to enroll under Education Code sections 46600 *et seq.* or subdivision (b) section 48204 of the Education Code.

**School District of Choice**

The District elects not to be a “school district of choice” as defined in Education Code 48300 through 48316, and no transfers will be accepted pursuant to Education Code 48300 *et seq.*

**Interdistrict Attendance Agreements**

The Board may enter an agreement with any other school district, for a term not to exceed five school years, for the interdistrict attendance of students who are residents of the Districts. The agreement shall specify the terms and conditions under which interdistrict attendance shall be permitted or denied. It may also contain standards agreed to by both districts for reapplication and/or revocation of the student’s permit. (Education Code 46600)

**Interdistrict Attendance Permits**

The Board of Education delegates to the Superintendent or designee the authority to grant or deny interdistrict attendance permit requests. The Superintendent or designee may make exceptions to the District’s general policy of denying interdistrict attendance permit requests under those circumstances set forth in this policy and Administrative Regulation #5117.

**Victims of Bullying**

In accordance with law, students who have been determined to be victims of bullying as defined in Education Code section 48900, subdivision (r), shall be given priority consideration for an interdistrict transfer permit as set forth in Administrative Regulation #5117.

**Annual Reapplication Required**

Once a student is admitted to a school on the basis of an interdistrict attendance permit, he/she shall not be required to reapply for an interdistrict transfer and shall be allowed to continue to attend the school in which he/she is enrolled, unless reapplication standards are otherwise specified in the interdistrict attendance agreement. Existing interdistrict attendance permits shall not be rescinded for students entering grade 11 or 12 in the subsequent school year. (Education Code 46600)

**Updated and Accurate Information**

Any student enrolled in the District pursuant to this policy shall immediately notify the District of any change in circumstances which would affect the student’s eligibility for admittance under this policy. Failure to provide such notification may result in disenrollment and/or disqualification from future enrollment under this policy.

Students

Policy #5117

---

## **INTERDISTRICT ATTENDANCE**

### **Falsification of Information**

In no event shall interdistrict attendance be approved, and any such permission for attendance previously approved shall be immediately revoked, if false information has been provided to the District in a student's interdistrict attendance application or in any initial or subsequent residency claim or documentation provided to the District.

Legal Reference:

#### **EDUCATION CODE**

46600-46610 Interdistrict attendance agreements

48204 Residency requirements for school attendance

48915 Expulsion; particular circumstances

48915.1 Expelled individuals: enrollment in another district

48918 Rules governing expulsion procedures

48980 Notice at beginning of term

52317 Admission of persons including nonresidents to attendance area; workers' compensation for pupils

# Pacific Grove Unified School District

## Students

## Policy #5125

### STUDENT RECORDS

### Mandated Policy

The Governing Board recognizes the importance of keeping accurate, comprehensive student records as required by law. Procedures for maintaining the confidentiality of student records shall be consistent with state and federal law.

The Superintendent or designee shall establish regulations governing the identification, description and security of student records, as well as timely access for authorized persons. These regulations shall ensure parental rights to review, inspect and copy student records and shall protect the student and the student's family from invasion of privacy.

#### Custodian of Records

The Superintendent or designee shall designate a certificated employee to serve as custodian of records, with responsibility for student records at the District level. At each school, the principal or a certificated designee shall act as custodian of records for students enrolled at that school. The custodian of records shall be responsible for implementing Board policy and administrative regulation regarding student records. (5 CCR 431)

All appropriate personnel shall receive training regarding district policies and procedures for gathering and handling sensitive student information.

The District shall not collect or solicit social security numbers or the last four digits of social security numbers of students or their parents/guardians, unless otherwise required to do so by state or federal law. (Education Code 49076.7)

No information or documents regarding the citizenship or immigration status of students or their family members shall be collected, except as required by state or federal law or as required to administer a state or federally supported educational program. The Superintendent or designee shall not disclose student records to a person, agency, or organization for immigration enforcement purposes without parental consent, a court order, or a judicial subpoena. If a district employee receives such a request, he/she shall immediately report the request to the Superintendent. The Superintendent shall report the request to the Board in a timely manner that ensures the confidentiality and privacy of any potentially identifying information. (Education Code 234.7)

The Superintendent or designee shall not compile a list, registry, or database based on students' national origin, ethnicity, or religious belief, practice, or affiliation, nor shall he/she disclose student information to federal government authorities for the purpose of compiling such a list, registry, or database for purposes of immigration enforcement. Such information may only be compiled or exchanged with other local, state, or federal agencies if the information is aggregated and is not personally identifiable. (Government Code 8310.3)

#### Legal Reference:

## Pacific Grove Unified School District

Students

Policy #5125

**STUDENT RECORDS**

Mandated Policy

EDUCATION CODE

234.7 Pupil protecting relating to immigration and citizenship status

48201 Student records for transfer students who have been suspended/expelled

48904-48904.3 Withholding grades, diplomas, or transcripts of pupils causing property damage or injury; transfer of pupils to new school Districts; notice to rescind decision to withhold

48918 Rules governing expulsion procedures

49060-49079 Pupil records

49091.14 Parental review of curriculum

CODE OF CIVIL PROCEDURE

1985.3 Subpoena duces tecum

FAMILY CODE

3025 Access to records by non-custodial parents

GOVERNMENT CODE

6252-6260 Inspection of public records

8310.3 Prohibited activity based on national origin

HEALTH AND SAFETY CODE

120440 Immunizations; disclosure of information

WELFARE AND INSTITUTIONS CODE

681 Truancy petitions

16010 Health and education records of a minor

CODE OF REGULATIONS, TITLE 5

430-438 Individual pupil records

16020-16027 Destruction of records of school Districts

UNITED STATES CODE, TITLE 20

1232g Family Educational Rights and Privacy Act

CODE OF FEDERAL REGULATIONS, TITLE 34

99.1-99.67 Family Educational Rights and Privacy

~~99.3300.500~~ Definition of "personally identifiable"

300.501 Opportunity to examine records for parents of student with disability

~~300.573—Destruction of information~~COURT DECISIONSFalvo v. Owasso Independent School District, 220 F.3d. 1200 (10<sup>th</sup> Cir. 2000)

Management Resources:

WEB SITESU.S. Department of Education, Family Policy Compliance Office: <http://www.ed.gov/offices/OM/fpc/>

# Pacific Grove Unified School District

Students

Policy #5125

## STUDENT RECORDS

Mandated Policy

The Governing Board recognizes the importance of keeping accurate, comprehensive student records as required by law. Procedures for maintaining the confidentiality of student records shall be consistent with state and federal law.

The Superintendent or designee shall establish regulations governing the identification, description and security of student records, as well as timely access for authorized persons. These regulations shall ensure parental rights to review, inspect and copy student records and shall protect the student and the student's family from invasion of privacy.

### Custodian of Records

The Superintendent or designee shall designate a certificated employee to serve as custodian of records, with responsibility for student records at the District level. At each school, the principal or a certificated designee shall act as custodian of records for students enrolled at that school. The custodian of records shall be responsible for implementing Board policy and administrative regulation regarding student records. (5 CCR 431)

All appropriate personnel shall receive training regarding district policies and procedures for gathering and handling sensitive student information.

The District shall not collect or solicit social security numbers or the last four digits of social security numbers of students or their parents/guardians, unless otherwise required to do so by state or federal law. (Education Code 49076.7)

No information or documents regarding the citizenship or immigration status of students or their family members shall be collected, except as required by state or federal law or as required to administer a state or federally supported educational program. The Superintendent or designee shall not disclose student records to a person, agency, or organization for immigration enforcement purposes without parental consent, a court order, or a judicial subpoena. If a district employee receives such a request, he/she shall immediately report the request to the Superintendent. The Superintendent shall report the request to the Board in a timely manner that ensures the confidentiality and privacy of any potentially identifying information. (Education Code 234.7) The Superintendent or designee shall not compile a list, registry, or database based on students' national origin, ethnicity, or religious belief, practice, or affiliation, nor shall he/she disclose student information to federal government authorities for the purpose of compiling such a list, registry, or database for purposes of immigration enforcement. Such information may only be compiled or exchanged with other local, state, or federal agencies if the information is aggregated and is not personally identifiable. (Government Code 8310.3)

Legal Reference:

EDUCATION CODE

234.7 Pupil protecting relating to immigration and citizenship status

# Pacific Grove Unified School District

Students

Policy #5125

## STUDENT RECORDS

Mandated Policy

48201 Student records for transfer students who have been suspended/expelled  
 48904-48904.3 Withholding grades, diplomas, or transcripts of pupils causing property damage or injury; transfer of pupils to new school Districts; notice to rescind decision to withhold  
 48918 Rules governing expulsion procedures  
 49060-49079 Pupil records  
 49091.14 Parental review of curriculum  
CODE OF CIVIL PROCEDURE  
 1985.3 Subpoena duces tecum  
FAMILY CODE  
 3025 Access to records by non-custodial parents  
GOVERNMENT CODE  
 6252-6260 Inspection of public records  
 8310.3 Prohibited activity based on national origin  
HEALTH AND SAFETY CODE  
 120440 Immunizations; disclosure of information  
WELFARE AND INSTITUTIONS CODE  
 681 Truancy petitions  
 16010 Health and education records of a minor  
CODE OF REGULATIONS, TITLE 5  
 430-438 Individual pupil records  
 16020-16027 Destruction of records of school Districts  
UNITED STATES CODE, TITLE 20  
 1232g Family Educational Rights and Privacy Act  
CODE OF FEDERAL REGULATIONS, TITLE 34  
 99.1-99.67 Family Educational Rights and Privacy  
 99.3 Definition of "personally identifiable"  
 300.501 Opportunity to examine records for parents of student with disability

## COURT DECISIONS

Falvo v. Owasso Independent School District, 220 F.3d. 1200 (10<sup>th</sup> Cir. 2000)

Management Resources:

## WEB SITES

U.S. Department of Education, Family Policy Compliance Office: <http://www.ed.gov/offices/OM/fpc/>



Students

Policy #5144.1

**SUSPENSION AND EXPULSION/DUE PROCESS**

Mandated Policy

The Governing Board desires to provide district students access to educational opportunities in an orderly school environment that protects their safety and security, ensures their welfare and well-being, and promotes their learning and development. The Superintendent shall develop rules and regulations setting the standards of behavior expected of district students and the disciplinary processes and procedures for addressing violations of those standards, including suspension and/or expulsion.

The grounds for suspension and expulsion and the procedures for considering, recommending, and/or implementing suspension and expulsion shall be only those specified in law and the accompanying administrative regulation.

Except when otherwise permitted by law, a student may be suspended or expelled only when his/her behavior is related to a school activity or school attendance occurring within any district school or other school district, regardless of when it occurs, including, but not limited to, the following:  
(Education Code [48900\(s\)](#))

1. While on school grounds
2. While going to or coming from school
3. During the lunch period, whether on or off the school campus
4. During, going to, or coming from a school-sponsored activity

Suspended or expelled students shall be excluded from all school-related extra-curricular activities during the period of suspension or expulsion.

District staff shall enforce the rules concerning suspension and expulsion of students fairly, consistently, equally, and in accordance with the district's nondiscrimination policies.

**Appropriate Use of Suspension and Expulsion**

Except when a student commits an act that violates Education Code [48900\(a\)-\(e\)](#) or his/her presence causes a danger to others, suspension shall be used only when other means of correction have failed to bring about proper conduct.

Except when a student commits an act listed in Education Code [48915\(c\)](#), the Superintendent or designee shall have the discretion to determine whether to recommend to the Board that the student be expelled.

Students

Policy #5144.1

## **SUSPENSION AND EXPULSION/DUE PROCESS**

Mandated Policy

To correct the behavior of any student who is subject to discipline, the Superintendent or designee shall, to the extent allowed by law, and consistent with the requirements of school safety and security, first use alternative disciplinary strategies specified in AR 5144 - Discipline. (Education Code [48900.5](#), [48900.6](#))

Alternatives to suspension or expulsion shall also be used with students who are truant, tardy, or otherwise absent from assigned school activities.

District staff shall not suspend any student in kindergarten through third grade for disruption or willful defiance. This limitation shall not apply to the right of a classroom teacher to suspend a student from the teacher's own classroom pursuant to Education Code 48910. (Education Code 48900(k))

No student in grades kindergarten through 12 shall be expelled for disruption or willful defiance. (Education Code 48900(k))

A student's parents/guardians shall be notified as soon as possible when there is an escalating pattern of misbehavior that could lead to classroom or school removal.

A student who reports to school authorities that another student has made a threat of violence involving a dangerous weapon may not be held liable for defamation unless the report was knowingly false. (Civil Code 48.8)

### **Due Process**

The Board shall provide for the fair and equitable treatment of students facing suspension and expulsion by affording them their due process rights under the law. The Superintendent or designee shall comply with procedures for notices, hearings, and appeals as specified in law and administrative regulation. (Education Code [48911](#), [48915](#), [48915.5](#), [48918](#))

### **Supervised Suspension Classroom**

To ensure the proper supervision and ongoing learning of students who are suspended for any of the reasons enumerated in Education Code [48900](#) and [48900.2](#), but who pose no imminent danger or threat to anyone at school and for whom expulsion proceedings have not been initiated, the Superintendent or designee may establish a supervised suspension classroom program which meets the requirements of law. (Education Code 48911.1)

Except where a supervised suspension is permitted by law for a student's first offense, supervised suspension shall be imposed only when other means of correction have failed to bring about proper conduct. (Education Code [48900.5](#))

Students

Policy #5144.1

## **SUSPENSION AND EXPULSION/DUE PROCESS**

Mandated Policy

### **Decision Not to Enforce Expulsion Order**

Upon voting to expel a student, the Board may suspend enforcement of the expulsion order pursuant to the requirements of law and administrative regulation. (Education Code [48917](#))

### **Maintenance and Monitoring of Outcome Data**

The Superintendent or designee shall annually present to the Board a report of the outcome data which the district is required to collect pursuant to Education Code [48900.8](#) and [48916.1](#), including the number of students recommended for expulsion, the grounds for each recommended expulsion, the actions taken by the Board, the types of referral made after each expulsion, and the disposition of the students after the expulsion period.

#### Legal Reference:

##### EDUCATION CODE

[212.5](#) Sexual harassment

[233](#) Hate violence

[1981](#) Enrollment of students in community school

[17292.5](#) Program for expelled students

[32261](#) Interagency School Safety Demonstration Act of 1985

[35145](#) Open board meetings

[35146](#) Closed sessions (regarding suspensions)

[35291](#) Rules (for government and discipline of schools)

[35291.5](#) Rules and procedures on school discipline

[48645.5](#) Readmission; contact with juvenile justice system

[48660-48666](#) Community day schools

[48853.5](#) Foster youth

[48900-48927](#) Suspension and expulsion

[48950](#) Speech and other communication

[48980](#) Parental notifications

[49073-49079](#) Privacy of student records

[52060-52077](#) Local control and accountability plan

##### CIVIL CODE

[47](#) Privileged communication

[48.8](#) Defamation liability

##### CODE OF CIVIL PROCEDURE

[1985-1997](#) Subpoenas; means of production

##### GOVERNMENT CODE

[11455.20](#) Contempt

[54950-54963](#) Ralph M. Brown Act

##### HEALTH AND SAFETY CODE

[11014.5](#) Drug paraphernalia

Students

Policy #5144.1

**SUSPENSION AND EXPULSION/DUE PROCESS**

Mandated Policy

[11053-11058](#) Standards and schedules

**LABOR CODE**

[230.7](#) Discharge or discrimination against employee for taking time off to appear in school on behalf of a child

**PENAL CODE**

[31](#) Principal of a crime, defined

[240](#) Assault defined

[241.2](#) Assault fines

[242](#) Battery defined

[243.2](#) Battery on school property

[243.4](#) Sexual battery

[245](#) Assault with deadly weapon

[245.6](#) Hazing

[261](#) Rape defined

[266c](#) Unlawful sexual intercourse

[286](#) Sodomy defined

[288](#) Lewd or lascivious acts with child under age 14

[288a](#) Oral copulation

[289](#) Penetration of genital or anal openings

[417.27](#) Laser pointers

[422.55](#) Hate crime defined

[422.6](#) Interference with exercise of civil rights

[422.7](#) Aggravating factors for punishment

[422.75](#) Enhanced penalties for hate crimes

[626.2](#) Entry upon campus after written notice of suspension or dismissal without permission

[626.9](#) Gun-Free School Zone Act of 1995

[626.10](#) Dirks, daggers, knives, razors, or stun guns

[868.5](#) Supporting person; attendance during testimony of witness

**WELFARE AND INSTITUTIONS CODE**

[729.6](#) Counseling

**UNITED STATES CODE, TITLE 18**

921 Definitions, firearm

**UNITED STATES CODE, TITLE 20**

[1415\(K\)](#) Placement in alternative educational setting

~~[79617151](#)~~ Gun-free schools

**COURT DECISIONS**

T.H. v. San Diego Unified School District (2004) 122 Cal. App. 4th 1267

Woodbury v. Dempsey (2003) 108 Cal. App. 4th 421

Board of Education of Sacramento City Unified School District v. Sacramento County Board of Education and Kenneth H. (2001) 85 Cal.App.4th 1321

Garcia v. Los Angeles Board of Education (1991) 123 Cal. App. 3d 807

Fremont Union High School District v. Santa Clara County Board (1991) 235 Cal. App. 3d 1182

John A. v. San Bernardino School District (1982) 33 Cal. 3d 301

Students

Policy #5144.1

**SUSPENSION AND EXPULSION/DUE PROCESS**

Mandated Policy

**ATTORNEY GENERAL OPINIONS**

84 Ops.Cal.Atty.Gen. 146 (2001)

80 Ops.Cal.Atty.Gen. 347 (1997)

80 Ops.Cal.Atty.Gen. 348 (1997)

80 Ops.Cal.Atty.Gen. 91 (1997)

80 Ops.Cal.Atty.Gen. 85 (1997)

Management Resources:

**CSBA PUBLICATIONS**

Safe Schools: Strategies for Governing Boards to Ensure Student Success, 2011

U.S. DEPARTMENT OF EDUCATION, OFFICE FOR CIVIL RIGHTS PUBLICATIONS

Dear Colleague Letter on the Nondiscriminatory Administration of School Discipline, January 2014

**WEB SITES**

CSBA: <http://www.csba.org>

California Attorney General's Office: <http://www.oag.ca.gov>

California Department of Education: <http://www.cde.ca.gov>

U.S. Department of Education, Office for Civil

Rights: <http://www.ed.gov/about/offices/list/ocr/docs/crdc-2012-data-summary.pdf>

U.S. Department of Education, Office of Safe and Drug-Free Schools:

<http://www.ed.gov/about/offices/list/osdfs>

(3/12 11/12) 4/14

Students

Policy #5144.1

## **SUSPENSION AND EXPULSION/DUE PROCESS**

Mandated Policy

The Governing Board desires to provide district students access to educational opportunities in an orderly school environment that protects their safety and security, ensures their welfare and well-being, and promotes their learning and development. The Superintendent shall develop rules and regulations setting the standards of behavior expected of district students and the disciplinary processes and procedures for addressing violations of those standards, including suspension and/or expulsion.

