

**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 20, 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. Conference with Labor Negotiators – Assistant Superintendent employment contract for 2019-21; public school employer and its designated representatives: Ralph Gómez Porras, Superintendent [Gov. Code §54957.6]
- 2. Public Employee Discipline/Dismissal/Release/Complaint (1 case) [Government Code § 54957]

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. Conference with Labor Negotiators – Assistant Superintendent employment contract for 2019-21; public school employer and its designated representatives: Ralph Gómez Porras, Superintendent [Gov. Code §54957.6]

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

B. Pledge of Allegiance

IV. COMMUNICATIONS

A. Written Communication

B. Board Member Comments

C. Superintendent Report

D. PGUSD Staff Comments (Non Agenda Items)

V. INDIVIDUALS DESIRING TO ADDRESS THE BOARD

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

VI. CONSENT AGENDA

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

A. Minutes of June 6, 2019 Board Meeting

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

B. Classified Assignment Order #16

Recommendation: (Billie Mankey, Director of Human Resources) The Administration recommends adoption of Classified Assignment Order #16.

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- C. Cash Receipts Report No. 5 20
Recommendation: (Song Chin-Bendib, Assistant Superintendent) As Assistant Superintendent for Business Services, I have reviewed the receipt and deposit of the identified Cash Receipts for consistency with District policies and procedures and certify that the actions have been appropriately conducted. I recommend Board approval of the Cash Receipts.
- D. Revolving Cash Report No. 5 24
Recommendation: (Song Chin-Bendib, Assistant Superintendent) As Assistant Superintendent for Business Services, I have reviewed the Revolving Cash payments for consistency with District budget policy and accounting practices and certify their consistency and recommend approval of the payments by the Board.
- E. Acceptance of Donations 26
Recommendation: (Song Chin-Bendib, Assistant Superintendent) The Administration Recommends that the Board approve acceptance of the donations referenced below.
- F. Agreement for Legal Services for 2019-20 27
Recommendation: (Ralph Gómez Porras, Superintendent) Administration recommends the Board review and approve the agreement for legal services with Lozano Smith for 2019-20.
- G. California School Board Association Membership 34
Recommendation: (Ralph Gómez Porras, Superintendent) The Administration recommends that the Board review and approve the membership for California School Board Association dues for 2019-20 in the amount of \$7,696.00.
- H. Approval of California School Board Association GAMUT Online Service Agreement 38
Recommendation: (Ralph Gómez Porras, Superintendent) The District Administration recommends the Board review and approve the California School Board Association (CSBA) GAMUT Online Service Agreement dues for 2019-20 in the amount of \$2,495.00.
- I. Monterey Bay Charter School Lease Revision #14 40
Recommendation: (Song Chin-Bendib, Assistant Superintendent) The District Administration recommends approval of Revision #14 with the Monterey Bay Charter School, extending the term of the lease to June 30, 2020.
- J. Student Services Contracts for 2019-20 School Year 42
Recommendation: (Clare Davies, Director of Student Services) The District Administration recommends that the Board review and approve the list of contracts for services in the projected amount of \$226,374 for the 2019-20 school year.
- K. Agreement for Services with the City of Pacific Grove for a School Resource Officer (SRO) 72
Recommendation: (Song Chin-Bendib, Assistant Superintendent) The District Administration recommends that the Board review and approve the Agreement for Services with the City of Pacific Grove for a School Resource Officer (SRO) for the 2019-2020 school year.
- L. Contract for Services with Dovetail Learning for Toolbox Program 84
Recommendation: (Buck Roggeman, Forest Grove Elementary School Principal) The District Administration recommends the Board review and approve the contract for services with Dovetail Learning to train our team to implement and coach others in the use of the Toolbox social emotional learning program.

- M. Contract for Services with Kate Gallaway, Math Specialist for the Elementary and Middle Schools 87
 Recommendation: (Ani Silva, Director of Curriculum and Special Projects) The Administration recommends that the Board review and approve the contract for services with Kate Gallaway, Math Specialist for the elementary and middle schools for 2019-2020.
- N. Contract for Financial Advisory Services with Dale Scott and Company 90
 Recommendation: (Song Chin-Bendib, Assistant Superintendent) The District Administration recommends that the Board review and approve this contract for Financial Advisory Services with Dale Scott and Company (DS&C) with regards to exploring a new general obligation bond for facilities.
- O. Memorandum of Understanding with North Monterey County Unified School District for Independent Studies Program 98
 Recommendation: (Song Chin-Bendib, Assistant Superintendent) The Administration recommends that the Board review and approve the 2019-2020 Memorandum of Understanding (MOU) with North Monterey County Unified School District (NMCUSD) for Independent Studies Program.
- P. Lease Agreement with The WAVE Youth Program of Pacific Grove 101
 Recommendation: (Song Chin-Bendib, Assistant Superintendent) The Administration recommends that the Board review and approve the 2019-2020 Lease Agreement with The Wave Youth Program of Pacific Grove (The WAVE).
- Q. Memorandum of Understanding with Monterey County Office of Education for Fiber Connection 104
 Recommendation: (Bruce Cates, Director of Educational and Informational Technology) The District Administration recommends the Board review and approve the Memorandum of Understanding (MOU) with the Monterey County Office of Education (MCOE).
- R. Revised Memorandum of Understanding with Monterey County Office of Education Advanced Edge Firewall Service for 2018-19 112
 Recommendation: (Bruce Cates, Director of Technology) The District Administration recommends the Board review and re-approve the Memo of Understanding (MOU) with Monterey County Office of Education (MCOE) to provide Advanced Edge Firewall service for the 2018-19 school year, due to two changes made by MCOE.
- S. Contract for Services with Peninsula Sports, Inc. for Pacific Grove Middle School Sports Officiating 120
 Recommendation: (Sean Roach, Pacific Grove Middle School Principal) The Administration recommends that the Board review and approve the contract for services with Peninsula Sports, Inc. for Pacific Grove Middle School Sports Officiating.
- T. Contract for Services with Ellsworth Gregory at Pacific Grove Middle School 122
 Recommendation: (Sean Roach, Pacific Grove Middle School Principal) The District Administration recommends the Board review and approve the contract for services with Ellsworth Gregory for piano tuning services at Pacific Grove Middle School.

- U. Contract for Services with Mission Linen at Pacific Grove Middle School 124
Recommendation: (Sean Roach, Pacific Grove Middle School Principal) The District Administration recommends the Board review and approve the contract for services with Mission Linen to clean the Pacific Grove Middle School door mats for the 2019-2020 school year.
- V. Contract for Services with Gary Stotz at Pacific Grove Middle School 126
Recommendation: (Sean Roach, Pacific Grove Middle School Principal) The District Administration recommends the Board review and approve the contract for services with Gary Stotz at Pacific Grove Middle School for music instrument repair services.
- W. Contract for Services with Linda Vrijenhoek for Community High School 128
Recommendation: (Matt Bell, Community High School Principal) The District Administration recommends the Board review and approve the contract for services with Linda Vrijenhoek to tutor targeted students at Community High School.
- X. Contract for Services with Discovery Charters 131
Recommendation: (Matt Kelly, Director of Facilities and Transportation) The District Administration recommends the Board review and approve the contract for services with Discovery Charters for the 2019-2020 fiscal year.
- Y. Contract for Services with Field of Dreams 135
Recommendation: (Matt Kelly, Director of Facilities and Transportation) The District Administration recommends the Board review and approve the contract for services with Field of Dreams for the 2019-2020 fiscal year.
- Z. Contract for Services with Independent Audio of the Monterey Peninsula (I.A.M.P.) 138
Recommendation: (Song Chin-Bendib, Assistant Superintendent for Business Services) The Administration recommends that the Board review and approve the contract for services with Independent Audio of the Monterey Peninsula (I.A.M.P.), to provide service and maintenance of audio equipment in the Pacific Grove Middle School auditorium.
- AA. Contract for Services with M3 Environmental Consulting 142
Recommendation: (Matt Kelly, Director of Facilities and Transportation) The District Administration recommends the Board review and approve the contract for services with the M3 Environmental Consulting for the 2019-2020 fiscal year.
- BB. Contract for Services with Monterey Bay Urgent Care 146
Recommendation: (Matt Kelly, Director of Facilities and Transportation) The District Administration recommends the Board review and approve the contract for services with Monterey Bay Urgent Care for the 2019-2020 fiscal year.
- CC. Contract for Services with Monterey Fire Extinguisher 149
Recommendation: (Matt Kelly, Director of Facilities and Transportation) The District Administration recommends the Board review and approve the contract for services with Monterey Fire Extinguisher for testing and repairs at Pacific Grove High School, Pacific Grove Middle school, Robert Down Elementary School, Forest Grove Elementary School, Pacific Grove Adult Education, David Avenue Campus, and the District Office for the 2019-2020 fiscal year.

- DD. Contract for Services with Sentry Alarm Systems 153
Recommendation: (Matt Kelly, Director of Facilities and Transportation) The District Administration recommends the Board review and approve the contract for services with Sentry Alarm Systems for all District fire alarm systems for the 2019-2020 fiscal year.
- EE. Contract for Services with ThyssenKrupp Elevator Americas for Maintenance & Repairs 157
Recommendation: (Matt Kelly, Director of Facilities and Transportation) The District Administration recommends the Board review and approve the contract for services with ThyssenKrupp Elevator Americas for elevators and chairlift maintenance and repairs at Pacific Grove High School, Pacific Grove Middle School, Robert Down Elementary School and Forest Grove Elementary School.
- FF. Contract for Services with Topes Tree Service, Inc. 170
Recommendation: (Matt Kelly, Director of Facilities and Transportation) The District Administration recommends the Board review and approve the contract for services with Topes Tree Service, Inc. for the 2019-2020 school year.
- GG. Contract for Services with Tri-County Fire Protection 174
Recommendation: (Matt Kelly, Director of Facilities and Transportation) The District Administration recommends the Board review and approve the contract for services with Tri-County Fire Protection for the 2019-2020 school year.
- HH. Contract for Services with Uretsky Investigation Security 178
Recommendation: (Song Chin Bendib, Assistant Superintendent Business Services) The District Business Office recommends that the Board review and approve the contract for services with Uretsky Investigation Security to provide residency investigation services for the 2019-2020 fiscal year.
- II. Contract for Services with Wilson's Plumbing 181
Recommendation: (Matt Kelly, Director of Facilities and Transportation) The District Administration recommends the Board review and approve the contract for services with Wilson's Plumbing for the 2019-2020 school year.
- JJ. Memorandum of Understanding with Salinas City Elementary School District for Field Trips and Athletics Transportation 185
Recommendation: (Matt Kelly, Director Maintenance and Transportation) The District Administration recommends the Board review and approve the Memorandum of Understanding with Salinas City Elementary School District to provide additional transportation for field trips and athletics events.
- KK. Contract for Services with Wonder Woofs K-9 Safety Dogs 187
Recommendation: (Barbara Martinez, Student Safety Director) The Administration recommends that the Board review and approve the contract for services with Wonder Woofs K-9 Safety Dogs to provide drug prevention services to the District.
- LL. Contract for Services with Casey Printing for Pacific Grove Adult School 192
Recommendation: (Barbara Martinez, Pacific Grove Adult Education Principal) The District Administration recommends that the Board review and approve the contract for services with Casey Printing to provide printing and delivery of the Pacific Grove Adult School brochures to community members throughout Pacific Grove, Carmel, and Monterey.

- MM. Contract for Services with Monterey-Santa Cruz Building Trades Council Training and Education Fund 195
 Recommendation: (Barbara Martinez, Pacific Grove Adult Education Principal) The District Administration recommends the Board review and approve the contract for services with Monterey-Santa Cruz Building Trades Council Training and Education Fund.
- NN. Contract for Services with Ruben Parra for Bus Driver Training 203
 Recommendation: (Matt Kelly, Director of Facilities and Transportation) The District Business Office recommends that the Board review and approve the contract for services with Ruben Parra for bus driver training for 2019-20.
- OO. Memorandum of Understanding between Pacific Grove Unified School District and Carmel Unified School District for the Placement of Students with Disabilities in Special Day Classes for 2019-20 School Year 206
 Recommendation: (Clare Davies, Director of Student Services) The District Administration recommends that the Board review and approve the Memorandum of Understanding between Pacific Grove Unified School District and Carmel Unified School District for the placement of students with disabilities in Special Day Classes for 2019-2020.
- PP. Acceptance of Measure A Security Camera Project – Alternate #4 District Office, Maintenance Buildings 215
 Recommendation: (Bruce Cates, Director of Technology) The District Administration recommends that the Board review and approve the security camera project Additive Alternate #4, cameras for the Pacific Grove District Office.
- QQ. Contract for Services with Surveillance Grid at Pacific Grove Middle School 224
 Recommendation: (Ralph Gómez Porras, Superintendent; Matthew Binder, Director of Educational Technology; Sean Roach, Pacific Grove Middle School Principal; Jason Tovani, Pacific Grove Middle School Assistant Principal) The District Administration recommends the Board review and approve the urgent contract for services with Surveillance Grid for surveillance cameras paid for by Measure A Expenditures at Pacific Grove Middle School.

Move: _____ Second: _____ Vote: _____

VII. ACTION/DISCUSSION

- A. Adoption of the District Budget for 2019-20 229
 Recommendation: (Song Chin-Bendib, Assistant Superintendent) The District Administration recommends that the Board review and adopt the District Budget for 2019-20.
- B. Adoption of the Local Control Accountability Plan and Federal Addendum 2019-20 380
 Recommendation: (Ani Silva, Director of Curriculum and Special Projects) The District Administration recommends that the Board review and adopt the Local Control Accountability Plan (LCAP) and LCAP Federal Addendum 2019-20.