The grounds for suspension and expulsion and the procedures for considering, recommending, and/or implementing suspension and expulsion shall be only those specified in law and the accompanying administrative regulation.

Except when otherwise permitted by law, a student may be suspended or expelled only when his/her behavior is related to a school activity or school attendance occurring within any district school or other school district, regardless of when it occurs, including, but not limited to, the following: (Education Code [48900\(s\)](#))

1. While on school grounds
2. While going to or coming from school
3. During the lunch period, whether on or off the school campus
4. During, going to, or coming from a school-sponsored activity

Suspended or expelled students shall be excluded from all school-related extra-curricular activities during the period of suspension or expulsion.

District staff shall enforce the rules concerning suspension and expulsion of students fairly, consistently, equally, and in accordance with the district's nondiscrimination policies.

### **Appropriate Use of Suspension and Expulsion**

Except when a student commits an act that violates Education Code [48900\(a\)-\(e\)](#) or his/her presence causes a danger to others, suspension shall be used only when other means of correction have failed to bring about proper conduct.

Except when a student commits an act listed in Education Code [48915\(c\)](#), the Superintendent or designee shall have the discretion to determine whether to recommend to the Board that the student be expelled.

Students

Policy #5144.1

## **SUSPENSION AND EXPULSION/DUE PROCESS**

Mandated Policy

To correct the behavior of any student who is subject to discipline, the Superintendent or designee shall, to the extent allowed by law, and consistent with the requirements of school safety and security, first use alternative disciplinary strategies specified in AR 5144 - Discipline. (Education Code [48900.5](#), [48900.6](#))

Alternatives to suspension or expulsion shall also be used with students who are truant, tardy, or otherwise absent from assigned school activities.

District staff shall not suspend any student in kindergarten through third grade for disruption or willful defiance. This limitation shall not apply to the right of a classroom teacher to suspend a student from the teacher's own classroom pursuant to Education Code 48910. (Education Code 48900(k))

No student in grades kindergarten through 12 shall be expelled for disruption or willful defiance. (Education Code 48900(k))

A student's parents/guardians shall be notified as soon as possible when there is an escalating pattern of misbehavior that could lead to classroom or school removal.

A student who reports to school authorities that another student has made a threat of violence involving a dangerous weapon may not be held liable for defamation unless the report was knowingly false. (Civil Code 48.8)

### **Due Process**

The Board shall provide for the fair and equitable treatment of students facing suspension and expulsion by affording them their due process rights under the law. The Superintendent or designee shall comply with procedures for notices, hearings, and appeals as specified in law and administrative regulation. (Education Code [48911](#), [48915](#), [48915.5](#), [48918](#))

### **Supervised Suspension Classroom**

To ensure the proper supervision and ongoing learning of students who are suspended for any of the reasons enumerated in Education Code [48900](#) and [48900.2](#), but who pose no imminent danger or threat to anyone at school and for whom expulsion proceedings have not been initiated, the Superintendent or designee may establish a supervised suspension classroom program which meets the requirements of law. (Education Code 48911.1)

Except where a supervised suspension is permitted by law for a student's first offense, supervised suspension shall be imposed only when other means of correction have failed to bring about proper conduct. (Education Code [48900.5](#))

Students

Policy #5144.1

## **SUSPENSION AND EXPULSION/DUE PROCESS**

Mandated Policy

### **Decision Not to Enforce Expulsion Order**

Upon voting to expel a student, the Board may suspend enforcement of the expulsion order pursuant to the requirements of law and administrative regulation. (Education Code [48917](#))

### **Maintenance and Monitoring of Outcome Data**

The Superintendent or designee shall annually present to the Board a report of the outcome data which the district is required to collect pursuant to Education Code [48900.8](#) and [48916.1](#), including the number of students recommended for expulsion, the grounds for each recommended expulsion, the actions taken by the Board, the types of referral made after each expulsion, and the disposition of the students after the expulsion period.

#### Legal Reference:

##### EDUCATION CODE

[212.5](#) Sexual harassment

[233](#) Hate violence

[1981](#) Enrollment of students in community school

[17292.5](#) Program for expelled students

[32261](#) Interagency School Safety Demonstration Act of 1985

[35145](#) Open board meetings

[35146](#) Closed sessions (regarding suspensions)

[35291](#) Rules (for government and discipline of schools)

[35291.5](#) Rules and procedures on school discipline

[48645.5](#) Readmission; contact with juvenile justice system

[48660-48666](#) Community day schools

[48853.5](#) Foster youth

[48900-48927](#) Suspension and expulsion

[48950](#) Speech and other communication

[48980](#) Parental notifications

[49073-49079](#) Privacy of student records

[52060-52077](#) Local control and accountability plan

##### CIVIL CODE

[47](#) Privileged communication

[48.8](#) Defamation liability

##### CODE OF CIVIL PROCEDURE

[1985-1997](#) Subpoenas; means of production

##### GOVERNMENT CODE

[11455.20](#) Contempt

[54950-54963](#) Ralph M. Brown Act

##### HEALTH AND SAFETY CODE

[11014.5](#) Drug paraphernalia



Students

Policy #5144.1

## **SUSPENSION AND EXPULSION/DUE PROCESS**

Mandated Policy

[11053-11058](#) Standards and schedules

### **LABOR CODE**

[230.7](#) Discharge or discrimination against employee for taking time off to appear in school on behalf of a child

### **PENAL CODE**

[31](#) Principal of a crime, defined

[240](#) Assault defined

[241.2](#) Assault fines

[242](#) Battery defined

[243.2](#) Battery on school property

[243.4](#) Sexual battery

[245](#) Assault with deadly weapon

[245.6](#) Hazing

[261](#) Rape defined

[266c](#) Unlawful sexual intercourse

[286](#) Sodomy defined

[288](#) Lewd or lascivious acts with child under age 14

[288a](#) Oral copulation

[289](#) Penetration of genital or anal openings

[417.27](#) Laser pointers

[422.55](#) Hate crime defined

[422.6](#) Interference with exercise of civil rights

[422.7](#) Aggravating factors for punishment

[422.75](#) Enhanced penalties for hate crimes

[626.2](#) Entry upon campus after written notice of suspension or dismissal without permission

[626.9](#) Gun-Free School Zone Act of 1995

[626.10](#) Dirks, daggers, knives, razors, or stun guns

[868.5](#) Supporting person; attendance during testimony of witness

### **WELFARE AND INSTITUTIONS CODE**

[729.6](#) Counseling

### **UNITED STATES CODE, TITLE 18**

921 Definitions, firearm

### **UNITED STATES CODE, TITLE 20**

[1415\(K\)](#) Placement in alternative educational setting

[7961](#) Gun-free schools

### **COURT DECISIONS**

T.H. v. San Diego Unified School District (2004) 122 Cal. App. 4th 1267

Woodbury v. Dempsey (2003) 108 Cal. App. 4th 421

Board of Education of Sacramento City Unified School District v. Sacramento County Board of Education and Kenneth H. (2001) 85 Cal.App.4th 1321

Garcia v. Los Angeles Board of Education (1991) 123 Cal. App. 3d 807

Fremont Union High School District v. Santa Clara County Board (1991) 235 Cal. App. 3d 1182

Students

Policy #5144.1

**SUSPENSION AND EXPULSION/DUE PROCESS**

Mandated Policy

John A. v. San Bernardino School District (1982) 33 Cal. 3d 301

**ATTORNEY GENERAL OPINIONS**

84 Ops.Cal.Atty.Gen. 146 (2001)

80 Ops.Cal.Atty.Gen. 347 (1997)

80 Ops.Cal.Atty.Gen. 348 (1997)

80 Ops.Cal.Atty.Gen. 91 (1997)

80 Ops.Cal.Atty.Gen. 85 (1997)

Management Resources:

**CSBA PUBLICATIONS**

Safe Schools: Strategies for Governing Boards to Ensure Student Success, 2011

U.S. DEPARTMENT OF EDUCATION, OFFICE FOR CIVIL RIGHTS PUBLICATIONS

Dear Colleague Letter on the Nondiscriminatory Administration of School Discipline, January 2014

**WEB SITES**

CSBA: <http://www.csba.org>

California Attorney General's Office: <http://www.oag.ca.gov>

California Department of Education: <http://www.cde.ca.gov>

U.S. Department of Education, Office for Civil

Rights: <http://www.ed.gov/about/offices/list/ocr/docs/crdc-2012-data-summary.pdf>

U.S. Department of Education, Office of Safe and Drug-Free Schools:

<http://www.ed.gov/about/offices/list/osdfs>

(3/12 11/12) 4/14

## Instruction

## Policy #6163.4

**STUDENT USE OF TECHNOLOGY**

Mandated Policy

The Governing Board intends that technological resources provided by the District be used in a safe, responsible, and proper manner in support of the instructional program and for the advancement of student learning.

The Superintendent or designee shall notify students and parents/guardians about authorized uses of district computers, user obligations and responsibilities, and consequences for unauthorized use and/or unlawful activities in accordance with district regulations and the district's Acceptable Use Agreement.

Before a student is authorized to use the District's technological resources, the student and his/her parent/guardian shall sign and return an Acceptable Use Agreement specifying user obligations and responsibilities. In that agreement, the student and his/her parent/guardian shall agree to not hold the district or any district staff responsible for the failure of any technology protection measures, violations of copyright restrictions, or user mistakes or negligence. They shall also agree to indemnify and hold harmless the District and District personnel for any damages or costs incurred.

The Superintendent or designee shall provide age-appropriate instruction regarding safe and appropriate behavior on social networking sites, chat rooms, and other Internet services. Such instruction shall include, but not be limited to, the dangers of posting personal information online, misrepresentation by online predators, how to report inappropriate or offensive content or threats, behaviors that constitute cyberbullying, and how to respond when subjected to cyberbullying.

The Superintendent or designee, with input from students and appropriate staff, shall regularly review this policy, the accompanying administrative regulation, and other relevant procedures to help ensure that the district adapts to changing technologies and circumstances.

**Use of District Computers for Online Services/Internet Access**

The Superintendent or designee shall ensure that all district computers with Internet access have a technology protection measure that blocks or filters Internet access to visual depictions that are obscene, child pornography, or harmful to minors, and that the operation of such measures is enforced. (20 USC 7131, 47 USC 254)

To reinforce these measures, the Superintendent or designee shall implement rules and procedures designed to restrict students' access to harmful or inappropriate matter on the Internet and to ensure that students do not engage in unauthorized or unlawful online activities. Staff shall supervise students while students are using online services and may have teacher aides, student aides, and volunteers assist in this supervision.

Student use of district computers to access social networking sites is prohibited. To the extent possible, the Superintendent or designee shall block access to such sites on district computers with Internet access.

## Legal Reference:

## EDUCATION CODE

51006 Computer education and resources

51007 Programs to strengthen technological skills

## Instruction

## Policy #6163.4

**STUDENT USE OF TECHNOLOGY**

Mandated Policy

60044 Prohibited instructional materials

PENAL CODE

313 Harmful matter

502 Computer crimes, remedies

632 Eavesdropping on or recording confidential communications

653.2 Electronic communication devices, threats to safety

UNITED STATES CODE, TITLE 15

6501-6506 Children's Online Privacy Protection Act

UNITED STATES CODE, TITLE 20

7131 Internet safety

UNITED STATES CODE, TITLE 47

254 Universal service discounts (E-rate)

CODE OF FEDERAL REGULATIONS, TITLE 16

312.1-312.13 Children's Online Privacy Protection Act

CODE OF FEDERAL REGULATIONS, TITLE 47

54.520 Internet safety policy and technology protection measures, E-rate discounts

Management Resources:

CSBA PUBLICATIONS

Cyberbullying: Policy Considerations for Boards, Policy Brief, July 2007

FEDERAL TRADE COMMISSION PUBLICATIONS

How to Protect Kids' Privacy Online: A Guide for Teachers, December 2000

MY SPACE.COM PUBLICATIONS

The Official School Administrator's Guide to Understanding MySpace and Resolving Social Networking Issues

WEB SITES

CSBA: <http://www.csba.org>American Library Association: <http://www.ala.org>California Coalition for Children's Internet Safety: <http://www.cybersafety.ca.gov>California Department of Education: <http://www.cde.ca.gov>Center for Safe and Responsible Internet Use: <http://csriu.org>Federal Communications Commission: <http://www.fcc.gov>

Federal Trade Commission, Children's Online Privacy

Protection: <http://www.ftc.gov/privacy/privacyinitiatives/childrens.html>U.S. Department of Education: <http://www.ed.gov>Web Wise Kids: <http://www.webwisekids.org>

## Instruction

## Policy #6163.4

**STUDENT USE OF TECHNOLOGY**

Mandated Policy

The Governing Board intends that technological resources provided by the District be used in a safe, responsible, and proper manner in support of the instructional program and for the advancement of student learning.

The Superintendent or designee shall notify students and parents/guardians about authorized uses of district computers, user obligations and responsibilities, and consequences for unauthorized use and/or unlawful activities in accordance with district regulations and the district's Acceptable Use Agreement.

Before a student is authorized to use the District's technological resources, the student and his/her parent/guardian shall sign and return an Acceptable Use Agreement specifying user obligations and responsibilities. In that agreement, the student and his/her parent/guardian shall agree to not hold the district or any district staff responsible for the failure of any technology protection measures, violations of copyright restrictions, or user mistakes or negligence. They shall also agree to indemnify and hold harmless the District and District personnel for any damages or costs incurred.

The Superintendent or designee shall provide age-appropriate instruction regarding safe and appropriate behavior on social networking sites, chat rooms, and other Internet services. Such instruction shall include, but not be limited to, the dangers of posting personal information online, misrepresentation by online predators, how to report inappropriate or offensive content or threats, behaviors that constitute cyberbullying, and how to respond when subjected to cyberbullying.

The Superintendent or designee, with input from students and appropriate staff, shall regularly review this policy, the accompanying administrative regulation, and other relevant procedures to help ensure that the district adapts to changing technologies and circumstances.

**Use of District Computers for Online Services/Internet Access**

The Superintendent or designee shall ensure that all district computers with Internet access have a technology protection measure that blocks or filters Internet access to visual depictions that are obscene, child pornography, or harmful to minors, and that the operation of such measures is enforced. (20 USC 7131, 47 USC 254)

To reinforce these measures, the Superintendent or designee shall implement rules and procedures designed to restrict students' access to harmful or inappropriate matter on the Internet and to ensure that students do not engage in unauthorized or unlawful online activities. Staff shall supervise students while students are using online services and may have teacher aides, student aides, and volunteers assist in this supervision.

Student use of district computers to access social networking sites is prohibited. To the extent possible, the Superintendent or designee shall block access to such sites on district computers with Internet access.

## Legal Reference:

## EDUCATION CODE

[51006](#) Computer education and resources[51007](#) Programs to strengthen technological skills[60044](#) Prohibited instructional materials

## Instruction

## Policy #6163.4

**STUDENT USE OF TECHNOLOGY**

Mandated Policy

## PENAL CODE

313 Harmful matter

502 Computer crimes, remedies

632 Eavesdropping on or recording confidential communications

653.2 Electronic communication devices, threats to safety

UNITED STATES CODE, TITLE 15

6501-6506 Children's Online Privacy Protection Act

UNITED STATES CODE, TITLE 20

7131 Internet safety

UNITED STATES CODE, TITLE 47

254 Universal service discounts (E-rate)

CODE OF FEDERAL REGULATIONS, TITLE 16

312.1-312.13 Children's Online Privacy Protection Act

CODE OF FEDERAL REGULATIONS, TITLE 47

54.520 Internet safety policy and technology protection measures, E-rate discounts

Management Resources:

CSBA PUBLICATIONS

Cyberbullying: Policy Considerations for Boards, Policy Brief, July 2007

FEDERAL TRADE COMMISSION PUBLICATIONS

How to Protect Kids' Privacy Online: A Guide for Teachers, December 2000

MY SPACE.COM PUBLICATIONS

The Official School Administrator's Guide to Understanding MySpace and Resolving Social Networking Issues

WEB SITES

CSBA: <http://www.csba.org>American Library Association: <http://www.ala.org>California Coalition for Children's Internet Safety: <http://www.cybersafety.ca.gov>California Department of Education: <http://www.cde.ca.gov>Center for Safe and Responsible Internet Use: <http://csriu.org>Federal Communications Commission: <http://www.fcc.gov>

Federal Trade Commission, Children's Online Privacy

Protection: <http://www.ftc.gov/privacy/privacyinitiatives/childrens.html>U.S. Department of Education: <http://www.ed.gov>Web Wise Kids: <http://www.webwisekids.org>

# Pacific Grove Unified School District

Community Relations

Exhibit #1312.3

## PACIFIC GROVE UNIFIED SCHOOL DISTRICT Uniform Complaint Form

Please complete all information and return this form to:

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

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

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

Name of Parent if not Complainant

Please check the appropriate box(es):

- A. ☐ I am filing a complaint alleging unlawful discrimination, harassment, intimidation, or bullying based on one or more of the following actual or perceived characteristics, or association with a person or group with one or more of the following actual or perceived characteristics: disability, gender, gender identity, gender expression, nationality, race or ethnicity, ethnic group identification, immigration status, color, age, religion, genetic information, sex or sexual orientation, marital, parental or family status or any other characteristics identified in Education Code sections 200 and 220, Government Code section 11135, or Penal Code section 422.55, in any District program or activity that receives or benefits from state financial assistance.
- B. ☐ I am filing a complaint alleging a violation of federal or state laws governing any of the following: adult education, consolidated categorical aid programs, career technical and technical education, Regional Occupational Centers and Programs, migrant education, child care and development programs, state preschool program health and safety, foster and homeless youth services, lactating student accommodations, pregnant and parenting student parental leave and educational rights, physical education instructional minute requirements for students in grades 1-6, educational content course requirements for grades 9-12, former juvenile court school students' graduation, coursework and continuing education options, graduation and coursework requirements for foster youth, homeless students, migratory and newly arrived immigrant students participating in a "Newcomer Program," and students living in active duty military households, child nutrition programs, special education or school safety planning.

Please specify the program(s): \_\_\_\_\_.

- C. ☐ I am filing a complaint alleging violation of the prohibition against requiring students to pay fees, deposits, or other charges for participation in educational activities.
- D. ☐ I am filing a complaint alleging that the District has not complied with legal requirements related to the implementation of the Local Control and Accountability Plan (LCAP).