Move: _____ Second: _____ Vote: _____

- C. Approval of Resolution #1030 Authorizing State Preschool Contract 567
Recommendation: (Song Chin-Bendib, Assistant Superintendent) The District Administration recommends that the Board approve this Resolution which will allow the District to continue to offer the State Preschool Program for the 2019-20 school year, subject to ongoing review to verify that program expenses do not exceed state funding.
- Move: _____ Second: _____ Roll Call Vote: _____
- Trustees: Paff ____ Swanson ____ Crandell ____ Dawson ____ Walton ____
- D. Resolution No. 1031 LGBTQ+ Pride Month 575
Recommendation: (Ralph Gómez Porras, Superintendent) The Administration recommends the Board adopt Resolution No. 1031 proclaiming June as LGBTQ+ Pride Month.
- Move: _____ Second: _____ Roll Call Vote: _____
- Trustees: Paff ____ Swanson ____ Crandell ____ Dawson ____ Walton ____
- E. Update to Board Policy and Regulation 1321 Solicitation of Funds 578
Recommendation: (Ralph Gómez Porras, Superintendent) The Administration recommends that the Board review and approve the updates to Board Policy and Regulation 1321 Solicitation of Funds From and By Students.
- Move: _____ Second: _____ Vote: _____
- F. Updates to Board Policy and Exhibit 2140 Evaluation of Superintendent 593
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: _____
- G. Updates to Board Bylaw 9322 617
Recommendation: (Ralph Gómez Porras, Superintendent) The District Administration recommends that the Board review and approve the updates to Board Bylaw 9322.
- Move: _____ Second: _____ Vote: _____
- H. Job Description Replacement – Technology Systems Coordinator 627
Recommendation: (Billie Mankey, Director of Human Resources) The District Administration recommends the Board review and approve the proposed job description and provide direction or recommendations which will allow us to begin the recruitment process.
- Move: _____ Second: _____ Vote: _____

- I. Approval of the Assistant Superintendent's 2019-2021 Contract 632
Recommendation: (Ralph Gómez Porras, Superintendent) The District Administration recommends that the Board of Education review and approve the Assistant Superintendent's contract for the 2019 - 2021 school years as proposed.

Move: _____ Second: _____ Vote: _____

- J. Board Calendar/Future Meetings 641
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: _____

VIII. INFORMATION/DISCUSSION

- A. Future Agenda Items 643
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)
District Field Trips Review (August 2019)
Board Retreat (August 2019)
Counseling at District Schools (Fall 2019)
California School Board Association Self Evaluation Survey (Fall 2019)
DARE Update (Fall 2019)
Discipline Discussion (Fall 2019)
Preschool Daycare Calendar (Fall 2019)

Board Direction: _____

IX. ADJOURNMENT

The next Regular Board meeting will be on Thursday, August 22, 2019 – District Office

PACIFIC GROVE UNIFIED SCHOOL DISTRICT BOARD OF EDUCATION
Minutes of Regular Meeting of June 6, 2019 – District Office

I. OPENED BUSINESS

- A. Called to Order 6:01 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 |
- C. Adopted Agenda

Superintendent Porras noted the addition of the Suspension/Expulsion Annual Report added to May 23, 2019 (which is included in the Year-End Safety Update at this meeting) on the Board Calendar/Future meetings.

Trustee Crandell requested moving the Information/Discussion Item A California Healthy Kids Survey Presentation after the scheduled presentations earlier in the meeting.

MOTION Crandell/Dawson 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. Personnel Matters
 4. Finalize Superintendent Evaluation
- B. Public comment on Closed Session Topics

None.

C. Adjourned to Closed Session 6:07 p.m.

III. RECONVENED IN OPEN SESSION 7:04 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. Personnel Matters

The Board discussed this item.

4. Finalize Superintendent Evaluation

The Board finalized the Superintendent's evaluation and gave a positive evaluation.

B. Pledge of Allegiance Led By: Trustee Paff

IV. RECONGITION

Pacific Grove Unified School District Board of Education recognized School Resource Officer Justin Hanks and Wonder Woofs for their contributions to student and staff safety.

V. PRESENTATION

Pacific Grove High School Robotics Teacher Sally Richmond and the BreakerBots students presented their experiences on the robotics team.

VI. PRESENTATION

Pacific Grove High School Teachers Isaac Ruben and Janine Olin shared the process of the Bell Schedule study with teachers throughout the school year and presented their findings to the Board. The Board appreciated the information and discussed this item.

Public comment:

Pacific Grove High School Principal Matt Bell noted the bell schedule is a complicated issue.

Director of Educational Technology Matthew Binder noted the master schedule process, noted that Illuminate is not the issue.

Director of Facilities and Transportation Matt Kelly noted the transportation challenges of the suggested bell schedule.

Director of Nutrition Dianne Hobson noted budgeting concerns, scheduling issues and the need to extend hours of the food service workers for the suggested bell schedule.

Juliana Heritage, Pacific Grove High School graduate talked about the bell schedule.

VII. COMMUNICATIONS

A. Written Communication

The Board received written communication regarding kindergarten class sizes; LGBTQ+ Pride Month; evaluation process; parent/graduation; and the Adult School summer schedule.

B. Board Member Comments

Trustees enjoyed the graduations and noted it was a joy and honor to attend and be a part of the graduations.

C. Superintendent Report

Superintendent Porras thanked the Board for attending the graduations; noted KSBW ran a story on Student Luke Herzog who was named Presidential Scholar; noted this was the last Board meeting attended by Nutrition Director Dianne Hobson before her retirement; thanked the Board for the luncheon for District Office, Maintenance, Transportation and Grounds staff; noted that Administrators are tracking the kindergarten numbers and will consider increasing staff as necessary at the site with the greatest need.

D. PGUSD Staff Comments (Non Agenda Items)

Forest Grove Elementary School Teacher Jeanie DeTomaso recognized volunteer Deborah Stark, reading specialist, for her incredible work with the students.

Forest Grove Elementary School Principal Buck Roggeman shared that summer school was running smoothly, thanked everyone for their hard work in preparing summer school and getting it off to a great start.

VIII. INDIVIDUALS DESIRING TO ADDRESS THE BOARD

Tom Moore of Monterey Peninsula Soccer League presented checks for the Pacific Grove High School Girls Soccer team and Boys Soccer team, both \$6,675.

Pacific Grove High School graduate Mel Erickson, President of Gay/Straight Alliance Club asked the Board to adopt a resolution proclaiming June as LGBTQ+ Pride Month and fly a rainbow flag, to help students feel safe at school, and make students feel supported.

Pacific Grove High School student Juliana Heritage asked the Board to support Erickson and all students who felt they did not belong.

IX. CONSENT AGENDA

- A. Minutes of May 23, 2019 Special Board Meeting
- B. Certificated Assignment Order #17
- C. Classified Assignment Order #15
- D. Warrant Schedules No. 608
- E. Approval of Total Compensation Systems, Inc., Contract for 2019-20
- F. Contract for Services with Smile for Copiers Maintenance and De Lage Landen for the Financing of the Copiers Lease
- G. Contract for Services with Parchment Services for Pacific Grove High School
- H. 2019-2020 Consolidated Application for Funding, Part 1
- I. Approval of Measure A Education Technology Expenditures
- J. Quarterly Report on Williams Uniform Complaints
- K. Short Term Contract for Services with Stephanie Lip

Trustee Paff noted Consent Item K was an after-the-fact contract.

Trustee Walton thanked Assistant Superintendent Chin-Bendib for finding savings; thanked Director of Curriculum and Special Projects Ani Silva for the grant proposal.

Board pulled Consent Item I, moved to Action/Discussion Item B.

MOTION Dawson/Swanson to approve consent agenda A-H, J-K.

Public comment: none

Motion CARRIED 5 – 0

IX. INFORMATION/DISCUSSION

- A. Presentation of the California Healthy Kids Survey Results 2018-19

Forest Grove Elementary School Principal Buck Roggeman; Robert Down Elementary School Principal Sean Keller; Pacific Grove Middle School Principal Sean Roach; and Pacific Grove High School Assistant Principal Shane Steinback presented results of the California Healthy Kids Survey.

The Board discussed the results and asked questions.

Trustee Walton said he would like to see counseling at all schools full time including the elementary schools.

The Board took a 3 minute break.