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

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

(For Office Use Only)

Date Received

Date Complainant was contacted

Expected Date of Written Response (60 working days)

**Pacific Grove Unified School District**

Community Relations

Exhibit #1312.3

---

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

Details of the complaint (attach appropriate supporting documents):

---

---

---

---

---

Specific remedy sought:

---

---

---

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

Signature of Complainant: \_\_\_\_\_



# Pacific Grove Unified School District

Community Relations

Exhibit #1312.3

## PACIFIC GROVE UNIFIED SCHOOL DISTRICT Uniform Complaint Form

Please complete all information and return this form to:

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

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

<b>Date</b>	<b>Name of Complainant</b>	<b>School</b>	
<b>Address</b>	<b>City</b>	<b>State</b>	<b>Zip</b>
<b>Phone (Day)</b>	<b>Phone (Evening)</b>	<b>Phone (Cell)</b>	

**Name of Parent if not Complainant**

Please check the appropriate box(es):

- A. ☐ I am filing a complaint alleging unlawful discrimination, harassment, intimidation, or bullying based on one or more of the following actual or perceived characteristics, or association with a person or group with one or more of the following actual or perceived characteristics: disability, gender, gender identity, gender expression, nationality, race or ethnicity, ethnic group identification, immigration status, color, age, religion, genetic information, sex or sexual orientation, marital, parental or family status or any other characteristics identified in Education Code sections 200 and 220, Government Code section 11135, or Penal Code section 422.55, in any District program or activity that receives or benefits from state financial assistance.
- B. ☐ I am filing a complaint alleging a violation of federal or state laws governing any of the following: adult education, consolidated categorical aid programs, career technical and technical education, Regional Occupational Centers and Programs, migrant education, child care and development programs, state preschool program health and safety, foster and homeless youth services, lactating student accommodations, pregnant and parenting student parental leave and educational rights, physical education instructional minute requirements for students in grades 1-6, educational content course requirements for grades 9-12, former juvenile court school students' graduation, coursework and continuing education options, graduation and coursework requirements for foster youth, homeless students, migratory and newly arrived immigrant students participating in a "Newcomer Program," and students living in active duty military households, child nutrition programs, special education or school safety planning.
- Please specify the program(s): \_\_\_\_\_.
- C. ☐ I am filing a complaint alleging violation of the prohibition against requiring students to pay fees, deposits, or other charges for participation in educational activities.
- D. ☐ I am filing a complaint alleging that the District has not complied with legal requirements related to the implementation of the Local Control and Accountability Plan (LCAP).

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

\_\_\_\_\_

\_\_\_\_\_

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

**(For Office Use Only)**

**Date Received**

**Date Complainant was contacted**

**Expected Date of Written Response (60 working days)**

**Pacific Grove Unified School District**

Community Relations

Exhibit #1312.3

---

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

Details of the complaint (attach appropriate supporting documents):

---

---

---

---

---

Specific remedy sought:

---

---

---

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

Signature of Complainant: \_\_\_\_\_

# Pacific Grove Unified School District

Community Relations

Regulation #1312.3

## UNIFORM COMPLAINT PROCEDURES

Mandated Procedures

### Compliance Officers

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

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

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

### Notifications

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

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

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

### Procedures

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

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

### Filing of Complaint

# Pacific Grove Unified School District

## Community Relations

## Regulation #1312.3

### UNIFORM COMPLAINT PROCEDURES

### Mandated Procedures

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

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

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

A written complaint alleging District violation of applicable federal or state laws governing adult education programs, consolidated categorical aid programs, migrant education, career technical education and training programs, Regional Occupational Centers and Programs, child care and development programs, state preschool program health and safety, child nutrition programs, foster and homeless youth services, lactating student accommodations, pregnant and parenting student parental leave and educational rights, physical education instructional minute requirements for students in grades 1-6, educational content course requirements for grades 9-12, former juvenile court school students' graduation, coursework and continuing education options, graduation and coursework requirements for foster youth, homeless students, migratory and newly arrived immigrant students participating in a "Newcomer Program" and students living in active duty military households, school safety planning or special education programs, may be filed by any individual, public agency, or organization. (Education Code Sections 222, 51210, 51223, 51225.1, 51225.2, 51228.1, 51228.2, 51228.3, and Title 5, Sections 4610 and 4630)

#### 3. Complaints regarding pupil fees and LCAP violations

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

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

**Pacific Grove Unified School District****Community Relations****Regulation #1312.3**

---

**UNIFORM COMPLAINT PROCEDURES****Mandated Procedures**

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

**Mediation**

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

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

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

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

**Investigation of Complaint**

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

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

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

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

Refusal by the District to provide the investigator with access to records and/or other information related to the allegation in the complaint, or to otherwise fail or refuse to cooperate in the investigation or engage in any other obstruction of the investigation, may result in a finding based on

**Pacific Grove Unified School District**

Community Relations

Regulation #1312.3

---

**UNIFORM COMPLAINT PROCEDURES**

Mandated Procedures

evidence collected that a violation has occurred and may result in the imposition of a remedy in favor of the complainant. (Title 5, Section 4631)

**Response**

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

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

**Final Written Decision**

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

This written decision shall include:

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

**Pacific Grove Unified School District**

Community Relations

Regulation #1312.3

---

**UNIFORM COMPLAINT PROCEDURES**

Mandated Procedures

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

**Appeals to the California Department of Education**

If dissatisfied with the District's decision, the complainant may appeal in writing to the California Department of Education within 15 days of receiving the District's decision. For good cause, the Superintendent of Public Instruction may grant an extension for filing appeals. (Title 5, Section 4632)

When appealing to the California Department of Education, the complainant must specify the reason(s) for appealing the District's decision and must include a copy of the locally filed complaint and the District's decision. (Title 5, Section 4632)

See Policy #1312.3  
CSBA Date – 10/97

**Pacific Grove Unified School District**

Community Relations

Regulation #1312.3

---

**UNIFORM COMPLAINT PROCEDURES**

Mandated Procedures

**Compliance Officers**

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

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

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

**Notifications**

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

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

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

**Procedures**

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

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



# Pacific Grove Unified School District

Community Relations

Regulation #1312.3

## UNIFORM COMPLAINT PROCEDURES

Mandated Procedures

### Filing of Complaint

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

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

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

A written complaint alleging District violation of applicable federal or state laws governing adult education programs, consolidated categorical aid programs, migrant education, career technical education and training programs, Regional Occupational Centers and Programs, child care and development programs, state preschool program health and safety, child nutrition programs, foster and homeless youth services, lactating student accommodations, pregnant and parenting student parental leave and educational rights, physical education instructional minute requirements for students in grades 1-6, educational content course requirements for grades 9-12, former juvenile court school students' graduation, coursework and continuing education options, graduation and coursework requirements for foster youth, homeless students, migratory and newly arrived immigrant students participating in a "Newcomer Program" and students living in active duty military households, school safety planning or special education programs, may be filed by any individual, public agency, or organization. (Education Code Sections 222, 51210, 51223, 51225.1, 51225.2, 51228.1, 51228.2, 51228.3, and Title 5, Sections 4610 and 4630)

#### 3. Complaints regarding pupil fees and LCAP violations

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

**Pacific Grove Unified School District**

Community Relations

Regulation #1312.3

---

**UNIFORM COMPLAINT PROCEDURES**

Mandated Procedures

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

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

**Mediation**

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

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

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

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

**Investigation of Complaint**

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

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

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

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

**Pacific Grove Unified School District**

Community Relations

Regulation #1312.3

---

**UNIFORM COMPLAINT PROCEDURES**

Mandated Procedures

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

**Response**

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

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

**Final Written Decision**

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

This written decision shall include:

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

**Pacific Grove Unified School District**

Community Relations

Regulation #1312.3

---

**UNIFORM COMPLAINT PROCEDURES**

Mandated Procedures

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

**Appeals to the California Department of Education**

If dissatisfied with the District's decision, the complainant may appeal in writing to the California Department of Education within 15 days of receiving the District's decision. For good cause, the Superintendent of Public Instruction may grant an extension for filing appeals. (Title 5, Section 4632)

When appealing to the California Department of Education, the complainant must specify the reason(s) for appealing the District's decision and must include a copy of the locally filed complaint and the District's decision. (Title 5, Section 4632)

See Policy #1312.3  
CSBA Date – 10/97

# Pacific Grove Unified School District

---

StudentsRegulation #5020

---

## **PARENT RIGHTS AND RESPONSIBILITIES** Mandated Regulation

The rights of parents/guardians of District students include, but are not limited to, the following:

1. To observe, within a reasonable period of time after making the request, the classroom(s) in which their child is enrolled or for the purpose of selecting the school in which their child will be enrolled (Education Code 51101)

Parents/guardians may observe instructional and other school activities that involve their child in accordance with Board policy and administrative regulations adopted to ensure the safety of students and staff, prevent undue interference with instruction or harassment of school staff, and provide reasonable accommodation to parents/guardians. Upon written request by parents/guardians, the Superintendent or designee shall arrange for parental observation of a class or activity in a reasonable time frame and in accordance with Board policy and administrative regulations. (Education Code 49091.10)

Parents may observe their child as described above, via a webcam placed in the child's classroom, from a separate location at the school site, as long as the following has been completed:

- a. Parent has provided written consent
  - b. The site principal and the classroom teacher have been notified and provide their consent
  - c. The webcam images and feed are not recorded and the District ensures that they will not be broadcast to other than the identified, on-site location
  - d. The site principal or designee is present during the viewing of the live feed
  - e. The observation is limited to a pre-determined timeframe agreed-upon by all parties
  - f. A note is posted outside the classroom door, alerting all who enter that the live feed is occurring, including the designated timeframe
2. To meet, within a reasonable time of their request, with their child's teacher(s) and the principal of the school in which their child is enrolled (EC 51101)
  3. Under the supervision of District employees, to volunteer their time and resources for the improvement of school facilities and school programs, including, but not limited to, providing assistance in the classroom with the approval, and under the direct supervision, of the teacher (EC 51101)
  4. To be notified on a timely basis if their child is absent from school without permission (Education Code 51101)

# Pacific Grove Unified School District

---

StudentsRegulation #5020

---

## **PARENT RIGHTS AND RESPONSIBILITIES** Mandated Regulation

5. To receive the results of their child's performance and the school's performance on standardized tests and statewide tests (Education Code 51101)
6. To request a particular school for their child and to receive a response from the District (Education Code 51101)
7. To have a school environment for their child that is safe and supportive of learning (Education Code 51101)
8. To examine the curriculum materials of the class(es) in which their child is enrolled (Education Code 51101)

Parents/guardians may inspect, in a reasonable time frame, all primary supplemental instructional materials and assessments stored by the classroom teacher, including textbooks, teacher's manuals, films, tapes and software. (EC 49091.10)

Each school site shall make available to parents/guardians and others, upon request, a copy of the prospectus for each course, including the titles, descriptions and instructional aims of the course. (Education Code 49091.14)

The school may charge an amount not to exceed the cost of duplication. (Education Code 49091.14)

9. To be informed of their child's progress in school and of the appropriate school personnel whom they should contact if problems arise with their child (Education Code 51101)
10. To have access to the school records of their child (Education Code 51101)
11. To receive information concerning the academic performance standards, proficiencies or skills their child is expected to accomplish (EC 51101)
12. To be informed in advance about school rules, including disciplinary rules and procedures in accordance with Education Code 48980, attendance policies, dress codes and procedures for visiting the school (Education Code 51101)
13. To receive information about any psychological testing the school does involving their child and to deny permission to give the test (EC 51101)
14. To refuse to submit or to participate in any assessment, analysis, evaluation or monitoring of the quality or character of the student's home life; any form of parental screening or testing; any nonacademic home-based counseling program; parent training; or any prescribed family education service plan. (Education Code 49091.18)

## Pacific Grove Unified School District

Students

Regulation #5020

**PARENT RIGHTS AND RESPONSIBILITIES** Mandated Regulation

15. To participate as a member of a parent advisory committee, school site council or site-based management leadership team in accordance with any rules and regulations governing membership in these organizations (EC 51101)

For parents/guardians of English learners, this right shall include the right to participate in school and district advisory bodies in accordance with federal and state law and regulations. (Education Code 51101.1)

16. To question anything in their child's record that the parent/guardian feels is inaccurate or misleading or is an invasion of privacy and to receive a response from the school (Education Code 51101)

17. To provide prior written consent before their student participates in a survey containing the mental or psychological problems of the student or his/her family, the sexual behavior or attitudes or personal beliefs and practices in family life. (20 U.S.C. § 1232h; Education Code 5151~~3~~)

18. To be provided written notice and given an opportunity to request that their child not participate in district administered anonymous and voluntary surveys regarding health risks and behaviors, relating to student's attitudes or practices related to sex in grades 7-12. (20 U.S.C. § 1232h; Education Code 5151~~3~~ and 51938)

19. The Superintendent or designee shall obtain informed written parental consent before testing any student for a behavioral, mental or emotional evaluation. A general consent, including medical consent used to approve admission to or involvement in, a special education or remedial program or regular school activity, shall not constitute written consent for these purposes. (EC 49091.12)

20. Students in grades 7 to 12 shall have the right to obtain confidential medical care or confidential counseling related to the diagnosis or treatment of a drug or alcohol-related problem, or mental health treatment or counseling, without the consent of his/her parent/guardian. (Education Code 46010.1; 49091.12)

21. For parents/guardians of English Learners, to support their child's advancement towards literacy (Education Code 51101.1)

22. For parents/guardians of English learners, to be informed, through the school accountability report card, about statewide and local academic standards, testing programs, accountability measures, and school improvement efforts (Education Code 51101.1)

23. To be notified, as early in the school year as practicable pursuant to Education Code 48070.5, if their child is identified as being at risk of retention and of their right to consult with school personnel responsible for a decision to promote or retain their child and to appear such a decision (Education Code 51101)

## Pacific Grove Unified School District

Students

Regulation #5020

**PARENT RIGHTS AND RESPONSIBILITIES** Mandated Regulation

The Superintendent or designee may make available, to the extent possible, surplus or undistributed instructional materials to parents/guardians pursuant to Education Code 60510. (Education Code 5110-1.1)

The Superintendent or designee shall ensure that District staff understand the rights of parents/guardians afforded by law and Board policy and follow acceptable practices that respect those rights.

~~In addition, the Superintendent or designee shall provide interested parents/guardians with opportunities to participate in professional development programs offered at the school in which their child is enrolled. (EC 44670.5)~~

The Superintendent or designee shall ensure that parents/guardians receive notification regarding their rights in accordance with law.

School officials or law enforcement officials have the authority to investigate or intervene in cases of suspected child abuse, (Education Code 49091.12)



## Pacific Grove Unified School District

Students

Regulation #5020

**PARENT RIGHTS AND RESPONSIBILITIES** Mandated Regulation

The rights of parents/guardians of District students include, but are not limited to, the following:

1. To observe, within a reasonable period of time after making the request, the classroom(s) in which their child is enrolled or for the purpose of selecting the school in which their child will be enrolled (Education Code 51101)

Parents/guardians may observe instructional and other school activities that involve their child in accordance with Board policy and administrative regulations adopted to ensure the safety of students and staff, prevent undue interference with instruction or harassment of school staff, and provide reasonable accommodation to parents/guardians. Upon written request by parents/guardians, the Superintendent or designee shall arrange for parental observation of a class or activity in a reasonable time frame and in accordance with Board policy and administrative regulations. (Education Code 49091.10)

Parents may observe their child as described above, via a webcam placed in the child's classroom, from a separate location at the school site, as long as the following has been completed:

- a. Parent has provided written consent
  - b. The site principal and the classroom teacher have been notified and provide their consent
  - c. The webcam images and feed are not recorded and the District ensures that they will not be broadcast to other than the identified, on-site location
  - d. The site principal or designee is present during the viewing of the live feed
  - e. The observation is limited to a pre-determined timeframe agreed-upon by all parties
  - f. A note is posted outside the classroom door, alerting all who enter that the live feed is occurring, including the designated timeframe
2. To meet, within a reasonable time of their request, with their child's teacher(s) and the principal of the school in which their child is enrolled (EC 51101)
  3. Under the supervision of District employees, to volunteer their time and resources for the improvement of school facilities and school programs, including, but not limited to, providing assistance in the classroom with the approval, and under the direct supervision, of the teacher (EC 51101)
  4. To be notified on a timely basis if their child is absent from school without permission (Education Code 51101)

Students

Regulation #5020

---

**PARENT RIGHTS AND RESPONSIBILITIES** Mandated Regulation

5. To receive the results of their child's performance and the school's performance on standardized tests and statewide tests (Education Code 51101)
6. To request a particular school for their child and to receive a response from the District (Education Code 51101)
7. To have a school environment for their child that is safe and supportive of learning (Education Code 51101)
8. To examine the curriculum materials of the class(es) in which their child is enrolled (Education Code 51101)

Parents/guardians may inspect, in a reasonable time frame, all primary supplemental instructional materials and assessments stored by the classroom teacher, including textbooks, teacher's manuals, films, tapes and software. (EC 49091.10)

Each school site shall make available to parents/guardians and others, upon request, a copy of the prospectus for each course, including the titles, descriptions and instructional aims of the course. (Education Code 49091.14)

The school may charge an amount not to exceed the cost of duplication. (Education Code 49091.14)

9. To be informed of their child's progress in school and of the appropriate school personnel whom they should contact if problems arise with their child (Education Code 51101)
10. To have access to the school records of their child (Education Code 51101)
11. To receive information concerning the academic performance standards, proficiencies or skills their child is expected to accomplish (EC 51101)
12. To be informed in advance about school rules, including disciplinary rules and procedures in accordance with Education Code 48980, attendance policies, dress codes and procedures for visiting the school (Education Code 51101)
13. To receive information about any psychological testing the school does involving their child and to deny permission to give the test (EC 51101)
14. To refuse to submit or to participate in any assessment, analysis, evaluation or monitoring of the quality or character of the student's home life; any form of parental screening or testing; any nonacademic home-based counseling program; parent training; or any prescribed family education service plan. (Education Code 49091.18)

**Pacific Grove Unified School District****Students****Regulation #5020**

---

**PARENT RIGHTS AND RESPONSIBILITIES** Mandated Regulation

15. To participate as a member of a parent advisory committee, school site council or site-based management leadership team in accordance with any rules and regulations governing membership in these organizations (EC 51101)

For parents/guardians of English learners, this right shall include the right to participate in school and district advisory bodies in accordance with federal and state law and regulations. (Education Code 51101.1)

16. To question anything in their child's record that the parent/guardian feels is inaccurate or misleading or is an invasion of privacy and to receive a response from the school (Education Code 51101)
17. To provide prior written consent before their student participates in a survey containing the mental or psychological problems of the student or his/her family, the sexual behavior or attitudes or personal beliefs and practices in family life. (20 U.S.C. § 1232h; Education Code 51513)
18. To be provided written notice and given an opportunity to request that their child not participate in district administered anonymous and voluntary surveys regarding health risks and behaviors, relating to student's attitudes or practices related to sex in grades 7-12. (20 U.S.C. § 1232h; Education Code 51513 and 51938)
19. The Superintendent or designee shall obtain informed written parental consent before testing any student for a behavioral, mental or emotional evaluation. A general consent, including medical consent used to approve admission to or involvement in, a special education or remedial program or regular school activity, shall not constitute written consent for these purposes. (EC 49091.12)
20. Students in grades 7 to 12 shall have the right to obtain confidential medical care or confidential counseling related to the diagnosis or treatment of a drug or alcohol-related problem, or mental health treatment or counseling, without the consent of his/her parent/guardian. (Education Code 46010.1; 49091.12)
21. For parents/guardians of English Learners, to support their child's advancement towards literacy (Education Code 51101.1)
22. For parents/guardians of English learners, to be informed, through the school accountability report card, about statewide and local academic standards, testing programs, accountability measures, and school improvement efforts (Education Code 51101.1)
23. To be notified, as early in the school year as practicable pursuant to Education Code 48070.5, if their child is identified as being at risk of retention and of their right to consult with school personnel responsible for a decision to promote or retain their child and to appear such a decision (Education Code 51101)

Students

Regulation #5020

---

**PARENT RIGHTS AND RESPONSIBILITIES** Mandated Regulation

The Superintendent or designee may make available, to the extent possible, surplus or undistributed instructional materials to parents/guardians pursuant to Education Code 60510. (Education Code 51101.1)

The Superintendent or designee shall ensure that District staff understand the rights of parents/guardians afforded by law and Board policy and follow acceptable practices that respect those rights.

The Superintendent or designee shall ensure that parents/guardians receive notification regarding their rights in accordance with law.

School officials or law enforcement officials have the authority to investigate or intervene in cases of suspected child abuse, (Education Code 49091.12)

**Pacific Grove Unified School District**

Students

Regulation #5113

**ABSENCES AND EXCUSES**

Mandated Regulation

**Excused Absences**

A student's absence shall be excused for the following reasons, and the student shall be allowed to make up work for full credit, as assigned by the classroom teacher (additionally Ed Code 46010, 48205):

1. Personal illness
2. Quarantine under the direction of a county or city health officer
3. Medical, dental, optometric, or chiropractic appointments
4. Attendance at funeral services for a member of the immediate family
  - a. Excused absence in this instance shall be limited to one day if the service is conducted in California or three days if the service is conducted out of state.
  - b. "Immediate family" shall be defined as the parent or guardian, brother or sister, grandparent, or any other relative living in the household of the student. ~~mother, father, grandmother, grandfather, spouse, son/son-in-law, daughter/daughter-in-law, brother, sister or any relative living in the student's immediate household. (additionally Ed Code 45194)~~
5. Jury duty in the manner provided by law
6. Participation in religious instruction or exercises in accordance with District policy (Ed Code 46014)
  - a. In such instances, the student shall attend at least the minimum school day.
  - b. The student shall be excused for this purpose on no more than four school days per month.
  - c. The student's parent/guardian shall provide written consent for the absence.
7. The illness or medical appointment during school hours of a child to whom the student is the custodial parent, including absences to care for a sick child for which the school shall not require a doctor's note. (Education Code 48205)
8. Service as a member of a precinct board for an election pursuant to Elections Code 12303 (Education Code 48205)
9. To spend time with an immediate family member who is an active duty member of the uniformed services, as defined in Education Code 49701, and has been called to duty for deployment to a combat zone or a combat support position or is on leave from or has immediately returned from such deployment (Education Code 48205)

Students

Regulation #5113

## **ABSENCES AND EXCUSES**

Mandated Regulation

10. To attend his/her naturalization ceremony to become a United States citizen (Education Code 48205)

In addition, a student's absence shall be excused for justifiable personal reasons. Advance written request by the parent/guardian and approval of the principal or designee shall be required for absences for: (additionally Ed Code 48205)

1. Appearance in court
2. Attendance at a funeral service for a person other than a member of the student's immediate family
3. Observation of a holiday or ceremony of his/her religion
4. Attendance at religious retreats for no more than four ~~hours~~ days during a semester
5. Attendance at an employment conference
6. Attendance at an education conference offered by a nonprofit organization on the legislative or judicial process

### **Unexcused Absences**

The Board desires to emphasize the importance of school attendance. Therefore, students with excessive unexcused absences (25% of the school days in a grading period) may receive a failing grade and may not receive credit for the class(es).

### **Allowable Credit Due to Unexcused Absences**

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.

- a. The parent/guardian must request approval from the site principal in advance of the absence. 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 school at least two weeks prior to the absence to ascertain its probable impact on their child's academic and credit situation.
- b. 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.
- c. Teacher or Administrative pre-approved students absences for school sponsored events may be eligible for full credit outside of the allowable days noted in (b) above.

**Pacific Grove Unified School District**

Students

Regulation #5113

**ABSENCES AND EXCUSES**

Mandated Regulation

- d. The maximum number of days of allowable credit shall be ten (10) days per school year, except in unusual circumstances.
- e. Make-up work and/or tests will not be provided for unexcused absences in excess of the established limits.

**Method of Verification**

When students who have been absent return to school, they must present a satisfactory explanation verifying the reason for the absence. The following methods may be used to verify student absences:

1. Written note from parent/guardian, parent representative, or student if 18 or older (EC 46012)
2. Conversation, in person or by telephone, between the verifying employee and the student's parent/guardian or parent representative. The employee shall subsequently record the following:
  - a. Name of student
  - b. Name of parent/guardian or parent representative
  - c. Name of verifying employee
  - d. Date or dates of absence
  - e. Reason for absence
3. Visit to the student's home by the verifying employee, or any other reasonable method that establishes the fact that the student was absent for the reasons stated. A written recording shall be made, including information outlined above.
4. Physician's verification
  - a. When excusing students for confidential medical services or verifying such appointments, District staff shall not ask the purpose of such appointments but may contact a medical office to confirm the time of the appointment.
  - b. When a student has had 14 absences in the school year for illness verified by methods listed in 1 through 3 above, any further absences for illness must be verified by a physician.

**Explanation of Student Absences****A. Procedure for Parents to Explain Absences:****1. Absence from School**

If a student is absent from school, the parent or guardian should call the school that morning to report the absence or the student will be required to bring a note from the parent to the office upon returning to school within two (2) days of return to school.

**2. Tardiness to School**

**Pacific Grove Unified School District**

Students

Regulation #5113

**ABSENCES AND EXCUSES**

Mandated Regulation

If a student will be late to school, parents are requested to call the school office prior to 9:30 a.m. to inform the school. Regardless of this call, the tardy will remain unexcused unless it qualifies as a justifiable or excused absence.

## 3. Early Dismissal from School

If a parent wishes to have a student dismissed from school early, the parent shall sign the student out of school at the school office prior to leaving. Students are not permitted to leave the building or school grounds without prior approval.

- B. The Board of Education treats all students equally regardless of age. Students who are 18 or older are responsible for abiding by all attendance regulations including absences, dismissal, tardiness and class cutting. [JAD1]
- C. Failure to account for absences as described above will result in the absence being treated in the same manner as trancies.

**Truancy**

1. Students shall be classified as truant if absent from school without a valid excuse three full days in one school year, or tardy or absent for more than any 30-minute period during the school day without a valid excuse on three occasions in one school year, or any combination thereof. Such students shall be reported to the Superintendent or designee. (Ed Code 48260)

The parent/guardian of a student classified as a truant shall be notified of the following (EC 48260.5)

- a. The student is truant
- b. The parent/guardian is obligated to compel the student to attend school
- c. The parent/guardian who fails to meet this obligation may be guilty of an infraction of the law and subject to prosecution pursuant to EC 48290-48297
- d. The parent/guardian has the right to meet with appropriate school personnel to discuss solutions to the student's truancy
- e. Alternative educational programs are available in the District
- f. The student may be subject to arrest by a probation officer, a peace officer, a school administrator, an attendance supervisor or his/her designee under Ed Code 48264 if found away from home and absent from school without a valid excuse
- g. The student may be subject to suspension, restriction or delay of his/her driving privilege pursuant to Vehicle Code 13202.7



Students

Regulation #5113

**ABSENCES AND EXCUSES**

Mandated Regulation

- h. It is recommended that the parent/guardian accompany the student to school and attend classes with the student for one day
2. Upon his/her first truancy, the student and, as appropriate, the parent or legal guardian, may be requested to attend a meeting with a school counselor or other school designee to discuss the root causes of the attendance issue and develop a joint plan to improve the student's attendance.
3. Upon his/her second truancy within the same school year, a student may be given a written warning by a peace officer. A record of this warning may be kept at school for at least two years or until the student graduates or transfers from the school. If the student transfers, the record may be forwarded to the new school. The student may also be assigned to an after-school or weekend study program within the county. If the student fails to successfully complete this study program, he/she shall be subject to item #5 below.
4. Upon his/her first or second truancy within the same school year, an appropriate District staff member shall make every effort to hold at least one conference with the student and parent/guardian and may discuss resources available for achieving regular school attendance, which may include:
  - a. Program changes
  - b. Referral of family to community agency
  - c. Referral to school psychologist or student study team
  - d. Modified day
  - e. Independent study
  - f. Special school projects, special programs
  - g. School furlough
  - h. Work-experience education
  - i. Alternative education
  - j. Referral for health checkup, medical examination
5. Upon his/her third truancy within the same school year, the student shall be classified a habitual truant as defined in Education Code 48262 and may be referred to, and required to attend, an attendance review board, a truancy mediation program established by the District attorney or the probation officer, or a comparable program deemed acceptable by the Superintendent or designee. If the student does not successfully complete the truancy mediation program or other similar program, he/she shall be subject to item #6 below.
6. Upon his/her fourth truancy within the same school year, the student may be within the jurisdiction of the juvenile court that may adjudge the student to be a ward of the court pursuant to Section 601 of the Welfare and Institutions Code. If the student is adjudged a ward of the court, the student will be required to do one or more of the following:
  - (1) Performance at court-approved community services sponsored by either a public or private nonprofit agency for not less than 20 hours but not more than 40 hours over a period not to exceed 90 days, during a time other than the student's hours of school attendance or employment.

**Students**

**Regulation #5113**

**ABSENCES AND EXCUSES**

Mandated Regulation

The probation officer shall report to the court the failure of the student to comply with this paragraph.

(2) Payment of a fine by the student of not more than fifty dollars (\$50) for which a parent or legal guardian of the student may be jointly liable. The fine described in this paragraph shall not be subject to the assessments of Section 1464 of the Penal Code or any other applicable section.

(3) Attendance of a court-approved truancy prevention program.

(4) Suspension or revocation of driving privileges pursuant to Section 13202.7 of the Vehicle Code. This subsection shall apply only to a student who has attended a school attendance review board program, a program operated by a probation department acting as a school attendance review board, or a truancy mediation program. (Ed Code 48264.5)

A habitual truant may be referred to a school attendance review board or to the probation department. (Ed Code 48263)

When a student is referred to a school attendance review board or to the probation department, the Superintendent or designee shall provide the student and parent/ guardian, in writing, the name and address of the school attendance review board or probation department and the reason for the referral. This notice shall indicate that the student and parent/guardian will be required, along with a District staff member, to meet with the school attendance review board or probation officer to consider a proper disposition of the referral. (Ed Code 48263)

The Superintendent or designee shall gather and transmit to the County Superintendent of Schools the number of referrals and types of referrals made to the school attendance review board and the number of requests for petitions made to the juvenile court. (Ed Code 48273)

**Parental Notifications**

At the beginning of each school year, the Superintendent or designee shall:

1. Notify parents/guardians of the right to excuse a student from school in order to participate in religious exercises or to receive moral and religious instruction at their places of worship, or at other suitable places away from school property designated by a religious group, church, or denomination. (Education Code [46014](#), [48980](#))
2. Notify students in grades 7-12 and the parents/guardians of all students that school authorities may excuse any student from school to obtain confidential medical services without the consent of the student's parent/guardian. (Education Code [46010.1](#))
3. Notify parents/guardians that a student shall not have his/her grade reduced or lose academic credit for any excused absence if missed assignments and tests that can reasonably be provided are

Students

Regulation #5113

---

**ABSENCES AND EXCUSES**

Mandated Regulation

satisfactorily completed within a reasonable period of time, and include the full text of Education Code [48205](#) in the notice. (Education Code [48980](#))

Students

Regulation #5113

## **ABSENCES AND EXCUSES**

Mandated Regulation

### **Excused Absences**

A student's absence shall be excused for the following reasons, and the student shall be allowed to make up work for full credit, as assigned by the classroom teacher (additionally Ed Code 46010, 48205):

1. Personal illness
2. Quarantine under the direction of a county or city health officer
3. Medical, dental, optometric, or chiropractic appointments
4. Attendance at funeral services for a member of the immediate family
  - a. Excused absence in this instance shall be limited to one day if the service is conducted in California or three days if the service is conducted out of state.
  - b. "Immediate family" shall be defined as the parent or guardian, brother or sister, grandparent, or any other relative living in the household of the student.
5. Jury duty in the manner provided by law
6. Participation in religious instruction or exercises in accordance with District policy (Ed Code 46014)
  - a. In such instances, the student shall attend at least the minimum school day.
  - b. The student shall be excused for this purpose on no more than four school days per month.
  - c. The student's parent/guardian shall provide written consent for the absence.
7. The illness or medical appointment during school hours of a child to whom the student is the custodial parent, including absences to care for a sick child for which the school shall not require a doctor's note. (Education Code 48205)
8. Service as a member of a precinct board for an election pursuant to Elections Code 12303 (Education Code 48205)
9. To spend time with an immediate family member who is an active duty member of the uniformed services, as defined in Education Code [49701](#), and has been called to duty for deployment to a combat zone or a combat support position or is on leave from or has immediately returned from such deployment (Education Code [48205](#))
10. To attend his/her naturalization ceremony to become a United States citizen (Education Code 48205)

Students

Regulation #5113

## **ABSENCES AND EXCUSES**

Mandated Regulation

In addition, a student's absence shall be excused for justifiable personal reasons. Advance written request by the parent/guardian and approval of the principal or designee shall be required for absences for: (additionally Ed Code 48205)

1. Appearance in court
2. Attendance at a funeral service for a person other than a member of the student's immediate family
3. Observation of a holiday or ceremony of his/her religion
4. Attendance at religious retreats for no more than four hours during a semester
5. Attendance at an employment conference
6. Attendance at an education conference offered by a nonprofit organization on the legislative or judicial process

### **Unexcused Absences**

The Board desires to emphasize the importance of school attendance. Therefore, students with excessive unexcused absences (25% of the school days in a grading period) may receive a failing grade and may not receive credit for the class(es).

### **Allowable Credit Due to Unexcused Absences**

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.

- a. The parent/guardian must request approval from the site principal in advance of the absence. 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 school at least two weeks prior to the absence to ascertain its probable impact on their child's academic and credit situation.
- b. 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.
- c. Teacher or Administrative pre-approved students absences for school sponsored events may be eligible for full credit outside of the allowable days noted in (b) above.
- d. The maximum number of days of allowable credit shall be ten (10) days per school year, except in unusual circumstances.

Students

Regulation #5113

## **ABSENCES AND EXCUSES**

Mandated Regulation

- e. Make-up work and/or tests will not be provided for unexcused absences in excess of the established limits.

### **Method of Verification**

When students who have been absent return to school, they must present a satisfactory explanation verifying the reason for the absence. The following methods may be used to verify student absences:

1. Written note from parent/guardian, parent representative, or student if 18 or older (EC 46012)
2. Conversation, in person or by telephone, between the verifying employee and the student's parent/guardian or parent representative. The employee shall subsequently record the following:
  - a. Name of student
  - b. Name of parent/guardian or parent representative
  - c. Name of verifying employee
  - d. Date or dates of absence
  - e. Reason for absence
3. Visit to the student's home by the verifying employee, or any other reasonable method that establishes the fact that the student was absent for the reasons stated. A written recording shall be made, including information outlined above.
4. Physician's verification
  - a. When excusing students for confidential medical services or verifying such appointments, District staff shall not ask the purpose of such appointments but may contact a medical office to confirm the time of the appointment.
  - b. When a student has had 14 absences in the school year for illness verified by methods listed in 1 through 3 above, any further absences for illness must be verified by a physician.

### **Explanation of Student Absences**

#### **A. Procedure for Parents to Explain Absences:**

##### **1. Absence from School**

If a student is absent from school, the parent or guardian should call the school that morning to report the absence or the student will be required to bring a note from the parent to the office upon returning to school within two (2) days of return to school.

##### **2. Tardiness to School**

If a student will be late to school, parents are requested to call the school office prior to 9:30 a.m. to inform the school. Regardless of this call, the tardy will remain unexcused unless it qualifies as a justifiable or excused absence.

Students

Regulation #5113

**ABSENCES AND EXCUSES**

Mandated Regulation

3. Early Dismissal from School

If a parent wishes to have a student dismissed from school early, the parent shall sign the student out of school at the school office prior to leaving. Students are not permitted to leave the building or school grounds without prior approval.

- B. The Board of Education treats all students equally regardless of age. Students who are 18 or older are responsible for abiding by all attendance regulations including absences, dismissal, tardiness and class cutting.
- C. Failure to account for absences as described above will result in the absence being treated in the same manner as trancies.