X. PUBLIC HEARING I

Public Hearing for District Budget for 2019-20

Assistant Superintendent Chin-Bendib presented the final draft of the 2019-20 District Budget for Board review and Public Hearing.

Open Public Hearing: 9:14 p.m.

Close Public Hearing: 9:53 p.m.

The Board discussed this item and asked questions.

Public comment: none

MOTION Walton/Swanson to extend the meeting to 12:00 a.m.

Public comment: none

Motion CARRIED 4 – 1

XI. PUBLIC HEARING II

Public Hearing for the Local Control Accountability Plan (LCAP)

Director of Curriculum and Special Projects Ani Silva presented the final draft of the Local Control Accountability Plan (LCAP) and LCAP Federal Addendum 2019-20 for Board review and Public Hearing.

Open Public Hearing: 9:58 p.m.

Close Public Hearing: 10:31 p.m.

The Board discussed this item and asked questions.

Public comment:

Former Trustee Beth Shammass said it was an interesting document, noted the increased Hispanic suspension rates, suggested the Administration emphasize outreach to parents.

Director Silva acknowledged Hispanic populations need to be a part of the meetings.

XII. PUBLIC HEARING III

Public Hearing for Tentative Agreement with California School Employees Association (CSEA)

Director of Human Resources Billie Mankey presented the Tentative Agreement between the Pacific Grove Unified School District and the California School Employees Association (CSEA).

Open Public Hearing: 10:31 p.m. Close Public Hearing: 10:32

Public comment: none

VIII. ACTION/DISCUSSION

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

MOTION Dawson/Crandell to approve the Tentative Agreement with California School Employees Association (CSEA).

Public comment: none

Motion CARRIED 5 – 0

IX. CONSENT AGENDA

I. Approval of Measure A Education Technology Expenditures

Trustee Walton asked for clarification on the process for how purchases are selected and approved.

Director of Educational Technology Matthew Binder explained the Tech Team which includes staff from the District, Leadership, Classified, Transportation and Facilities who review requests and make approvals.

MOTION Walton/Dawson to approve the Measure A Education Technology Expenditures.

Public comment: none

Motion CARRIED 5 – 0

B. New Facilities General Obligation Bond

Financial Advisor Dale Scott of Dale Scott and Company presented General Obligation Bond information and options to the Board. The Board discussed this item.

Public comment:

Former Trustee Beth Shammass advocated for a survey to voters; said it was important to communicate to the public; noted it is a struggle to get adequate information out to the public.

MOTION Dawson/Swanson to move forward with the bond.

Motion CARRIED 5 – 0

The Board discussed the survey to voters.

SECOND MOTION Dawson/Swanson to clarify the first motion, that the Board is asking for a survey only for the General Obligation Bond for March or November 2020.

Motion CARRIED 4 - 1 abstain (Trustee Dawson)

C. Pacific Grove Unified School District Year-End Safety Update

Director of Student Safety Barbara Martinez presented information to the Board including suspensions, lead paint mitigation, safety training and parent nights.

Public comment:

Parent Carolyn Swanson noted having a lead paint certification should be added to the job description of maintenance as a preferred certification.

MOTION Dawson/Crandell to approve the Year-End Safety Report.

Motion CARRIED 5 – 0

D. Updates to the Certificated Teacher K-12 Job Description

Human Resources Director Billie Mankey presented information to the Board. The Board asked questions and discussed this item.

MOTION Crandell/Dawson to approve the Updates to the Certificated Teacher K-12 Job Description.

Public comment: none

Motion CARRIED 5 – 0

E. Updates to Board Policy 3515 Campus and Facility Security

Superintendent Porras presented information to the Board. The Board discussed this policy, specifically the use of audio. Trustee Walton favored using audio for safety concerns.

Public comment:

Parent Carolyn Swanson said she would not care if the District recorded audio, and does not see any harm in it.

MOTION Crandell/Walton to approve the Updates to Board Policy 3515 Campus and Facility Security with the addition of audio enabled.

Motion CARRIED 3 – 2

F. Updates to Board Policy and Regulation 5131.1 Bus Conduct

MOTION Dawson/Crandell to approve the Updates to Board Policy and Regulation 5131.1 Bus Conduct.

Public comment: none

Motion CARRIED 5 – 0

G. Updates to Board Policies, Regulations and Exhibits from the Parents Rights Handbook 2019-20

MOTION Crandell/Dawson to approve the Updates to Board Policies, Regulations and Exhibits from the Parents Rights Handbook 2019-20.

Public comment: none

Motion CARRIED 5 – 0

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

This item was pulled due to time.

I. Updates to Board Policy and Exhibit 2140 Evaluation of Superintendent

This item was pulled due to time.

J. Board Calendar/Future Meetings

Superintendent Porras noted the addition of the Suspension/Expulsion Annual Report added to the May 23 Board Meeting.

MOTION Crandell/Walton to approve the Board meeting calendar.

Public comment: none

Motion CARRIED 5 – 0

IX. INFORMATION/DISCUSSION

B. Facilities Project Updates

Director of Facilities and Transportation Matt Kelly presented information to the Board.

C. Future Agenda Items

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)

The Board added the following items to Future Agenda:

Board Bylaw 9322
Resolution LGBTQ+ Pride Month
Counseling
DARE Expansion
Discipline Matrix
Preschool Calendar

Public comment:

Parent Carolyn Swanson supported the LGBTQ+ Pride Month resolution.

X. ADJOURNED

12:01 a.m.

Approved and submitted:

Dr. Ralph Gómez Porras
Secretary to the Board

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

SUBJECT: Classified Assignment Order #16

DATE: June 20, 2019

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

Page 1 of 2

RECOMMENDATION:

The administration recommends adoption of Classified Assignment Order #16

BACKGROUND:

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

INFORMATION:

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

FISCAL IMPACT:

Funding has been approved and allocated for these items.

**PACIFIC GROVE UNIFIED SCHOOL DISTRICT
CLASSIFIED PERSONNEL ASSIGNMENT ORDER NO. 16
June 20, 2019**

Page 2 of 2

NEW HIRE:

Lisa Vorhees, Administrative Assistant IV, Pacific Grove High School, full-time, 8 hrs./day/11 month work calendar, Range 39, Step B, effective June 17, 2019 and replacing retiree Rachel Mein (General Fund)

Andrew Terry, Custodian I, CHS 4 hrs./day/12 month work calendar and PGHS 4 hrs./day/12 month work calendar Range 35, Step A effective June 3, 2019 and replacing transferee Nina Prasad (General Fund)

Danilo Mamacalay, Custodian I, RDE 4 hrs./day/12 month work calendar and FGE 4 hrs./day/12 month work calendar Range 35, Step B effective June 17, 2019 and replacing transferee John Intagliata (General Fund)

Oscar De La Cruz, Custodian I, PGHS, 8 hrs./day/12 month work calendar, Range 35, Step D, effective June 17, 2019 and replacing transferee Cliff Houston (General Fund)

CHANGE OF ASSIGNMENT/PROMOTION:

Johanna Biondi, from Administrative Assistant II, Community High School, part-time 5 hrs./day/10.5 month work calendar, Range 35, Step B to Administrative Assistant III, Pacific Grove High School, full-time, 8 hrs./day/11 month work calendar, Range 37/B, effective June 17, 2019 and replacing retiree Cynthia Russell (General Fund)

RETIREMENT:

Bruce Cates, District Director of Technology, retires after 24 successful years with the Pacific Grove Unified School District and 32 years total in education, effective June 29, 2019

Elyse Thomas, District Account Clerk III, retires after 20 successful years with the Pacific Grove Unified School District, effective November 30, 2019

SUBSTITUTE:

Maria Bland, sub preschool
Amy Eastburg, sub preschool
Brigette Jones, sub custodian
Reggie Makiling, sub custodian

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

SUBJECT: Cash Receipts Report No. 5

DATE: June 20, 2019

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

RECOMMENDATION:

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

BACKGROUND:

The attached listing identifies Cash Receipts received by the District during the period of April 3, 2019 through June 11, 2019.