**Truancy**

1. Students shall be classified as truant if absent from school without a valid excuse three full days in one school year, or tardy or absent for more than any 30-minute period during the school day without a valid excuse on three occasions in one school year, or any combination thereof. Such students shall be reported to the Superintendent or designee. (Ed Code 48260)

The parent/guardian of a student classified as a truant shall be notified of the following (EC 48260.5)

- a. The student is truant
- b. The parent/guardian is obligated to compel the student to attend school
- c. The parent/guardian who fails to meet this obligation may be guilty of an infraction of the law and subject to prosecution pursuant to EC 48290-48297
- d. The parent/guardian has the right to meet with appropriate school personnel to discuss solutions to the student's truancy
- e. Alternative educational programs are available in the District
- f. The student may be subject to arrest by a probation officer, a peace officer, a school administrator, an attendance supervisor or his/her designee under Ed Code 48264 if found away from home and absent from school without a valid excuse
- g. The student may be subject to suspension, restriction or delay of his/her driving privilege pursuant to Vehicle Code 13202.7
- h. It is recommended that the parent/guardian accompany the student to school and attend classes with the student for one day

Students

Regulation #5113

**ABSENCES AND EXCUSES**

Mandated Regulation

2. Upon his/her first truancy, the student and, as appropriate, the parent or legal guardian, may be requested to attend a meeting with a school counselor or other school designee to discuss the root causes of the attendance issue and develop a joint plan to improve the student's attendance.
3. Upon his/her second truancy within the same school year, a student may be given a written warning by a peace officer. A record of this warning may be kept at school for at least two years or until the student graduates or transfers from the school. If the student transfers, the record may be forwarded to the new school. The student may also be assigned to an after-school or weekend study program within the county. If the student fails to successfully complete this study program, he/she shall be subject to item #5 below.
4. Upon his/her first or second truancy within the same school year, an appropriate District staff member shall make every effort to hold at least one conference with the student and parent/guardian and may discuss resources available for achieving regular school attendance, which may include:
  - a. Program changes
  - b. Referral of family to community agency
  - c. Referral to school psychologist or student study team
  - d. Modified day
  - e. Independent study
  - f. Special school projects, special programs
  - g. School furlough
  - h. Work-experience education
  - i. Alternative education
  - j. Referral for health checkup, medical examination
5. Upon his/her third truancy within the same school year, the student shall be classified a habitual truant as defined in Education Code 48262 and may be referred to, and required to attend, an attendance review board, a truancy mediation program established by the District attorney or the probation officer, or a comparable program deemed acceptable by the Superintendent or designee. If the student does not successfully complete the truancy mediation program or other similar program, he/she shall be subject to item #6 below.
6. Upon his/her fourth truancy within the same school year, the student may be within the jurisdiction of the juvenile court that may adjudge the student to be a ward of the court pursuant to Section 601 of the Welfare and Institutions Code. If the student is adjudged a ward of the court, the student will be required to do one or more of the following:
  - (1) Performance at court-approved community services sponsored by either a public or private nonprofit agency for not less than 20 hours but not more than 40 hours over a period not to exceed 90 days, during a time other than the student's hours of school attendance or employment. The probation officer shall report to the court the failure of the student to comply with this paragraph.
  - (2) Payment of a fine by the student of not more than fifty dollars (\$50) for which a parent or legal guardian of the student may be jointly liable. The fine described in this paragraph shall



Students

Regulation #5113

## **ABSENCES AND EXCUSES**

Mandated Regulation

not be subject to the assessments of Section 1464 of the Penal Code or any other applicable section.

(3) Attendance of a court-approved truancy prevention program.

(4) Suspension or revocation of driving privileges pursuant to Section 13202.7 of the Vehicle Code. This subsection shall apply only to a student who has attended a school attendance review board program, a program operated by a probation department acting as a school attendance review board, or a truancy mediation program. (Ed Code 48264.5)

A habitual truant may be referred to a school attendance review board or to the probation department. (Ed Code 48263)

When a student is referred to a school attendance review board or to the probation department, the Superintendent or designee shall provide the student and parent/ guardian, in writing, the name and address of the school attendance review board or probation department and the reason for the referral. This notice shall indicate that the student and parent/guardian will be required, along with a District staff member, to meet with the school attendance review board or probation officer to consider a proper disposition of the referral. (Ed Code 48263)

The Superintendent or designee shall gather and transmit to the County Superintendent of Schools the number of referrals and types of referrals made to the school attendance review board and the number of requests for petitions made to the juvenile court. (Ed Code 48273)

### **Parental Notifications**

At the beginning of each school year, the Superintendent or designee shall:

1. Notify parents/guardians of the right to excuse a student from school in order to participate in religious exercises or to receive moral and religious instruction at their places of worship, or at other suitable places away from school property designated by a religious group, church, or denomination. (Education Code [46014](#), [48980](#))
2. Notify students in grades 7-12 and the parents/guardians of all students that school authorities may excuse any student from school to obtain confidential medical services without the consent of the student's parent/guardian. (Education Code [46010.1](#))
3. Notify parents/guardians that a student shall not have his/her grade reduced or lose academic credit for any excused absence if missed assignments and tests that can reasonably be provided are satisfactorily completed within a reasonable period of time, and include the full text of Education Code [48205](#) in the notice. (Education Code [48980](#))

# Pacific Grove Unified School District

Students

Regulation #5116.1

## INTRADISTRICT OPEN ENROLLMENT

### Selection Procedures

1. The Superintendent or designee shall annually identify those schools which may have space available for additional students. A list of these schools and open enrollment applications shall be available at all school offices.
2. Students whose parents or guardians submit applications to the District by January 1 of the preceding school year shall be eligible for admission to their school of choice the following school year under the District's open enrollment policy.
3. Enrollment in a school of choice shall be determined in accordance with the enrollment priorities set forth in Board Policy 5116.1. After the enrollment priorities have been applied in accordance with Board policy, if there are more requests for a particular school than there are spaces available, and a waiting list shall be established in accordance with the date of receipt of the application to indicate the order in which students may be enrolled in schools with enrollments in excess of capacity as openings occur during the year. Late applicants during that year may be added to the waiting list in the order in which they apply.
4. The Superintendent or designee shall inform applicants by phone and/or mail as to whether their applications have been approved, denied, or placed on a waiting list. If the application is denied, the reasons for denial shall be stated.
5. Applicants who receive approval must confirm their enrollment within two weeks.
6. Admission to a particular school shall not be influenced by a student's academic or athletic performance except insofar as academic standards are required for admission to specialized schools or programs such as programs for gifted and talented students. Such standards shall be uniformly applied to all students.

Any complaints regarding the selection process should be taken to the Superintendent or designee.

### Capacity Determination

The Superintendent or designee shall review the capacity of each school and make annual adjustments as necessary, based upon pupil enrollment and available space. In doing so, the Superintendent or designee may consider the following factors:

- a. Historical, current and projected total school-wide pupil enrollment;
- b. Historical, current and projected total pupil enrollment by grade level in each school;
- c. Class size ratio requirements in any controlling collective bargaining agreement;
- d. District goals for maximum class size ratios by specific grade levels;
- e. Any conditions for receipt of state or federal funding based on limitations on class size; and

# Pacific Grove Unified School District

Students

Regulation #5116.1

## INTRADISTRICT OPEN ENROLLMENT

f. Physical classroom space, taking into consideration historical, current and future classroom use needs and programmatic needs.

### Harmful or Dangerous Special Circumstances

Any decision to grant priority for attendance outside a student's current attendance area because of harmful or dangerous special circumstances shall be based upon one of the following: (Education Code 35160.5)

1. A written statement from a representative of an appropriate state or local agency, including, but not limited to, a law enforcement official, social worker, or properly licensed or registered professional, including, but not limited to, –a psychiatrist, psychologist, marriage or, family therapist, clinical social worker, professional clinical counselor, –and child counselor, or other professional.
2. A court order, including a temporary restraining order and injunction, issued by a judge.

Upon making such a finding, the Superintendent or designee may approve the student's transfer to a District school that is at capacity and otherwise closed to transfers. (Education Code 35160.5)

### Notifications

Notifications shall be sent to parents/guardians at the beginning of each year describing all current statutory attendance options and local attendance options available in the District, including: (Education Code 48980)

1. All options for meeting residency requirements for school attendance.
2. Program options offered within local attendance areas.
3. A description of any special program options available on both an interdistrict and intra-district basis.
4. A description of the procedure for application for alternative attendance areas or programs and the appeals process available, if any, when a change of attendance is denied.
5. A District application form for requesting a change of attendance.
6. The explanation of attendance options under California law as provided by the California Department of Education. (Education Code 48980)

**Pacific Grove Unified School District**

Students

Regulation #5116.1

---

**INTRADISTRICT OPEN ENROLLMENT****Selection Procedures**

1. The Superintendent or designee shall annually identify those schools which may have space available for additional students. A list of these schools and open enrollment applications shall be available at all school offices.
2. Students whose parents or guardians submit applications to the District by January 1 of the preceding school year shall be eligible for admission to their school of choice the following school year under the District's open enrollment policy.
3. Enrollment in a school of choice shall be determined in accordance with the enrollment priorities set forth in Board Policy 5116.1. After the enrollment priorities have been applied in accordance with Board policy, if there are more requests for a particular school than there are spaces available, and a waiting list shall be established in accordance with the date of receipt of the application to indicate the order in which students may be enrolled in schools with enrollments in excess of capacity as openings occur during the year. Late applicants during that year may be added to the waiting list in the order in which they apply.
4. The Superintendent or designee shall inform applicants by phone and/or mail as to whether their applications have been approved, denied, or placed on a waiting list. If the application is denied, the reasons for denial shall be stated.
5. Applicants who receive approval must confirm their enrollment within two weeks.
6. Admission to a particular school shall not be influenced by a student's academic or athletic performance except insofar as academic standards are required for admission to specialized schools or programs such as programs for gifted and talented students. Such standards shall be uniformly applied to all students.

Any complaints regarding the selection process should be taken to the Superintendent or designee.

**Capacity Determination**

The Superintendent or designee shall review the capacity of each school and make annual adjustments as necessary, based upon pupil enrollment and available space. In doing so, the Superintendent or designee may consider the following factors:

- a. Historical, current and projected total school-wide pupil enrollment;
- b. Historical, current and projected total pupil enrollment by grade level in each school;
- c. Class size ratio requirements in any controlling collective bargaining agreement;
- d. District goals for maximum class size ratios by specific grade levels;
- e. Any conditions for receipt of state or federal funding based on limitations on class size; and

**Pacific Grove Unified School District**

Students

Regulation #5116.1

---

**INTRADISTRICT OPEN ENROLLMENT**

f. Physical classroom space, taking into consideration historical, current and future classroom use needs and programmatic needs.

**Harmful or Dangerous Special Circumstances**

Any decision to grant priority for attendance outside a student's current attendance area because of harmful or dangerous special circumstances shall be based upon one of the following: (Education Code 35160.5)

1. A written statement from a representative of an appropriate state or local agency, including, but not limited to, a law enforcement official, social worker, or properly licensed or registered professional, including, but not limited to, a psychiatrist, psychologist, marriage or family therapist, clinical social worker, professional clinical counselor, child counselor, or other professional.
2. A court order, including a temporary restraining order and injunction, issued by a judge.

Upon making such a finding, the Superintendent or designee may approve the student's transfer to a District school that is at capacity and otherwise closed to transfers. (Education Code 35160.5)

**Notifications**

Notifications shall be sent to parents/guardians at the beginning of each year describing all current statutory attendance options and local attendance options available in the District, including: (Education Code 48980)

1. All options for meeting residency requirements for school attendance.
2. Program options offered within local attendance areas.
3. A description of any special program options available on both an interdistrict and intra-district basis.
4. A description of the procedure for application for alternative attendance areas or programs and the appeals process available, if any, when a change of attendance is denied.
5. A District application form for requesting a change of attendance.
6. The explanation of attendance options under California law as provided by the California Department of Education. (Education Code 48980)

## Instruction

## Regulation #6163.4

**STUDENT USE OF TECHNOLOGY****Mandated Policy**

The principal or designee shall oversee the maintenance of each school's technological resources and may establish guidelines and limits on their use. All instructional staff shall receive a copy of this administrative regulation, the accompanying Board policy, and the District's Acceptable Use Agreement describing expectations for appropriate use of the system and shall also be provided with information about the role of staff in supervising student use of technological resources. All students using these resources shall receive instruction in their proper and appropriate use.

Teachers, administrators, and/or library media specialists shall prescreen technological resources and online sites that will be used for instructional purposes to ensure that they are appropriate for the intended purpose and the age of the students.

**On-Line/Internet Services: User Obligations and Responsibilities**

Students are authorized to use ~~District's~~ District's equipment to access the Internet or other online services in accordance with Board policy, the user obligations and responsibilities specified below and the District's Acceptable Use Agreement.

1. The student in whose name an online services account is issued is responsible for its proper use at all times. Students shall keep personal account numbers and passwords private and shall only use the account to which they have been assigned.
2. Students shall use the District's system safely, responsibly and primarily for educational purposes.
3. Students shall not access, post, submit, publish or display harmful or inappropriate matter that is threatening, obscene, disruptive or sexually explicit, or that could be construed as harassment or disparagement of others based on their race/ethnicity, national origin, immigration status, sex, gender, sexual orientation, age, disability, religion or political beliefs.

Harmful matter includes matter, taken as a whole, which to the average person, applying contemporary statewide standards, appeals to the prurient interest and is matter which depicts or describes in a patently offensive way sexual conduct and which lacks serious literary, artistic, political or scientific value for minors. (Penal Code 313)

4. Unless otherwise instructed by school personnel, students shall not disclose, use, or disseminate personal identification information about themselves or others when using electronic mail, chat rooms, or other forms of direct electronic communication. Students are also cautioned not to disclose such information by other means to individuals contacted through the Internet without the permission of their parents/guardians.

Personal information includes the student's name, address, telephone number, Social Security number, or other individually identifiable information.

5. Students shall not use the system to encourage the use of drugs, alcohol or tobacco, nor shall they promote unethical practices or any activity prohibited by law, Board policy or administrative regulations.
6. Students shall not use the system to engage in commercial or other for-profit activities.

## Instruction

## Regulation #6163.4

**STUDENT USE OF TECHNOLOGY**

## Mandated Policy

7. Students shall not use the system to threaten, intimidate, harass, or ridicule other students or staff.
8. Copyrighted material shall be posted online only in accordance with applicable copyright laws. Any materials utilized for research projects should be given proper credit as with any other printed source of information.
9. Students shall not intentionally upload, download, or create computer viruses and/or maliciously attempt to harm or destroy district equipment or materials or manipulate the data of any other user, including so-called "hacking."
10. Students shall not attempt to interfere with other users' ability to send or receive email, nor shall they attempt to read, delete, copy, modify or use another individual's identity.
11. Students shall report any security problem or misuse of the services to the teacher or principal.

The district reserves the right to monitor use of the District's systems for improper use without advance notice or consent. Students shall be informed that computer files and electronic communications, including email, are not private and may be accessed by the District for the purpose of ensuring proper use.

Whenever a student is found to have violated Board policy, administrative regulation, or the District's Acceptable Use Agreement, the principal or designee may cancel or limit a student's user privileges or increase supervision of the student's use of the District's technological resources, as appropriate. Inappropriate use also may result in disciplinary action and/or legal action in accordance with law and Board policy.

## Instruction

## Regulation #6163.4

**STUDENT USE OF TECHNOLOGY****Mandated Policy**

The principal or designee shall oversee the maintenance of each school's technological resources and may establish guidelines and limits on their use. All instructional staff shall receive a copy of this administrative regulation, the accompanying Board policy, and the District's Acceptable Use Agreement describing expectations for appropriate use of the system and shall also be provided with information about the role of staff in supervising student use of technological resources. All students using these resources shall receive instruction in their proper and appropriate use.

Teachers, administrators, and/or library media specialists shall prescreen technological resources and online sites that will be used for instructional purposes to ensure that they are appropriate for the intended purpose and the age of the students.

**On-Line/Internet Services: User Obligations and Responsibilities**

Students are authorized to use District's equipment to access the Internet or other online services in accordance with Board policy, the user obligations and responsibilities specified below and the District's Acceptable Use Agreement.

1. The student in whose name an online services account is issued is responsible for its proper use at all times. Students shall keep personal account numbers and passwords private and shall only use the account to which they have been assigned.
2. Students shall use the District's system safely, responsibly and primarily for educational purposes.
3. Students shall not access, post, submit, publish or display harmful or inappropriate matter that is threatening, obscene, disruptive or sexually explicit, or that could be construed as harassment or disparagement of others based on their race/ethnicity, national origin, immigration status, sex, gender, sexual orientation, age, disability, religion or political beliefs.

Harmful matter includes matter, taken as a whole, which to the average person, applying contemporary statewide standards, appeals to the prurient interest and is matter which depicts or describes in a patently offensive way sexual conduct and which lacks serious literary, artistic, political or scientific value for minors. (Penal Code 313)

4. Unless otherwise instructed by school personnel, students shall not disclose, use, or disseminate personal identification information about themselves or others when using electronic mail, chat rooms, or other forms of direct electronic communication. Students are also cautioned not to disclose such information by other means to individuals contacted through the Internet without the permission of their parents/guardians.

Personal information includes the student's name, address, telephone number, Social Security number, or other individually identifiable information.

5. Students shall not use the system to encourage the use of drugs, alcohol or tobacco, nor shall they promote unethical practices or any activity prohibited by law, Board policy or administrative regulations.
6. Students shall not use the system to engage in commercial or other for-profit activities.



## Instruction

Regulation #6163.4

---

**STUDENT USE OF TECHNOLOGY****Mandated Policy**

7. Students shall not use the system to threaten, intimidate, harass, or ridicule other students or staff.
8. Copyrighted material shall be posted online only in accordance with applicable copyright laws. Any materials utilized for research projects should be given proper credit as with any other printed source of information.
9. Students shall not intentionally upload, download, or create computer viruses and/or maliciously attempt to harm or destroy district equipment or materials or manipulate the data of any other user, including so-called "hacking."
10. Students shall not attempt to interfere with other users' ability to send or receive email, nor shall they attempt to read, delete, copy, modify or use another individual's identity.
11. Students shall report any security problem or misuse of the services to the teacher or principal.

The district reserves the right to monitor use of the District's systems for improper use without advance notice or consent. Students shall be informed that computer files and electronic communications, including email, are not private and may be accessed by the District for the purpose of ensuring proper use.

Whenever a student is found to have violated Board policy, administrative regulation, or the District's Acceptable Use Agreement, the principal or designee may cancel or limit a student's user privileges or increase supervision of the student's use of the District's technological resources, as appropriate. Inappropriate use also may result in disciplinary action and/or legal action in accordance with law and Board policy.

- ☐ Consent  
☐ Information/Discussion  
☒ Action/Discussion

**SUBJECT:** Update to Board Policy 1321 Solicitation of Funds

**DATE:** June 6, 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.

**INFORMATION:**

The updates to Board Policy 1321 Solicitation of Funds were recommended by legal counsel in order to protect the District from fiscal/legal liabilities and remain in compliance with Education Code. This policy was originally reviewed at the May 23, 2019 Board meeting. The Board directed Administration to work with legal counsel on additional changes.

Predominantly, the policy was revised or amended to direct the following:

- With prior written approval of the Superintendent or designee, a student, student organization, or school-connected organization (such as the PTA's, PG Pride, etc.) may solicit funds if such funds directly benefit the students and/or staff of the school or District, and to be renewed annual, as necessary
- The Superintendent or designee shall ensure that parents/ guardians are informed of the purpose of all fundraisers benefiting the school or school groups
- The Superintendent shall provide a public report, twice a year, noting those groups who were approved to fundraise and those who were denied
- School-connected organizations who wish to raise funds on behalf of the schools must submit a request to the Superintendent requesting approval before the commencement of each fundraiser in which the proceeds benefit the District (a list of conditions is noted in the policy)
- At the conclusion of the fundraiser, the school-connected organization must submit a report to the District including how much money was raised on behalf of the District
- If a school-connected organization would like to hold a raffle, it 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

- Fundraising by students and student organizations for or on behalf of the school or District via the Internet, social media or any other electronic or digital media, is prohibited without prior written approval from the Superintendent or designee, and under certain conditions
- Prohibit online fundraising for all groups without prior approval by the Superintendent or Designee
- This policy does not prohibit families from raising money on behalf of their own student outside of school hours.