INFORMATION:

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

PGUSD CASH RECEIPTS BOARD REPORT # 5

April 3, 2019- June 11, 2019

Date	Num	Name	Account	Amount
Apr 3 - Jun 11, 19				
04/18/2019	19663	ADULT EDUCATION	ADULT EDUCATION	235.46
04/18/2019	19664	BASRP-FG	BASRP	975.50
04/18/2019	19665	BASRP-RD	BASRP	1,625.00
04/18/2019	19666	RETIREE INSURANCE	RETIREE INSURANCE	7,777.58
04/19/2019	19667	RETIREE INSURANCE	RETIREE INSURANCE	2,399.00
04/19/2019	19668	Santa Cruz COE	MAA	1,552.00
04/19/2019	19669	Santa Cruz COE	MAA	1,686.00
04/19/2019	19670	Santa Cruz COE	MAA	3,624.00
04/19/2019	19671	Santa Cruz COE	MAA	2,884.00
04/19/2019	19672	Santa Cruz COE	MAA	3,238.00
04/19/2019	19673	Intercare Holding Insurance	WORKERSCOMP	848.46
04/19/2019	19674	STATE OF CALIFORNIA	SP ED	809.52
04/19/2019	19675	MBCS/Monterey Bay Charter School	UTILITIES	1,656.60
04/19/2019	19676	STATE OF CALIFORNIA	CAFETERIA	14,502.33
04/19/2019	19677	STATE OF CALIFORNIA	PRESCHOOL	6,868.00
04/19/2019	19678	Robert Down Elementary	DONATION	200.00
04/19/2019	19679	ROP	Class Fees	50.00
04/19/2019	19680	Intercare Holding Insurance	WORKERSCOMP	848.46
04/19/2019	19681	TEXTBOOKS	TEXT BOOK FEES	10.00
04/19/2019	19682	Farm Day	TRANSPORTATION	740.25
04/19/2019	19683	Robert Down Elementary	DONATION	20.00
04/19/2019	19684	Santa Cruz COE	MAA	12,425.14
04/19/2019	19685	MBCS/Monterey Bay Charter School	SPECIAL RESERVE	18,230.83
04/19/2019	19686	Monterey Symphony	TRANSPORTATION	205.00
04/19/2019	19687	Fran Castorina	INS PAYMENT	343.67
04/19/2019	19688	ROP	Class Fees	120.00
04/19/2019	19689	STATE OF CALIFORNIA	SP ED	1,473.96
04/19/2019	19690	STATE OF CALIFORNIA	SP ED	327.61
04/19/2019	19691	Maria Rivera	INS PAYMENT	200.00
04/19/2019	19692	PGMS	FIELD TRIP	6,545.00
04/19/2019	19693	ADULT EDUCATION	ADULT EDUCATION	4,619.00
04/19/2019	19694	ADULT EDUCATION	ADULT EDUCATION	4,120.00
04/19/2019	19695	ADULT EDUCATION	ADULT EDUCATION	63,824.67
04/22/2019	19696	BASRP-FG	BASRP	15,132.00
04/22/2019	19697	BASRP-RD	BASRP	15,632.00
05/03/2019	19698	BASRP-RD	BASRP	1,640.50
05/03/2019	19699	BASRP-FG	BASRP	1,496.50
05/03/2019	19700	BASRP-FG	BASRP	309.00
05/03/2019	19701	BASRP-RD	BASRP	469.00
05/03/2019	19702	ASE - After School Enrichment	Class Fees	5,965.00
05/03/2019	19703	PG PRIDE	GRANT	261.00
05/03/2019	19704	MPC	PAYROLL	2,521.99
05/03/2019	19705	Robert Down Elementary	DONATION	100.00
05/03/2019	19706	Robert Down Elementary	DONATION	1,000.00
05/03/2019	19707	Robert Down Elementary	DONATION	700.00
05/03/2019	19708	STATE OF CALIFORNIA	PRESCHOOL	6,868.00
05/03/2019	19709	Fingerprinting	Fingerprint Fees	2,459.00
05/03/2019	19710	ASE - After School Enrichment	Class Fees	155.00
05/03/2019	19711	STATE OF CALIFORNIA	SP ED	844.05
05/03/2019	19712	STATE OF CALIFORNIA	CAFETERIA	22,140.35
05/03/2019	19713	Robert Down Elementary	DONATION	200.00
05/03/2019	19714	Facilitron	FACILITIES	2,789.15
05/03/2019	19715	Chang, Warren	INVESTIGATIONS	100.00
05/03/2019	19716	Intercare Holding Insurance	WORKERSCOMP	357.54
05/03/2019	19717	Intercare Holding Insurance	WORKERSCOMP	178.77
05/03/2019	19718	Intercare Holding Insurance	WORKERSCOMP	242.42
05/03/2019	19719	CHS	DONATION	105.00
05/03/2019	19720	Robert Down Elementary	DONATION	50.36
05/03/2019	19721	PGMS	DONATION	22.00
05/03/2019	19722	PGMS	FIELD TRIP	127.00
05/03/2019	19723	PGMS	FIELD TRIP	680.00
05/03/2019	19724	MISC	BUSINESS OFFICE	12.00

PGUSD

Regular Meeting of June 20, 2019

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Date	Num	Name	Account	Amount
05/03/2019	19725	STATE OF CALIFORNIA	CAFETERIA	1,555.78
05/03/2019	19726	BUS PASS	BUS PASS	10.00
05/03/2019	19727	STATE OF CALIFORNIA	SP ED	517.23
05/03/2019	19728	ADULT EDUCATION	ADULT EDUCATION	80.00
05/03/2019	19729	ADULT EDUCATION	ADULT EDUCATION	830.00
05/03/2019	19730	RETIREE INSURANCE	RETIREE INSURANCE	2,397.00
05/09/2019	19731	Robert Down Elementary	DONATION	37.70
05/09/2019	19732	Robert Down Elementary	DONATION	105.00
05/09/2019	19733	Robert Down Elementary	FIELD TRIP	520.00
05/09/2019	19734	Forest Grove Elementary	DONATION	100.00
05/09/2019	19735	Fran Castorina	INS PAYMENT	343.67
05/09/2019	19736	Maria Rivera	INS PAYMENT	200.00
05/09/2019	19737	MBCS/Monterey Bay Charter School	UTILITIES	1,485.67
05/09/2019	19738	RETIREE INSURANCE	RETIREE INSURANCE	2,599.00
05/09/2019	19739	Robert Down Elementary	DONATION	1,181.00
05/09/2019	19740	Robert Down Elementary	FIELD TRIP	780.00
05/09/2019	19741	Robert Down Elementary	DONATION	100.00
05/09/2019	19742	Robert Down Elementary	DONATION	120.00
05/09/2019	19743	ADULT EDUCATION	ADULT EDUCATION	1,875.00
05/15/2019	19744	PGMS	DONATION	73.00
05/15/2019	19745	PGMS	FIELD TRIP	10.00
05/15/2019	19746	PGMS	FIELD TRIP	170.00
05/15/2019	19747	Robert Down Elementary	DONATION	500.00
05/15/2019	19748	CHS	DONATION	210.00
05/15/2019	19749	VOID	none	
05/15/2019	19750	BUS PASS	BUS PASS	10.00
05/15/2019	19751	Follett	REFUND	13.72
05/15/2019	19752	STATE OF CALIFORNIA	SP ED	912.02
05/15/2019	19753	Intercare Holding Insurance	WORKERSCOMP	3,039.07
05/15/2019	19754	Robert Down Elementary	FIELD TRIP	95.00
05/15/2019	19756	ADULT EDUCATION	ADULT EDUCATION	3,777.00
05/15/2019	19757	RETIREE INSURANCE	RETIREE INSURANCE	3,953.58
05/15/2019	19755	Robert Down Elementary	FIELD TRIP	1,170.00
05/16/2019	19758	BASRP-FG	BASRP	1,221.50
05/16/2019	19759	BASRP-RD	BASRP	1,162.50
05/16/2019	19760	Lost Key Fee	MAINT/GROUNDS	35.00
05/16/2019	19761	VOID	none	
05/16/2019	19762	Robert Down Elementary	FIELD TRIP	1,495.00
05/20/2019	19763	REV TRAK	ADULT EDUCATION	11,253.90
05/20/2019	19764	REV TRAK	ADULT EDUCATION	2,269.21
05/24/2019	19765	RETIREE INSURANCE	RETIREE INSURANCE	580.00
05/24/2019	19766	STATE OF CALIFORNIA	SP ED	231.67
05/24/2019	19767	ADULT EDUCATION	ADULT EDUCATION	160.00
06/04/2019	19768	RETIREE INSURANCE	RETIREE INSURANCE	8,659.92
06/04/2019	19769	PGMS	DONATION	5.00
06/04/2019	19770	PGMS	FIELD TRIP	85.00
06/04/2019	19771	STATE OF CALIFORNIA	CAFETERIA	1,215.50
06/04/2019	19772	MPC	PAYROLL	4,006.90
06/04/2019	19773	STATE OF CALIFORNIA	PRESCHOOL	6,173.00
06/04/2019	19774	Intercare Holding Insurance	WORKERSCOMP	2,502.76
06/04/2019	19775	Facilitron	SPECIAL RESERVE	7,659.87
06/04/2019	19776	Forest Grove Elementary	DONATION	75.00
06/04/2019	19777	Forest Grove Elementary	DONATION	75.00
06/04/2019	19778	TEXTBOOKS	TEXT BOOK FEES	16.50
06/04/2019	19779	STATE OF CALIFORNIA	SP ED	1,561.28
06/04/2019	19780	MBCS/Monterey Bay Charter School	SPECIAL RESERVE	18,230.83
06/04/2019	19781	Robert Down Elementary	FIELD TRIP	587.00
06/04/2019	19782	Robert Down Elementary	FIELD TRIP	90.00
06/04/2019	19783	MBCS/Monterey Bay Charter School	UTILITIES	1,735.70
06/04/2019	19784	STATE OF CALIFORNIA	SP ED	364.26
06/04/2019	19785	STATE OF CALIFORNIA	CAFETERIA	17,403.20
06/04/2019	19786	TEXTBOOKS	TEXT BOOK FEES	1,120.95
06/04/2019	19787	TEXTBOOKS	TEXT BOOK FEES	309.00

Date	Num	Name	Account	Amount
06/04/2019	19788	TEXTBOOKS	TEXT BOOK FEES	75.00
06/04/2019	19789	ADULT EDUCATION	ADULT EDUCATION	250.00
06/04/2019	19790	ADULT EDUCATION	ADULT EDUCATION	32,082.83
06/04/2019	19791	VOID	none	
06/04/2019	19792	BASRP-FG	BASRP	1,764.20
06/04/2019	19793	BASRP-RD	BASRP	2,943.50
06/04/2019	19794	BASRP-FG	BASRP	12,916.50
06/04/2019	19795	BASRP-RD	BASRP	16,675.00
06/04/2019		BASRP-FG	BASRP	1,764.20
Apr 3 - Jun 11, 19				<u>435,069.79</u>

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

SUBJECT: Revolving Cash Report No. 5

DATE: June 20, 2019

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

RECOMMENDATION:

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

BACKGROUND:

The attached listing identifies payments made from the Revolving Cash Fund during the period from April 3, 2019 through June 11, 2019.

INFORMATION:

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

PGUSD REVOLVING CASH

BOARD REPORT # 5

April 3, 2019 - June 11, 2019

Date	Num	Name	Account	Amount
Apr 3 - Jun 11, 19				
04/04/2019		DEPOSIT	none	4,792.25
04/30/2019		ANALYSIS CHARGE	none	-214.06
05/03/2019	5394	Julie Chase	ADULT EDUCATION	-90.00
05/03/2019	5395	Claudia Tibbs	ADULT EDUCATION	-90.00
05/03/2019	5396	Christy Lloyd	ADULT EDUCATION	-90.00
05/03/2019	5397	Jackson Chih	ADULT EDUCATION	-90.00
05/03/2019	5398	John Halberstadt	TEXT BOOK FEES	-16.00
05/03/2019	5399	Lisa Anway	ADULT EDUCATION	-75.00
05/03/2019	5400	Joseph Adams	ADULT EDUCATION	-70.00
05/03/2019	5401	Joe Aki Ouye	ADULT EDUCATION	-80.00
05/03/2019	5402	Nicholas McCullough	ADULT EDUCATION	-80.00
05/03/2019	5403	Dawn Cope	ADULT EDUCATION	-45.00
05/03/2019	5404	Tara Francisco	TEXT BOOK FEES	-13.00
05/03/2019	5405	Beverly Sumney	ADULT EDUCATION	-90.00
05/24/2019	5406	Cristiana Kilpatrick	ADULT EDUCATION	-200.00
05/24/2019	5407	Kristen Fletcher	TEXT BOOK FEES	-19.00
05/24/2019	5408	Andre Benard	TEXT BOOK FEES	-12.00
05/24/2019	5409	Curtis Jansen	TEXT REFUND	-19.00
05/24/2019	5410	Clement Miller	TEXT REFUND	-5.00
05/24/2019	5411	David Bagwell	FIELD TRIP	-49.00
06/04/2019	5412	Amber Acosta	ADULT EDUCATION	-100.00
06/04/2019	5413	Marta Elena Corona LoMonaco	LIBRARY FINES/FEES	-20.00
06/04/2019	5414	Hazel McLaren	LIBRARY FINES/FEES	-15.00
06/04/2019	5415	Kane Wells	LIBRARY FINES/FEES	-10.00
06/04/2019	5416	Jenna Mosqueda	LIBRARY FINES/FEES	-15.00
06/04/2019	5417	Jonathan Bagley-Rowe	LIBRARY FINES/FEES	-8.00
06/04/2019	5418	Robert Vogelpohl	TEXT BOOK FEES	-90.00
06/04/2019	5419	Alexis Everett	FIELD TRIP	-49.00
06/04/2019	5420	Summayya Zahra	CAFETERIA	-352.50
Apr 3 - Jun 11, 19				<u>2,785.69</u>