**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~~

~~The following is just a few basic observations / comments to outline my general thoughts on this policy....~~

~~1— I am supportive of the Board continuing to designate this responsibility to the Superintendent provided that there are regular (quarterly?) information updates from the Superintendent to the Board on what requests have been made, which have been approved, and which have been denied.~~

~~2— I think the policy needs to be organized into separate sections to differentiate between fund raising on campus vs fund raising off campus vs online fund raising.~~

~~3— Also, I think it might be important to differentiate between school endorsed / sponsored fund raising and individual fund raising. This would help differentiate between student orgs fund raising vs school endorsed orgs like PG Pride / PTA's vs a family creating an individual "Go Fund Me" to help pay for a child's supplies, equipment, trip, etc.~~

~~4— I think it might help if we have a few sentences that clarified the difference between fund-raising policy and the donation policy.~~

### Solicitation of Funds on Behalf of The School

With prior written approval of the Superintendent or designee, a student, student organization, or school-connected organization (such as the PTA's, PG Pride, etc.) may solicit funds if such funds directly benefit the students and/or staff of the school or District.

With the written approval of the Superintendent or designee, the approved individuals and organizations may organize fundraising events involving students.

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

Per California Education Code 51521, no person shall solicit any other person to contribute to any fund or to purchase any item of personal property, upon the representation that the money received is to be used wholly or in part for the benefit of any District school or the student body of any District school, unless such person obtains the prior written approval of Superintendent.

The Superintendent or designee shall ensure that parents/ guardians are informed of the purpose of all fundraisers benefiting the school or school groups.

# Pacific Grove Unified School District

Community Relations

Policy #1321

## SOLICITATION OF FUNDS ~~FROM AND BY STUDENTS~~

### Participation of Students in ~~the Solicitations Of Funds From and By~~ Students Fundraisers

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 or solicit 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.

### Fund Raising (Solicitations) Fundraising o On Behalf o Of The School by External Organizations School-Connected Organizations

External School-connected -organizations (such as PTA's, PG Pride, etc.) who wish to raise funds on behalf of the schools or District s must (annually) submit a request to the Superintendent requesting approval before the commencement of each to raise funds on fundraiser and annually for reoccurring fundraisers. behalf of the schools. At a minimum the following information must be included in the request:

# Pacific Grove Unified School District

Community Relations

Policy #1321

## SOLICITATION OF FUNDS ~~FROM AND BY STUDENTS~~

- A statement of purpose of the fundraiser(s);
- Organizations pPoint(s) of contact for questions and management of funds raised;:
- Length of time fundraiser (including website) may be active;
- If the funds-raising activities will include student participation;
- 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 organizationwebsite in connection with the fundraising.
- 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-Theprior approval of fundraising activity and notice on the fundraising website, or other online platform -(e.g. GoFundMe website) to be used; and

H, that the fundraiser and its webpage are District approved.

- Annual accounting of funds raised by the organization and how the funds werewill be disbursed including and starting and ending balances.to the District.

At the conclusion of each fundraiser, the school-connected organization must submit a report to the District including how much money was raised on behalf of the District.

-  
With the written approval of the Superintendent or designee, the approved 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.

If a Eligible school-connected organizations would like to usehold a raffle, it e they must

# Pacific Grove Unified School District

Community Relations

Policy #1321

## SOLICITATION OF FUNDS ~~FROM AND BY STUDENTS~~

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 School Grounds Behalf Of Charities

Per California Education Code 51520—

During school hours, and within one hour before the time of opening and within one hour after the time of closing of school, pupils of the public school shall not be solicited on school premises by teachers or others to subscribe or contribute to the funds of, to become members of, or to work for, any organization not directly under the control of the school authorities, unless the organization is a nonpartisan, charitable organization organized for charitable purposes by an act of Congress or under the laws of the state, the purpose of the solicitation is nonpartisan and charitable, and the solicitation has been approved by the county board of education or by the governing board of the school district in which the school is located

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. Fundraising on Behalf of The School by District Employees

District employees who wish to raise funds on behalf of the schools or District must submit a request to the Superintendent requesting approval before the commencement of each fundraiser and annually for reoccurring fundraisers. At a minimum the following information must be included in the request:

# Pacific Grove Unified School District

## Community Relations

## Policy #1321

### SOLICITATION OF FUNDS ~~FROM AND BY STUDENTS~~

- A statement of purpose of the fundraiser(s);
- Point(s) of contact for questions and management of funds raised;
- Length of time fundraiser (including website) may be active;
- If the fundraising activities will include student participation;
- 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 in connection with the fundraising.
- Methods for advertising the fundraiser (e.g., email, Twitter, Facebook, etc.), including whether the fundraiser may be advertised from or on any District or 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);
- The fundraising website or other online platform (e.g. GoFundMe website) to be used; and
- How the funds will be disbursed to the District.

At the conclusion of each fundraiser, the school-connected organization must submit a report to the District including how much money was raised on behalf of the District.

#### Per California Education Code 51521—

No person shall solicit any other person to contribute to any fund or to purchase any item of personal property, upon the representation that the money received is to be used wholly or in part for the benefit of any public school or the student body of any public school, unless such person obtains the prior written approval of either the governing board of the school district in which such solicitation is to be made or the governing board of the school district having jurisdiction over the school or student body represented to be benefited by such solicitation, or the designee of either of such boards.

#### **Online Fundraising on Behalf of the School** by Students and Student Organizations

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, by student and student organizations is prohibited without prior approval from the Superintendent or designee.

Students and student organizations who wish to raise funds on behalf of the school or District must submit a request to the Superintendent requesting approval before the commencement



# Pacific Grove Unified School District

Community Relations

Policy #1321

## SOLICITATION OF FUNDS ~~FROM AND BY STUDENTS~~

of each fundraiser and annually for reoccurring fundraisers. At a minimum the following information must be included in the request:

Students and S~~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 in connection with the fundraising;
- ~~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
- The fundraising website or other online platform (e.g. GoFundMe website) to be used.
- ~~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.~~

I think a section here (or elsewhere in the document) regarding the fact that this does not prohibit the following:

- Families, or students, from using online methods to raise money for their children's school activities / supplies
- Organization or families from donating funds or goods to the school district
- Fund raising like Amazon Smile?
- Other exceptions?

Fundraising by students and student organizations for or on behalf of the school or District via the Internet (e.g., websites, including but not limited to, GoFundMe, Kickstarter, Patreon,

# Pacific Grove Unified School District

Community Relations

Policy #1321

## **SOLICITATION OF FUNDS ~~FROM AND BY STUDENTS~~**

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 written approval from the Superintendent or designee.

At the conclusion of each fundraiser, the school-connected organization must submit a report to the District including how much money was raised on behalf of the District.

### **Fundraising on School Grounds by Charities and Organizations**

Per California Education Code 51520, during school hours, and within one hour before the time of opening and within one hour after the time of closing of school, pupils of the public school shall not be solicited on school premises by teachers or others to subscribe or contribute to the funds of, to become members of, or to work for, any organization not directly under the control of the school authorities, unless the organization is a nonpartisan, charitable organization organized for charitable purposes by an act of Congress or under the laws of the state, the purpose of the solicitation is nonpartisan and charitable, and the solicitation has been approved by the county board of education or the Board.

### **Fundraising on Behalf of Individuals**

This policy does not prohibit families from raising money on behalf of their own student outside of school hours.

### **Gifts, Grants and Bequest**

Gifts, grants, and bequest will be governed by Board Policy 3290.

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

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

---

**SOLICITATION OF FUNDS****Solicitation of Funds on Behalf of The School**

With prior written approval of the Superintendent or designee, a student, student organization, or school-connected organization (such as the PTA's, PG Pride, etc.) may solicit funds if such funds directly benefit the students and/or staff of the school or District.

With the written approval of the Superintendent or designee, the approved individuals and organizations may organize fundraising events involving students.

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

Per California Education Code 51521, no person shall solicit any other person to contribute to any fund or to purchase any item of personal property, upon the representation that the money received is to be used wholly or in part for the benefit of any District school or the student body of any District school, unless such person obtains the prior written approval of Superintendent.

The Superintendent or designee shall ensure that parents/ guardians are informed of the purpose of all fundraisers benefiting the school or school groups.

**Participation of Students in Fundraisers**

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 or solicit 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.

**Fundraising on Behalf of The School by School-Connected Organizations**

School-connected organizations who wish to raise funds on behalf of the schools or District must submit a request to the Superintendent requesting approval before the commencement of each fundraiser and annually for reoccurring fundraisers. At a minimum the following information must be included in the request:

- A statement of purpose of the fundraiser(s);
- Point(s) of contact for questions and management of funds raised;
- Length of time fundraiser (including website) may be active;
- If the fundraising activities will include student participation;

# Pacific Grove Unified School District

## Community Relations

## Policy #1321

### SOLICITATION OF FUNDS

- 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 in connection with the fundraising.
- Methods for advertising the fundraiser (e.g., email, Twitter, Facebook, etc.), including whether the fundraiser may be advertised from or on any District or 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);
- The fundraising website or other online platform (e.g. GoFundMe website) to be used; and
- How the funds will be disbursed to the District.

At the conclusion of each fundraiser, the school-connected organization must submit a report to the District including how much money was raised on behalf of the District.

If a school-connected organization would like to hold a raffle, it 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.

### Fundraising on Behalf of The School by District Employees

District employees who wish to raise funds on behalf of the schools or District must submit a request to the Superintendent requesting approval before the commencement of each fundraiser and annually for reoccurring fundraisers. At a minimum the following information must be included in the request:

- A statement of purpose of the fundraiser(s);
- Point(s) of contact for questions and management of funds raised;
- Length of time fundraiser (including website) may be active;
- If the fundraising activities will include student participation;
- 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 in connection with the fundraising.
- Methods for advertising the fundraiser (e.g., email, Twitter, Facebook, etc.), including whether the fundraiser may be advertised from or on any District or 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);
- The fundraising website or other online platform (e.g. GoFundMe website) to be used; and
- How the funds will be disbursed to the District.

At the conclusion of each fundraiser, the school-connected organization must submit a report to the District including how much money was raised on behalf of the District.

# Pacific Grove Unified School District

## Community Relations

## Policy #1321

### SOLICITATION OF FUNDS

#### Fundraising on Behalf of the School by Students and Student Organizations

Students and student organizations who wish to raise funds on behalf of the school or District must submit a request to the Superintendent requesting approval before the commencement of each fundraiser and annually for reoccurring fundraisers. At a minimum the following information must be included in the request:

- 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 in connection with the fundraising;
- Methods for advertising the fundraiser (e.g., email, Twitter, Facebook, etc.), including whether the fundraiser may be advertised from or on any District or 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
- The fundraising website or other online platform (e.g. GoFundMe website) to be used.

Fundraising by students and student organizations 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 written approval from the Superintendent or designee.

At the conclusion of each fundraiser, the school-connected organization must submit a report to the District including how much money was raised on behalf of the District.

#### Fundraising on School Grounds by Charities and Organizations

Per California Education Code 51520, during school hours, and within one hour before the time of opening and within one hour after the time of closing of school, pupils of the public school shall not be solicited on school premises by teachers or others to subscribe or contribute to the funds of, to become members of, or to work for, any organization not directly under the control of the school authorities, unless the organization is a nonpartisan, charitable organization organized for charitable purposes by an act of Congress or under the laws of the state, the purpose of the solicitation is

**Pacific Grove Unified School District**

Community Relations

Policy #1321

---

**SOLICITATION OF FUNDS**

nonpartisan and charitable, and the solicitation has been approved by the county board of education or the Board.

**Fundraising on Behalf of Individuals**

This policy does not prohibit families from raising money on behalf of their own student outside of school hours.

**Gifts, Grants and Bequest**

Gifts, grants, and bequest will be governed by Board Policy 3290.

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

# Pacific Grove Unified School District

Community Relations

Regulation #1321

## SOLICITATION OF FUNDS ~~FROM AND BY STUDENTS~~

### Quarterly Report from Superintendent

The Superintendent or designee shall provide the Board quarterly updates of what requests for fundraisers were made, which requests have been approved, and which requests have been denied.

### Fundraising by Students and Student Organizations

The Superintendent or designee shall approve all fundraising activities at least 15 days before the activity. If the event involves a contract with a commercial vendor, the Superintendent or designee shall review the contract.

In order to minimize interruptions to the educational program, staff shall limit fund-raising activities to appropriate time periods designated by the principal.

No student shall be required to raise a specified amount of money in order to participate in an activity sponsored by a school-related organization.

Students making solicitations on behalf of the school or for school-related projects are expected to be courteous and respectful towards all individuals and businesses.

### Door-To-Door Sales by Students

Students under 16 years old may engage in door-to-door sales of newspaper or magazine subscriptions, candy, cookies, flowers or other merchandise only under the following conditions:

1. The students shall work in pairs, as a team, on the same or opposite side of the street.
2. The students shall be supervised by an adult, with one adult for every crew of ten or fewer minors.
3. The students shall be within the sight or sound of their adult supervisor at least once every fifteen minutes.
4. The students shall be returned to their respective homes or meeting places after each day's work.
5. The students shall not engage in door-to-door sales after dark.
6. The students shall not work outside of their immediate neighborhood.
7. Students in kindergarten through 3rd grade~~grades~~ shall not be involved in any door-to-door sales or solicitations.

# Pacific Grove Unified School District

Community Relations

Regulation #1321

---

## SOLICITATION OF FUNDS

### Quarterly Report from Superintendent

The Superintendent or designee shall provide the Board quarterly updates of what requests for fundraisers were made, which requests have been approved, and which requests have been denied.

### Fundraising by Students and Student Organizations

The Superintendent or designee shall approve all fundraising activities at least 15 days before the activity. If the event involves a contract with a commercial vendor, the Superintendent or designee shall review the contract.

In order to minimize interruptions to the educational program, staff shall limit fund-raising activities to appropriate time periods designated by the principal.

No student shall be required to raise a specified amount of money in order to participate in an activity sponsored by a school-related organization.

Students making solicitations on behalf of the school or for school-related projects are expected to be courteous and respectful towards all individuals and businesses.

### Door-To-Door Sales by Students

Students under 16 years old may engage in door-to-door sales of newspaper or magazine subscriptions, candy, cookies, flowers or other merchandise only under the following conditions:

1. The students shall work in pairs, as a team, on the same or opposite side of the street.
2. The students shall be supervised by an adult, with one adult for every crew of ten or fewer minors.
3. The students shall be within the sight or sound of their adult supervisor at least once every fifteen minutes.
4. The students shall be returned to their respective homes or meeting places after each day's work.
5. The students shall not engage in door-to-door sales after dark.
6. The students shall not work outside of their immediate neighborhood.
7. Students in kindergarten through 3rd grade shall not be involved in any door-to-door sales or solicitations.



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

**SUBJECT:** Updates to Board Policy and Exhibit 2140 Evaluation of Superintendent

**DATE:** June 6, 2019

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

---

**RECOMMENDATION:**

The District Administration recommends that the Board review and approve the updates to Board Policy and Exhibit 2140 Evaluation of Superintendent.

**INFORMATION:**

The revisions include the following:

- Changing the Performance Objectives deadline from the second Board meeting in January to the second Board meeting in October
- Changed objectives to goals
- Goals of the Superintendent are to align with the District plan and goals, and California Professional Standards for Educational Leaders (CPSELs)
- Begin the evaluation process date changed from the second Board meeting in November to the first Board meeting of May
- Finalize the evaluation by the second Board meeting in June

# Pacific Grove Unified School District

Administration

Policy #~~2123~~ 2140

## EVALUATION OF SUPERINTENDENT

The Governing Board believes that an annual evaluation of the Superintendent's performance serves to measure the District's progress toward established goals and objectives and strengthens working relationships between the Superintendent and the Board. Evaluations should provide commendations in areas of strength and recommendations for improving effectiveness, thus clarifying the Superintendent's role and giving the Board and Superintendent an opportunity to jointly identify priorities among the Superintendent's many responsibilities. Evaluations also should help the Board to set reasonable criteria for salary increases and/or contract extension.

### Performance Objectives

~~At the second board meeting in January of each year~~ By the second Board meeting in October of each year, the Board and Superintendent shall annually agree upon a limited number of ~~objectives~~ goals which ~~are aligned with the District plans and goals, and the California~~ are aligned with the District plans and goals, and the California ~~Professional Standards for Educational Leaders (CPSELs). For each goal, the Board and Superintendent shall agree in writing the activities to be performed, expected results, and resources or constraints which may affect achievement, if applicable. These~~ shall be used to evaluate the Superintendent's performance. ~~These objectives Superintendent performance review shall reflect established goals and needs of the District with be based on Performance Guidelines -regard to~~ shall reflect established goals and needs of the District with be based on Performance Guidelines -regard to the educational program, personnel, operations, management, community relations, Board-Superintendent relations, and professional leadership. ~~For each objective, the Board and Superintendent shall identify in writing the activities to be performed, expected results and timelines, and resources or constraints which may affect achievement.~~

### Evaluation Process

By the ~~second board meeting in November~~ first Board meeting in May of each year, each Board member shall independently rate the Superintendent's performance in each performance objective. The Board shall meet in closed session to discuss these ~~evaluations~~ ratings.

~~The Board shall examine all Board members' ratings~~ and reach a consensus upon the evaluation of each ~~performance objective~~ goal area. The Board president or designee shall then develop a single evaluation representing the Board's collective judgment and provide a copy to the Superintendent.

~~At By the first board meeting in January of~~ final Board meeting in June each year, the Board shall meet in closed session with the Superintendent to discuss the evaluation. The Superintendent and Board members shall agree upon and sign an evaluation summary.

Additional evaluations may be arranged at any time during the year at the request of either the Board or the Superintendent.

### Legal Reference:

#### GOVERNMENT CODE

6254.8 Public Records Act; employment contracts

54957 Closed session, personnel matters

#### COURT DECISIONS

Versaci v. Superior Court, (2005) 127 Cal.App.4th 805

Duval v. Board of Trustees, (2001) 93 Cal.App.4th 902

## Pacific Grove Unified School District

Administration

Policy #~~2123~~-2140

### EVALUATION OF SUPERINTENDENT

Management Resources:

WEB SITES

CSBA: <http://www.csba.org>

Association of California School Administrators: <http://www.acsa.org>

EDUCATION CODE

~~44660-44665 Evaluation and assessment of performance~~

GOVERNMENT CODE

~~54957 Closed session for personnel matters~~

# Pacific Grove Unified School District

Administration

Policy #2140

## EVALUATION OF SUPERINTENDENT

The Governing Board believes that an annual evaluation of the Superintendent's performance serves to measure the District's progress toward established goals and objectives and strengthens working relationships between the Superintendent and the Board. Evaluations should provide commendations in areas of strength and recommendations for improving effectiveness, thus clarifying the Superintendent's role and giving the Board and Superintendent an opportunity to jointly identify priorities among the Superintendent's many responsibilities. Evaluations also should help the Board to set reasonable criteria for salary increases and/or contract extension.