- ☒ Consent
☐ Information/Discussion
☐ Action/Discussion

SUBJECT: Acceptance of Donations

DATE: June 20, 2019

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

RECOMMENDATION:

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

INFORMATION:

During the past month the following donations were received:

Forest Grove Elementary School

Wells Fargo	\$75 (undesignated)
Wells Fargo	\$75 (undesignated) not a duplicate of above

Robert H. Down Elementary School

Wells Fargo	\$500 (undesignated)
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Pacific Grove Middle School

None

Pacific Grove High School

Ms. Debra W. Roche	U.S. Open tickets (undisclosed amount)
PGHS PTA	\$1,000 (prom)
Monterey Elks Lodge Youth Activities	\$500 (football)
Monterey Elks Lodge Youth Activities	\$500 (track)
National Restaurant Assn.	\$3,000 (culinary)
Women's Golf Assn.	\$600 (girls golf)
Yvonne Au	\$100 (jazz club)
Wendy Franscioni	\$20 (jazz club)
Monterey Peninsula Soccer League	\$13,350 (boys and girls soccer)

Pacific Grove Community High School

None

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

None

Pacific Grove Unified School District

PG Pride	\$260 (April grant, Transition class)
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Ref: Donations

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

SUBJECT: Agreement for Legal Services for 2019-20

DATE: June 20, 2019

PERSON(S) RESPONSIBLE: Ralph Gómez Porras, Superintendent

RECOMMENDATION:

The Administration recommends the Board review and approve the agreement for legal services with Lozano Smith for 2019-20.

BACKGROUND:

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

INFORMATION:

The agreement for 2019-20 school year contains no rate changes. Services are paid for through the Superintendents Professional and Consulting budget.

AGREEMENT FOR LEGAL SERVICES

THIS AGREEMENT is effective July 1, 2019, between the PACIFIC GROVE UNIFIED SCHOOL DISTRICT (“Client”) and the law firm of LOZANO SMITH, LLP (“Attorney”) (each a “Party” and collectively the “Parties”). Attorney shall provide legal services as requested by Client on the following terms and conditions:

1. **ENGAGEMENT.** Client hires Attorney on an as-requested basis as its legal counsel with respect to matters the Client refers to Attorney. When Client refers a matter to Attorney, Attorney shall confirm availability and ability to perform legal services regarding the matter. After Attorney has completed services for the specific matter referred by Client, then no continuing attorney-client relationship exists until Client requests further services and Attorney accepts a new engagement. If Attorney undertakes to provide legal services to represent Client in such matters, Attorney shall keep Client informed of significant developments and respond to Client’s inquiries regarding those matters. Client understands that Attorney cannot guarantee any particular results, including the costs and expenses of representation. Client agrees to be forthcoming with Attorney, to cooperate with Attorney in protecting Client’s interests, to keep Attorney fully informed of developments material to Attorney’s representation of client, and to abide by this Agreement. Client is hereby advised of the right to seek independent legal advice regarding this Agreement.

2. **RATES TO BE CHARGED.** Client agrees to pay Attorney for services rendered based on the attached rate schedule. Agreements for legal fees on other-than-an-hourly basis may be made by mutual agreement for special projects (including as set forth in future addenda to this Agreement). Client may choose to pre-pay for legal services. If Client elects to pre-pay, any amount of pre-payment will be held in trust by Attorney. Attorney will thereafter charge Client at 95% of the hourly professional rates on the attached rate schedule, reflecting a 5% discount, with such charges applying against the pre-paid amount on deposit until that amount is exhausted, at which point the hourly professional rates will be charged at 100% of the hourly professional rates on the attached rate schedule. The pre-payment and 5% discount do not apply to costs and expenses.

3. **REIMBURSEMENT.** Client agrees to reimburse Attorney for actual and necessary expenses and costs incurred in the course of providing legal services to Client, including but not limited to expert, consultant, mediation and arbitration fees. Attorney shall not be required to advance costs on behalf of Client over the amount of \$1,000 unless otherwise agreed to in writing by Attorney. Typical expenses advanced for Client, without prior authorization, include messenger fees, witness fees, expedited delivery charges, travel expenses, court reporter fees and transcript fees. Client authorizes Attorney to retain experts or consultants to perform services for Client in relation to litigation or Specialized Services.

4. **MONTHLY INVOICES.** Attorney shall send Client a statement for fees and costs incurred every calendar month (the "Statement"). Statements shall set forth the amount, rate and description of services provided. Client shall pay Attorney's Statements within thirty (30) calendar days after receipt. An interest charge of one percent (1%) per month shall be assessed on balances that are more than thirty (30) calendar days past due, not to exceed 10% per annum.

5. **COMMUNICATIONS BETWEEN ATTORNEY AND CLIENT.** The Parties recognize that all legal advice provided by Attorney is protected by the Attorney-Client and Work Product Privileges. In addition to regular telephone, mail and other common business communication methods, Client hereby authorizes Attorney to use facsimile transmissions, cellular telephone calls and text, unencrypted email, and other electronic transmissions in communicating with Client. Unless otherwise instructed by Client, any such communications may include confidential information.

6. **POTENTIAL AND ACTUAL CONFLICTS OF INTEREST.** If Attorney becomes aware of any potential or actual conflict of interest between Client and one or more other clients represented by Attorney, Attorney will comply with applicable laws and rules of professional conduct.

7. **INDEPENDENT CONTRACTOR.** Attorney is an independent contractor and not an employee of Client.

8. **TERMINATION.**

a. Termination by Client. Client may discharge Attorney at any time, with or without cause, by written notice to Attorney.

b. Termination by Mutual Consent or by Attorney. Attorney may terminate its services at any time with Client's consent or for good cause. Good cause exists if (a) Client fails to pay Attorney's Statement within sixty (60) calendar days of its date, (b) Client fails to comply with other terms of this Agreement, including Client's duty to cooperate with Attorney in protecting Client's interests, (c) Client has failed to disclose material facts to Attorney or (d) any other circumstance exists that requires termination of this engagement under the ethical rules applicable to Attorney. Additionally, to the extent allowed by law, Attorney may decline to provide services on new matters or may terminate the Agreement without cause upon written notice to Client if Attorney is not then providing any legal services to Client. Even if this Agreement is not terminated, under paragraph 1 an attorney-client relationship exists only when Attorney is providing legal services to Client.

c. Following Termination. Upon termination by either Party: (i) Client shall promptly pay all unpaid fees and costs for services provided or costs incurred pursuant to this Agreement up to the date of termination; (ii) unless otherwise required by law or agreed to by the Parties, Attorney will provide no legal services following notice of termination; (iii) Client will cooperate with Attorney in facilitating the orderly transfer of any outstanding matters to new counsel, including promptly signing a substitution of

counsel form at Attorney's request; and (iv) Client shall, upon request, be provided the Client's file maintained for the Client by Attorney and shall sign acknowledgment of receipt upon delivery of that file. For all Statements received by Client from Attorney prior to the date of termination, Client's failure to notify Attorney in writing of any disagreement with either the services performed or the charges for those services as shown in the Statement within thirty (30) calendar days of the date of termination shall be deemed Client's acceptance of and agreement with the Statement. For any billing appearing for the first time on a Statement received by Client from Attorney after the date of termination, failure to notify Attorney in writing of any disagreement with either the services performed or the charges for those services within thirty (30) calendar days from receipt of the Statement shall be deemed to signify Client's acceptance of and agreement with the Statement.