### Performance Objectives

By the second Board meeting in October of each year, the Board and Superintendent shall annually agree upon a limited number of goals which are aligned with the District plans and goals, and the California Professional Standards for Educational Leaders (CPSELs). For each goal, the Board and Superintendent shall agree in writing the activities to be performed, expected results, and resources or constraints which may affect achievement, if applicable. These shall be used to evaluate the Superintendent's performance. The Superintendent performance review shall be based on Performance Guidelines related to the educational program, personnel, operations, management, community relations, Board-Superintendent relations, and professional leadership.

### Evaluation Process

By the first Board meeting in May of each year, each Board member shall independently rate the Superintendent's performance in each performance objective. The Board shall meet in closed session to discuss these ratings and reach a consensus upon the evaluation of each goal area. The Board president or designee shall then develop a single evaluation representing the Board's collective judgment and provide a copy to the Superintendent.

By the final Board meeting in June each year, the Board shall meet in closed session with the Superintendent to discuss the evaluation. The Superintendent and Board members shall agree upon and sign an evaluation summary.

Additional evaluations may be arranged at any time during the year at the request of either the Board or the Superintendent.

Legal Reference:

GOVERNMENT CODE

[6254.8](#) Public Records Act; employment contracts

[54957](#) Closed session, personnel matters

COURT DECISIONS

Versaci v. Superior Court, (2005) 127 Cal.App.4th 805

Duval v. Board of Trustees, (2001) 93 Cal.App.4th 902

Management Resources:

WEB SITES

CSBA: <http://www.csba.org>

Association of California School Administrators: <http://www.acsa.org>

# Pacific Grove Unified School District

Administration

Exhibit #~~2123~~-2140

## EVALUATION OF SUPERINTENDENT

### Performance ~~Objectives~~ Guidelines

#### Relations with the Board

The Superintendent:

1. Manages the District in accordance with Governing Board policy.
2. Informs the Board about the operations of the schools.
3. Offers the Board professional advice, based on thorough study and analysis, regarding needed policy decisions and other items requiring Board action.
4. Provides Board members with timely agendas and with the information and reports they need in order to make informed decisions.

#### Personnel

The Superintendent:

1. Maintains an active program of personnel recruitment and selection to provide a competent, well-balanced staff.
2. Provides a selection process which identifies the best candidate in accordance with the District's nondiscrimination policy and which includes a thorough check of references.
3. Ensures the systematic evaluation of all employees and provides advice and a reasonable opportunity for improvement to all who receive an unsatisfactory evaluation.
4. Organizes the staff so that appropriate decision making may take place at various levels.
5. Holds regular meetings with the administrative staff and provides means for two-way communication with all staff members.
6. Informs the staff regarding District policies/regulations.
7. Provides a program for continuing growth and professional development of teachers and principals; periodically reviews and reorganizes staff duties and/or responsibilities as necessary to take full advantage of the staff's special competencies.
8. Ensures that a satisfactory process exists for hearing employees' complaints and taking subsequent action.
9. Has the confidence and respect of the staff and makes himself/herself available to the staff within reasonable limitations.
10. Encourages team spirit, research and creativity among employees.

#### Instructional Program

The Superintendent:

1. Provides for the continuous appraisal of the instructional program.
2. Actively promotes improvement of the curriculum and instructional materials; ensures that the staff and community are involved in this effort.
3. Promotes efforts to improve the quality of teaching.
4. Investigates current educational practices and initiates innovation.

**Pacific Grove Unified School District**

Administration

Exhibit #~~2123~~-2140**EVALUATION OF SUPERINTENDENT****Noninstructional Operations**

The Superintendent:

1. Ensures that District records are maintained in accordance with law.
2. Provides for a safe school environment.
3. Develops long-range plans for new sites and facilities or for the closure of existing sites where needed.
4. Provides a program of preventive maintenance for school facilities.
5. Ensures that District business functions are efficiently managed by qualified personnel.
6. Ensures that the budget is planned in terms of educational priorities and that it provides for the improvement of the educational program.
7. Seeks out new funding sources for the schools.

**Community Relations**

The Superintendent:

1. Provides direction and support for effective school site processes involving the community, including the development of school accountability report cards.
2. Provides for communication between the District and schools and the community; speaks on behalf of the schools before community groups and governmental agencies.
3. Cooperates with diverse community members and agencies to further District goals.
4. Seeks out opportunities to collaborate in providing support services for students.

**(Attach CPSELs)**

**Pacific Grove Unified School District**

Administration

Exhibit #2140

**EVALUATION OF SUPERINTENDENT****Performance Guidelines****Relations with the Board**

The Superintendent:

1. Manages the District in accordance with Governing Board policy.
2. Informs the Board about the operations of the schools.
3. Offers the Board professional advice, based on thorough study and analysis, regarding needed policy decisions and other items requiring Board action.
4. Provides Board members with timely agendas and with the information and reports they need in order to make informed decisions.

**Personnel**

The Superintendent:

1. Maintains an active program of personnel recruitment and selection to provide a competent, well-balanced staff.
2. Provides a selection process which identifies the best candidate in accordance with the District's nondiscrimination policy and which includes a thorough check of references.
3. Ensures the systematic evaluation of all employees and provides advice and a reasonable opportunity for improvement to all who receive an unsatisfactory evaluation.
4. Organizes the staff so that appropriate decision making may take place at various levels.
5. Holds regular meetings with the administrative staff and provides means for two-way communication with all staff members.
6. Informs the staff regarding District policies/regulations.
7. Provides a program for continuing growth and professional development of teachers and principals; periodically reviews and reorganizes staff duties and/or responsibilities as necessary to take full advantage of the staff's special competencies.
8. Ensures that a satisfactory process exists for hearing employees' complaints and taking subsequent action.
9. Has the confidence and respect of the staff and makes himself/herself available to the staff within reasonable limitations.
10. Encourages team spirit, research and creativity among employees.

**Instructional Program**

The Superintendent:

1. Provides for the continuous appraisal of the instructional program.
2. Actively promotes improvement of the curriculum and instructional materials; ensures that the staff and community are involved in this effort.
3. Promotes efforts to improve the quality of teaching.
4. Investigates current educational practices and initiates innovation.

**Pacific Grove Unified School District**AdministrationExhibit #2140**EVALUATION OF SUPERINTENDENT****Noninstructional Operations**

The Superintendent:

1. Ensures that District records are maintained in accordance with law.
2. Provides for a safe school environment.
3. Develops long-range plans for new sites and facilities or for the closure of existing sites where needed.
4. Provides a program of preventive maintenance for school facilities.
5. Ensures that District business functions are efficiently managed by qualified personnel.
6. Ensures that the budget is planned in terms of educational priorities and that it provides for the improvement of the educational program.
7. Seeks out new funding sources for the schools.

**Community Relations**

The Superintendent:

1. Provides direction and support for effective school site processes involving the community, including the development of school accountability report cards.
2. Provides for communication between the District and schools and the community; speaks on behalf of the schools before community groups and governmental agencies.
3. Cooperates with diverse community members and agencies to further District goals.
4. Seeks out opportunities to collaborate in providing support services for students.





**California Professional Standards  
for  
Education Leaders (CPSEL)**

**Adopted by the Commission  
February 2014**

This report, like other publications of the Commission on Teacher Credentialing, is not copyrighted. It may be reproduced in the public interest, but proper attribution is requested.

Commission on Teacher Credentialing  
1900 Capitol Avenue  
Sacramento, California 95811



## Commission on Teacher Credentialing

**State of California**  
**Jerry Brown, Governor**

### Members of the Commission

Kirsten Barnes	Non-Administrative Services Credential Representative
Constance Baumgardt Blackburn	Teacher Representative
Erick Casallas	Teacher Representative
C. Michael Cooney	Public Representative
Linda Darling-Hammond	Faculty Representative
Charles Gahagan	Teacher Representative
Kathleen Harris	Teacher Representative
Mary C. Jones	Administrative Services Credential Representative
Juliet Tiffany-Morales	School Board Member
Nancy Ramirez	Public Representative
Ref Rodriguez	Public Representative
Alicia Williamson	Teacher Representative
Richard Zeiger	Designee, Superintendent of Public Instruction
Michells Zumot	Designee, Superintendent of Public Instruction

### Ex Official Representatives

Shane Martin	Association of Independent California Colleges and Universities
Tine Sloan	University of California
Beverly Young	California State University

### Executive Officer

Mary Sandy Vixie	Executive Director
------------------	--------------------

## Membership of the Panel Update Work Group

<b>Name</b>	<b>Affiliation</b>
Danette Brown	California Teachers Association (CTA)
Teri Burns	California School Boards Association (CSBA)
Rebecca Cheung	University of California, Berkeley
Claudia Frandsen	Association of CA School Administrators (ACSA)
Cindy Gappa	Department of Education
Beth Higbee	California County Superintendents Educational Services Association(CCSESA) /Curriculum and Instruction Steering Committee (CISC)
JoAnn Isken	State Board of Education
Mary Jones	Commission on Teacher Credentialing
Gary Kinsey	California State University, Channel Islands
Dave Marken	Newark Unified School District
Gary Ravani	California Federation of Teachers (CFT)
Eileen Rohan	Ross Valley Elementary School District
Robin Sehart	Newark Unified School District
Peg Winkelman	California Association of Professors of Educational Administration (CAPEA)
L. Steven Winlock	California County Superintendents Educational Services Association(CCSESA) /Curriculum and Instruction Steering Committee (CISC)
<b>Staff Support</b>	
Karen Kearney	WestEd
Erin Koepke	Department of Education
Heather Mattson	WestEd
Gay Roby	Commission on Teacher Credentialing
Libby Rognier	WestEd
Ron Taylor	Department of Education

## Contents

<b>Members of the Commission</b> .....	ii
<b>Membership of the Panel Update Work Group</b> .....	iii
<b>Introduction</b> .....	1
History of the California Professional Standards for Education Leaders .....	1
Guiding Principles for the CPSEL .....	2
Organization of the CPSEL .....	2
Conclusion .....	3
<b>California Professional Standards for Education Leaders (CPSEL) Standards, Elements, and Example Indicators</b> .....	4
STANDARD 1: DEVELOPMENT AND IMPLEMENTATION OF A SHARED VISION	4
STANDARD 2: INSTRUCTIONAL LEADERSHIP .....	5
STANDARD 3: MANAGEMENT AND LEARNING ENVIRONMENT .....	6
STANDARD 4: FAMILY AND COMMUNITY ENGAGEMENT .....	7
STANDARD 5: ETHICS AND INTEGRITY .....	9
STANDARD 6: EXTERNAL CONTEXT AND POLICY .....	10

## Introduction

### Introduction

The academic success and well being of California's students are outcomes that are highly connected to excellent educators – both teachers and administrators. Robert Marzano, Timothy Waters, and Brian A. McNulty made note in *School Leadership that Works: From Research to Results* that principal and teacher quality account for nearly 60% of a school's total impact on student achievement, and principals alone for a full 25%<sup>1</sup>. Administrators - at site, district, regional and state levels - are education leaders who are key players in ensuring that all students, including those students who have been underserved, graduate ready for advanced learning and careers. They have the potential to create an environment where teachers want to work and where teachers and students learn and thrive.

The California Professional Standards for Education Leaders (CPSEL) identify what an administrator must know and be able to do in order to move into sustainable, effective practice. They are a set of broad policy standards that are the foundation for administrator preparation, induction, development, professional learning and evaluation in California. Taken together, the CPSEL describe critical areas of leadership for administrators and offer a structure for developing and supporting education leaders throughout their careers.

### History of the California Professional Standards for Education Leaders

CPSEL have been a part of the California's education leader preparation continuum since 2001. The CPSEL were drafted through a collaboration of representatives from the California School Leadership Academy at WestEd, the Association of California School Administrators, the Commission on Teacher Credentialing (Commission), the California Department of Education (CDE), California public and private universities, and county offices of education. The CPSEL were adapted from the national Interstate School Leaders Licensure Consortium (ISLLC) Standards for School Leaders (1996) to fit the California context and emerging accountability expectations. In 2004, the CPSEL were adopted as part of the standards-based program for the Administrative Services Clear Credential which licenses a broad range of education leaders, school principals, district superintendents and directors, county and state program administrators, and administrators in nursing, special education, counseling and technology. Locally, many districts have adopted or adapted the CPSEL for administrator induction programs, professional learning structures and evaluation. Finally, in California's SB 1292 (Liu), Chapter 435, Statutes of 2012, expectations for principal evaluations are now based on the CPSEL.

---

<sup>1</sup> Marzano, R. J.; Waters, T.; & B. McNulty (2005). *School Leadership that Works: From Research to Results*. Alexandria, VA: Association for Supervision and Curriculum Development;

Still strongly supported a decade after the original CPSEL document was written, the Administrative Services Credential (ASC) Advisory Panel (2010-2011), the ASC writing panel (2011-2014), and the 2012 state Educator Excellence Task Force report, *Greatness by Design*, recognized the CPSEL as an important component of building a coherent leadership development system. However, the need for “refreshing” the CPSEL to better reflect the 21st century leader expectations, the current context for schooling, and needs of California’s widely diverse students was also identified. In October 2013, the Commission and the California CDE jointly convened a panel tasked with updating the CPSEL.

After reviewing the original CPSEL, research studies, professional literature, examples of national, state and district standards for administrators, as well as the newly adopted content and performance expectations for preliminary administrator certification, the CPSEL Update Panel drafted the updated set of CPSEL. The draft underwent review by the Commission and two public surveys soliciting comments. The refined CPSEL were approved by the Commission in February 2014.

### **Guiding Principles for the CPSEL**

The updated CPSEL reflect current and emerging expectations for education leaders. They are built on a set of Guiding Principles, developed by the revision committee, that identify foundational beliefs supporting each CPSEL.

The CPSEL:

- Inform leadership development and performance across a career continuum
- Incorporate existing, accepted descriptions and guides for professional education leadership
- Consistently promote student attainment of performance and content expectations as well as student well being
- Acknowledge the need for ongoing dialogue, challenging assumptions and continued learning among staff and stakeholders
- Reflect the pervasive need to consider equity dilemmas, problems, and issues
- Promote action on the concepts of access, opportunity, and empowerment for all members of the school community

### **Organization of the CPSEL**

The CPSEL are the professional standards for education leaders and broadly describe effective leadership.

The updated CPSEL are organized into three levels: standards, elements, and example indicators of practice. This format helps to describe, in increasing detail, the work of an education leader and parallels the structure of other state documents such as the *California Standards for the*

*Teaching Profession* (2009) and the Quality Professional Learning Standards (Torlakson, January 2014).

The standards are organized into six broad categories that represent the responsibilities of an education leader, reflecting both professional and personal practice. The updated standards maintain the basic footprint of the six major leadership areas of the original CPSEL. This continuity helps educators, policymakers and programs align and link the updated CPSEL with existing California state policies and local uses, the national ISLLC standards (2008), research, and evidence-based practices across the states. Each standard has a title that supports its identification and use:

- Development and Implementation of a Shared Vision
- Instructional Leadership
- Management and Learning Environment
- Family and Community Engagement
- Ethics and Integrity
- External Context and Policy

The elements highlight three to four main focus areas within each standard. They serve to clarify the intention of the standard and help to organize and define key areas of leader actions within the standard.

The indicators further delineate leader action. They are examples of how an education leader might demonstrate the element or standard within his or her practice. The indicators are not intended to be a comprehensive or required list of administrator behaviors, rather they are examples of practice that illustrate the intent of the standard and element. The indicators can be used and/or adapted in a variety of ways by state and local education leaders to guide and support administrator leaders from preparation through levels of increasingly accomplished practice.

## Conclusion

The work of California's administrators has changed and expanded since the first edition of the California Professional Standards for Education Leaders in 2001. To reach every student and support every teacher in meeting increasingly complex outcomes demands a cadre of increasingly committed and effective administrators. Transforming our state's system for developing and supporting administrators to become excellent education leaders requires consensus about high expectations that are attainable over time with quality preparation, induction, and ongoing professional learning. The CPSEL serve as broadly supported leadership criteria that are a critical component of a coherent system of leadership development and support that ensures excellent education leaders throughout California.



## **California Professional Standards for Education Leaders (CPSEL) Standards, Elements, and Example Indicators**

### **STANDARD 1: DEVELOPMENT AND IMPLEMENTATION OF A SHARED VISION**

**Education leaders facilitate the development and implementation of a shared vision of learning and growth of all students.**

#### **Element 1A: Student–Centered Vision**

Leaders shape a collective vision that uses multiple measures of data and focuses on equitable access, opportunities, and outcomes for all students.

##### ***Example Indicators:***

- 1A-1 Advance support for the academic, linguistic, cultural, social-emotional, behavioral, and physical development of each learner.
- 1A-2 Cultivate multiple learning opportunities and support systems that build on student assets and address student needs.
- 1A-3 Address achievement and opportunity disparities between student groups, with attention to those with special needs; cultural, racial, and linguistic differences; and disadvantaged socio-economic backgrounds.
- 1A-4 Emphasize the expectation that all students will meet content and performance standards.

#### **Element 1B: Developing Shared Vision**

Leaders engage others in a collaborative process to develop a vision of teaching and learning that is shared and supported by all stakeholders.

##### ***Example Indicators:***

- 1B-1 Embrace diverse perspectives and craft consensus about the vision and goals.
- 1B-2 Communicate the vision so the staff and school community understands it and uses it for decision-making.
- 1B-3 Build shared accountability to achieve the vision by distributing leadership roles and responsibilities among staff and community.
- 1B-4 Align the vision and goals with local, state, and federal education laws and regulations.

#### **Element 1C: Vision Planning and Implementation**

Leaders guide and monitor decisions, actions, and outcomes using the shared vision and goals.

##### ***Example Indicators:***

- 1C-1 Include all stakeholders in a process of continuous improvement (reflection, revision, and modification) based on the systematic review of evidence and progress.
- 1C-2 Use evidence (including, but not limited to student achievement, attendance, behavior and school climate data, research, and best practices) to shape and revise plans, programs, and activities that advance the vision.

1C-3 Marshal, equitably allocate, and efficiently use human, fiscal, and technological resources aligned with the vision of learning for all students.

## **STANDARD 2: INSTRUCTIONAL LEADERSHIP**

**Education leaders shape a collaborative culture of teaching and learning informed by professional standards and focused on student and professional growth.**

### **Element 2A: Professional Learning Culture**

Leaders promote a culture in which staff engages in individual and collective professional learning that results in their continuous improvement and high performance.

#### ***Example Indicators:***

- 2A-1 Establish coherent, research-based professional learning aligned with organizational vision and goals for educator and student growth.
- 2A-2 Promote professional learning plans that focus on real situations and specific needs related to increasing the learning and well-being of all staff and students.
- 2A-3 Capitalize on the diverse experience and abilities of staff to plan, implement, and assess professional learning.
- 2A-4 Strengthen staff trust, shared responsibility, and leadership by instituting structures and processes that promote collaborative inquiry and problem solving.

### **Element 2B: Curriculum and Instruction**

Leaders guide and support the implementation of standards-based curriculum, instruction, and assessments that address student expectations and outcomes.

#### ***Example Indicators:***

- 2B-1 Develop a shared understanding of adopted standards-based curriculum that reflects student content and performance expectations.
- 2B-2 Promote and monitor the use of state frameworks and guides that offer evidence-based instructional and support strategies to increase learning for diverse student assets and needs.
- 2B-3 Provide access to a variety of resources that are needed for the effective instruction and differentiated support of all students.
- 2B-4 Guide and monitor the alignment of curriculum, instruction, assessment, and professional practice.

### **Element 2C: Assessment and Accountability**

Leaders develop and use assessment and accountability systems to monitor, improve, and extend educator practice, program outcomes and student learning.

#### ***Example Indicators:***

- 2C-1 Define clear purposes, goals, and working agreements for collecting and sharing information about professional practice and student outcomes.

- 2C-2 Guide staff and the community in regular disaggregation and analysis of local and state student assessment results and program data.
- 2C-3 Use information from a variety of sources to guide program and professional learning planning, implementation and revisions.
- 2C-4 Use professional expectations and standards to guide, monitor, support, and supervise to improve teaching and learning
- 2C-5 Apply a variety of tools and technology to gather feedback, organize and analyze multiple data sources, and monitor student progress directed toward improving teaching and learning.

### **STANDARD 3: MANAGEMENT AND LEARNING ENVIRONMENT**

**Education leaders manage the organization to cultivate a safe and productive learning and working environment.**

#### **Element 3A: Operations and Facilities**

Leaders provide and oversee a functional, safe, and clean learning environment.

##### ***Example Indicators:***

- 3A-1 Systematically review the physical plant and grounds to ensure that they are safe, meet Americans with Disabilities Act (ADA) requirements, and comply with conditions that support accessibility for all students.
- 3A-2 Collaborate with the district to monitor and maintain student services (e.g., food, transportation) that contribute to student learning, health and welfare.
- 3A-3 Manage the acquisition, distribution, and maintenance of equipment, materials, and technology needed to meet the academic, linguistic, cultural, social-emotional, and physical requirements of students.
- 3A-4 Work with stakeholders and experts to plan and implement emergency and risk management procedures for individuals and the site.

#### **Element 3B: Plans and Procedures**

Leaders establish structures and employ policies and processes that support students to graduate ready for college and career.

##### ***Example Indicators:***

- 3B-1 Develop schedules and assign placements that are student-centered and maximize instructional time and staff collaboration.
- 3B-2 Manage legal and contractual agreements and storage of confidential records (both paper and electronic) to insure student security and confidentiality.
- 3B-3 Set clear working agreements that support sharing problems, practices and results within a safe and supportive environment.
- 3B-4 Engage stakeholders in using problem solving and decision-making processes and distributed leadership to develop, monitor, evaluate and revise plans and programs.

**Element 3C: Climate**

Leaders facilitate safe, fair, and respectful environments that meet the intellectual, linguistic, cultural, social-emotional, and physical needs of each learner.

***Example Indicators:***

- 3C-1 Strengthen school climate through participation, engagement, connection, and a sense of belonging among all students and staff.
- 3C-2 Implement a positive and equitable student responsibility and behavior system with teaching, intervention and prevention strategies and protocols that are clear, fair, incremental, restorative, culturally responsive, and celebrate student and school achievement.
- 3C-3 Consistently monitor, review and respond to attendance, disciplinary, and other relevant data to improve school climate and student engagement and ensure that management practices are free from bias and equitably applied to all students.

**Element 3D: Fiscal and Human Resources**

Leaders align fiscal and human resources and manage policies and contractual agreements that build a productive learning environment.

***Example Indicators:***

- 3D-1 Provide clear rationale for decisions and distribute resources equitably to advance shared vision and goals focused on the needs of all students.
- 3D-2 Work with the district and school community to focus on both short and long-term fiscal management.
- 3D-3 Actively direct staff hiring and placement to match staff capacity with student academic and support goals.
- 3D-4 Engage staff in professional learning and formative assessments with specific feedback for continuous growth.
- 3D-5 Conduct personnel evaluations to improve teaching and learning, in keeping with district and state policies.
- 3D-6 Establish and monitor expectations for staff behavior and performance, recognizing positive results and responding to poor performance and/or inappropriate or illegal behavior directly and in a timely and systematic manner.

**STANDARD 4: FAMILY AND COMMUNITY ENGAGEMENT**

**Education leaders collaborate with families and other stakeholders to address diverse student and community interests and mobilize community resources.**

**Element 4A: Parent and Family Engagement**

Leaders meaningfully involve all parents and families, including underrepresented communities, in student learning and support programs.

**Example Indicators:**

- 4A-1 Establish a welcoming environment for family participation and education by recognizing and respecting diverse family goals and aspirations for students.
- 4A-2 Follow guidelines for communication and participation established in federal and state mandates, district policies, and legal agreements.
- 4A-3 Solicit input from and communicate regularly with all parents and families in ways that are accessible and understandable.
- 4A-4 Engage families with staff to establish academic programs and supports that address individual and collective student assets and needs.
- 4A-5 Facilitate a reciprocal relationship with families that encourages them to assist the school and to participate in opportunities that extend their capacity to support students.

**Element 4B: Community Partnerships**

Leaders establish community partnerships that promote and support students to meet performance and content expectations and graduate ready for college and career.

**Example Indicators:**

- 4B-1 Incorporate information about family and community expectations and needs into decision-making and activities.
- 4B-2 Share leadership responsibility by establishing community, business, institutional and civic partnerships that invest in and support the vision and goals.
- 4B-3 Treat all stakeholder groups with fairness and respect and work to bring consensus on key issues that affect student learning and well-being.
- 4B-4 Participate in local activities that engage community members and staff in communicating school successes to the broader community.

**Element 4C: Community Resources and Services**

Leaders leverage and integrate community resources and services to meet the varied needs of all students.

**Example Indicators:**

- 4C-1 Seek out and collaborate with community programs and services that assist students who need academic, mental, linguistic, cultural, social-emotional, physical, or other support to succeed in school.
- 4C-2 Build mutually beneficial relationships with external organizations to coordinate the use of school and community facilities.
- 4C-3 Work with community emergency and welfare agencies to develop positive relationships.
- 4C-4 Secure community support to sustain existing resources and add new resources that address emerging student needs.

## **STANDARD 5: ETHICS AND INTEGRITY**

**Education leaders make decisions, model, and behave in ways that demonstrate professionalism, ethics, integrity, justice, and equity and hold staff to the same standard.**

### **Element 5A: Reflective Practice**

Leaders act upon a personal code of ethics that requires continuous reflection and learning.

#### ***Example Indicators:***

- 5A-1 Examine personal assumptions, values, and beliefs to address students' various academic, linguistic, cultural, social-emotional, physical, and economic assets and needs and promote equitable practices and access appropriate resources.
- 5A-2 Reflect on areas for improvement and take responsibility for change and growth.
- 5A-3 Engage in professional learning to be up-to-date with education research, literature, best practices and trends to strengthen their ability to lead.
- 5A-4 Continuously improve cultural proficiency skills and competency in curriculum, instruction, and assessment for all learners.
- 5A-5 Sustain personal motivation, commitment, energy, and health by balancing professional and personal responsibilities.

### **Element 5B: Ethical Decision-Making**

Leaders guide and support personal and collective actions that use relevant evidence and available research to make fair and ethical decisions.

#### ***Example Indicators:***

- 5B-1 Consider and evaluate the potential moral and legal consequences of decisions.
- 5B-2 Review multiple measures of data and research on effective teaching and learning, leadership, management practices, equity and other pertinent areas to inform decision-making.
- 5B-3 Identify personal and institutional biases and remove barriers that derive from economic, social-emotional, racial, linguistic, cultural, physical, gender, or other sources of educational disadvantage or discrimination.
- 5B-4 Commit to making difficult decisions in service of equitable outcomes for students, staff and the school community.

### **Element 5C: Ethical Action**

Leaders recognize and use their professional influence with staff and the community to develop a climate of trust, mutual respect, and honest communication necessary to consistently make fair and equitable decisions on behalf of all students.

#### ***Example Indicators:***

- 5C-1 Communicate expectations and support for professional behavior that reflects ethics, integrity, justice, and equity.

- 5C-2 Use a variety of strategies to lead others in safely examining personal assumptions and respectfully challenge beliefs that negatively affect improving teaching and learning for all students.
- 5C-3 Encourage and inspire others to higher levels of performance, commitment, and motivation by modeling transparent and accountable behavior.
- 5C-4 Protect the rights and appropriate confidentiality of students, staff, and families.
- 5C-5 Promote understanding and follow the legal, social, and ethical use of technology among all members of the school community.

## **STANDARD 6: EXTERNAL CONTEXT AND POLICY**

**Education leaders influence political, social, economic, legal and cultural contexts affecting education to improve education policies and practices.**

### **Element 6A: Understanding and Communicating Policy**

Leaders actively structure and participate in opportunities that develop greater public understanding of the education policy environment.

#### ***Example Indicators:***

- 6A-1 Operate consistently within the parameters of federal, state, and local laws, policies, regulations, and statutory requirements.
- 6A-2 Understand and can explain the roles of school leaders, boards of education, legislators and other key stakeholders in making education policy.
- 6A-3 Welcome and facilitate conversations with the local community about how to improve learning and achievement for all students, including English Learners, and students needing additional support.
- 6A-4 Facilitate discussions with the public about federal, state and local laws, policies, regulations, and statutory requirements affecting continuous improvement of educational programs and outcomes.
- 6A-5 Work with local leaders to assess, analyze and anticipate emerging trends and initiatives and their impact on education.

### **Element 6B: Professional Influence**

Leaders use their understanding of social, cultural, economic, legal and political contexts to shape policies that lead to all students to graduate ready for college and career.

#### ***Example Indicators:***

- 6B-1 Advocate for equity and adequacy in providing for students' and families' educational, linguistic, cultural, social-emotional, legal, physical, and economic needs, so every student can meet education expectations and goals.
- 6B-2 Support public policies and administrative procedures that provide for present and future needs of all children and families and improve equity and excellence in education.
- 6B-3 Promote public policies that ensure the equitable distribution of resources and support services for all students.

**Element 6C: Policy Engagement**

Leaders engage with policymakers and stakeholders to collaborate on education policies focused on improving education for all students.

***Example Indicators:***

- 6C-1 Work with the governing board, district and local leaders to influence policies that benefit students and support the improvement of teaching and learning.
- 6C-2 Actively develop relationships with a range of stakeholders, policymakers, and researchers to identify and address issues, trends, and potential changes that affect the context and conduct of education.
- 6C-3 Collaborate with community leaders and stakeholders with specialized expertise to inform district and school planning, policies and programs that respond to cultural, economic, social and other emerging issues.



**Element 6C: Policy Engagement**

Leaders engage with policymakers and stakeholders to collaborate on education policies focused on improving education for all students.

***Example Indicators:***

- 6C-1 Work with the governing board, district and local leaders to influence policies that benefit students and support the improvement of teaching and learning.
- 6C-2 Actively develop relationships with a range of stakeholders, policymakers, and researchers to identify and address issues, trends, and potential changes that affect the context and conduct of education.
- 6C-3 Collaborate with community leaders and stakeholders with specialized expertise to inform district and school planning, policies and programs that respond to cultural, economic, social and other emerging issues.

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

**SUBJECT:** Board Calendar/Future Meetings

**DATE:** June 6, 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	<b>Regular Board Meeting</b> ✓ 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	<b>Regular Board Meeting</b> ✓	Community High School (School Site Visit)
Feb. 13 <i>*Wednesday</i>	<b>Regular Board Meeting</b> ✓ 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	<b>Regular Board Meeting</b> ✓ Second Interim Report ✓ Budget Revision #4 ✓ Open House Schedules Reviewed	District Office
Mar. 21	<b>Regular Board Meeting</b> ✓ Budget Projections and Assumptions ✓ TRAN Resolution ✓ Williams/Valenzuela Uniform Complaint Report ✓ Quarterly District Safety Update*	District Office
Apr. 4	<b>Regular Board Meeting</b> ✓ Review of Strategic Plan and LCAP ✓ Begin Superintendent Evaluation ✓ Approve 2019-20 Aug.- Dec. Board Meeting Calendar	District Office
April 25	<b>Regular Board Meeting</b> ✓ 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	<b>Regular Board Meeting</b> ✓ 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>	<b>Special Board Meeting</b> ✓ Budget Update	District Office
May 23	<b>Regular Board Meeting</b> ✓ 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 ✓ Suspensions/Expulsions Annual Report ✓ Quarterly Facilities Project Updates* ✓ Quarterly District Safety Update*	District Office

June 6	<b>Regular Board Meeting</b> ✓ LCAP Public Hearing ✓ 2019-20 Budget Public Hearing ✓ Complete Superintendent Evaluation	District Office
June 20	<b>Regular Board Meeting</b> ✓ 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	<b>Regular Board Meeting</b> ✓ 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	<b>Regular Board Meeting</b> ✓ Unaudited Actual Report ✓ Budget Revision #1 ✓ Local Control Accountability Plan Review	Forest Grove (School Site Visit)
Sept. 19	<b>Regular Board Meeting</b> ✓ Board Goals – Review/Revise ✓ Strategic Plan – Review/Revised ✓ Williams Uniform Complaint Report	District Office
Oct. 3	<b>Regular Board Meeting</b> ✓ Superintendent’s Goals ✓ Bus Ridership ✓ Week of the School Administrator	Robert Down (School Site Visit)
Oct. 24	<b>Regular Board Meeting</b> ✓ Quarterly District Safety Update* ✓ Budget Revision #2 on 2019-20 Working Budget (Preliminary First Interim)	District Office
Nov. 14	<b>Regular Board Meeting</b> ✓ PGHS Course Bulletin Information/Discussion	Middle School (School Site Visit)
Nov. 21	<b>Regular Board Meeting</b> ✓ 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	<b>Organizational Meeting</b> ✓ 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:** Presentation of the California Healthy Kids Survey results 2018-2019

**DATE:** June 6, 2019

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

---

**RECOMMENDATION:**

Buck Roggeman, Forest Grove Elementary School Principal, Sean Keller, Robert Down Elementary School Principal, Sean Roach, Pacific Grove Middle School Principal, Jason Tovani, Pacific Grove Middle School Assistant Principal, and Shane Steinback, Pacific Grove High School Assistant Principal will be presenting results of the California Healthy Kids Survey along with recommendations to address student needs.

**BACKGROUND:**

The State of California mandates students in grades 5, 7, 9, and 11 to be given the California Healthy Kids Survey (CHKS) every other year. Our District administers this test every year in order to be informed and to make program decisions to address the needs of our students on a yearly basis. Our district administered the test in December 2018.

**INFORMATION:**

This year administration agreed to continue to have the high school, Community HS, and middle school site Administrators and counselors work together to analyze the results to identify needs and trends as students transition between middle and high school. The elementary principals also gathered to identify areas of strength and need along with recommendations. As a result of this process, several of the elementary, middle and high school programs, currently in place, are established in direct response to the survey results. The analysis of the California Healthy Kids Survey directly impacts and informs the actions and services set forth for each school year in accordance with the District's Local Control Accountability plan to address student social, emotional and academic needs.

**FISCAL IMPACT:**

\$1,881- The cost to pay for the California Healthy Kids survey is budgeted annually out of the Curriculum Department Budget.

- ☐ Consent  
☒ Information/Discussion  
☐ Action/Discussion

**SUBJECT:** Facilities Project Update

**DATE:** June 6, 2019

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

---

**RECOMMENDATION:**

The Administration recommends that the Board review and provide feedback on ongoing and upcoming facilities projects.

**BACKGROUND:**

This report provides the Board of Education an update to Facilities projects that are either ongoing, complete, or in the planning stages. The report will be presented quarterly.

**INFORMATION:**

1. Proposition 39 Project
  - Forest Grove is 90% complete, Robert Down is 90% complete, Community High/David Ave is 100% complete, the Adult School is 100% complete, the middle school is 90% complete, and the high school is 80% complete. The remainder of the project will be completed this summer when a boom lift can be brought in for the exterior lighting. In addition there were some rooms where the specified fixture had to be changed. For these rooms materials will be shipped this month and installed in the summer
2. Middle School PAC Improvements
  - Installation of a motorized screen and projector is scheduled for summer or early Fall
3. Middle School Planter Drain (Rooms 10 & 12)
  - Maintenance crews will be excavating the entire planter, extending the sub drainage line the length of the building, sealing the exterior wall, backfilling with an imported permeable material, tying in the downspouts to the existing drainage system, and fine grading so water flows to the inlets
4. Lead Paint Mediation (Adult School Boneyard and Pine Preschool)
  - A licensed contractor will be hired to abate the flaking paint. District crews will repaint both buildings
5. High School Track Repairs
  - Received quotes and will present options during the presentation

6. High School Stadium Field Repairs and Replacement
  - Quotes for replacement will be presented during the presentation. Results of the G-Max testing came back excellent and will also be presented. In addition, the testing company recommended that some minor repairs and conditioning be done to the field to prolong the safe use. Proposals for the repairs and conditioning will be brought back to the board for approval at the next meeting
7. District Roof and Gutter Maintenance
  - Preventative Maintenance of all roofs and gutters that includes cleaning, repairing and patching
8. Preventative Maintenance Plan
  - The department will be creating a preventive maintenance plan that will be implemented immediately after creation. This plan will serve as the foundation to creating a budget and plan for a Maintenance Bond
9. Outstanding Work Orders
  - A few weeks will be dedicated to completing work orders that could not be complete while students were present
10. Adults with Disabilities Classroom (Adult School) – Classroom improvements including cabinetry, flooring, electrical upgrades, and plumbing upgrades
11. High School K&L Building Structural Repairs – Project is in design with the structural engineer. Once a design is complete a budget will be presented

**FISCAL IMPACT:**

This item is for discussion only but each project required the purchase of materials or the contracting of services.



- ☐ Consent  
☒ Information/Discussion  
☐ Action/Discussion

**SUBJECT:** Future Agenda Items

**DATE:** June 6, 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 June 6, 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)  
 California School Board Association Self Evaluation Survey (Fall 2019)