9. **MAINTENANCE OF INSURANCE.** Attorney agrees that, during the term of this Agreement, Attorney shall maintain liability and errors and omissions insurance.

10. **CONSULTANT SERVICES.** Attorney works with professional consultants that provide services, including but not limited to investigations, public relations, educational consulting, leadership mentoring and development, financial, budgeting, management auditing, board/superintendent relations, administrator evaluation and best practices, and intergovernmental relations. Attorney does not share its legal fees with such consultants. Attorney may offer these services to Client upon request.

11. **DISPUTE RESOLUTION.**

a. **Mediation.** Except as otherwise set forth in this section, Client and Attorney agree to make a good faith effort to settle any dispute or claim that arises under this Agreement through discussions and negotiations and in compliance with applicable law. In the event of a claim or dispute, either Party may request, in writing to the other Party, to refer the dispute to mediation. This request shall be made within thirty (30) calendar days of the action giving rise to the dispute. Upon receipt of a request for mediation, both Parties shall make a good faith effort to select a mediator and complete the mediation process within sixty (60) calendar days. The mediator's fee shall be shared equally between Client and Attorney. Each Party shall bear its own attorney fees and costs. Whenever possible, any mediator selected shall have expertise in the area of the dispute and any selected mediator must be knowledgeable regarding the mediation process. No person shall serve as mediator in any dispute in which that person has any financial or personal interest in the outcome of the mediation. The mediator's recommendation for settlement, if any, is non-binding on the Parties. Mediation pursuant to this provision shall be private and confidential. Only the Parties and their representatives may attend any mediation session. Other persons may attend only with the written permission of both Parties. All persons who attend any mediation session shall be bound by the confidentiality requirements of California Evidence Code section 1115, et seq., and shall sign an agreement to that effect. Completion of mediation shall be a condition precedent to arbitration, unless the other Party refuses to cooperate in the setting of mediation.

b. Dispute Regarding Fees. Any dispute as to attorney fees and/or costs charged under this Agreement shall to the extent required by law be resolved under the California Mandatory Fee Arbitration Act (Bus. & Prof. Code §§ 6200, et seq.).

c. Binding Arbitration. Except as otherwise set forth in section (b) above, Client and Attorney agree to submit all disputes to final and binding arbitration, either following mediation which fails to resolve all disputes or in lieu of mediation as may be agreed by the Parties in writing. Either Party may make a written request to the other for arbitration. If made in lieu of mediation, the request must be made within sixty (60) calendar days of the action giving rise to the dispute. If the request for arbitration is made following an unsuccessful attempt to mediate the Parties' disputes, the request must be made within ten (10) calendar days of termination of the mediation. The Parties shall make a good faith attempt to select an arbitrator and complete the arbitration within ninety (90) calendar days. If there is no agreement on an arbitrator, the Parties shall use the Judicial Arbitration and Mediation Service (JAMS). The arbitrator's qualifications must meet the criteria set forth above for a mediator, except, in addition, the arbitrator shall be an attorney unless otherwise agreed by the Parties. The arbitrator's fee shall be shared equally by both Parties. Each Party shall bear its own attorney fees and other costs. The arbitrator shall render a written decision and provide it to both Parties. The arbitrator may award any remedy or relief otherwise available in court and the decision shall set forth the reasons for the award. The arbitrator shall not have any authority to amend or modify this agreement. Any arbitration conducted pursuant to this paragraph shall be governed by California Code of Civil Procedure sections 1281, et seq. By signing this Agreement, Client acknowledges that this agreement to arbitrate results in a waiver of Client's right to a court or jury trial for any fee dispute or malpractice claim. This also means that Client is giving up Client's right to discovery and appeal. If Client later refuses to submit to arbitration after agreeing to do so, Client maybe ordered to arbitrate pursuant to the provisions of California law. Client acknowledges that before signing this Agreement and agreeing to binding arbitration, Client is entitled, and has been given a reasonable opportunity, to seek the advice of independent counsel.

d. Effect of Termination. The terms of this section shall survive the termination of the Agreement.

12. **ENTIRE AGREEMENT.** This Agreement with its exhibit supersedes any and all other prior or contemporaneous oral or written agreements between the Parties. Each Party acknowledges that no representations, inducements, promises or agreements have been made by any person which are not incorporated herein, and that any other agreements shall be void. Furthermore, any modification of this Agreement shall only be effective if in writing signed by all Parties hereto.

13. **SEVERABILITY.** Should any provision of this Agreement be held by a court of competent jurisdiction to be invalid, void or unenforceable, but the remainder of the Agreement can be enforced without failure of material consideration to any Party, then this Agreement shall not be affected and it shall remain in full force and effect, unless amended or modified by mutual


consent of the Parties; provided, however, that if the invalidity or unenforceability of any provision of this Agreement results in a material failure of consideration, then, to the extent allowed by law, the Party adversely affected thereby shall have the right in its sole discretion to terminate this Agreement upon providing written notice of such termination to the other Party.

14. NON-WAIVER. None of the provisions of this Agreement shall be considered waived by either Party unless such waiver is specified in writing.

15. NO THIRD PARTY RIGHTS. This Agreement shall not create any rights in, or inure to the benefit of, any third party.

16. ASSIGNMENT. The terms of this Agreement may not be assigned to any third party. Neither Party may assign any right of recovery under or related to the Agreement to any third party.

SO AGREED:

CLIENT SIGNATURE	ATTORNEY SIGNATURE
Pacific Grove Unified School District	Lozano Smith, LLP
BY <i>(Authorized Signature)</i>	BY <i>(Authorized Signature)</i> 
PRINTED NAME AND TITLE OF PERSON SIGNING	PRINTED NAME AND TITLE OF PERSON SIGNING Karen M. Rezendes, Managing Partner
DATE EXECUTED	DATE EXECUTED 6/4/2019

PROFESSIONAL RATE SCHEDULE
FOR PACIFIC GROVE UNIFIED SCHOOL DISTRICT

1. HOURLY PROFESSIONAL RATES

Client agrees to pay Attorney by the following standard hourly rate*:

Partner** / Senior Counsel / Of Counsel	\$ 275 - \$ 300 per hour
Associate	\$ 215 - \$ 275 per hour
Paralegal / Law Clerk	\$ 135 - \$ 155 per hour
Consultant	\$ 135 - \$ 195 per hour

* Rates for individual attorneys within each category above vary based upon years of experience. Specific rates for each attorney are available upon request.

** Rates for work performed by Senior Partners with 20 years of experience or more may range from \$300 - \$350 per hour.

2. BILLING PRACTICE

Lozano Smith will provide a monthly, itemized Statement for services rendered. Time billed is broken into 1/10 (.10) hour increments, allowing for maximum efficiency in the use of attorney time. Invoices will clearly indicate the department or individuals for whom services were rendered.

Written responses to audit letter inquiries will be charged to Client on an hourly basis, with the minimum charge for such responses equaling .5 hours. Travel time shall be prorated if the assigned attorney travels for two or more clients on the same trip.

3. COSTS AND EXPENSES

In-office copying/electronic communication printing	\$ 0.25 per page
Facsimile	\$ 0.25 per page
Postage	Actual Usage
Mileage	IRS Standard Rate

Other costs, such as messenger, meals, and lodging shall be charged on an actual and necessary basis.

- ☒ Consent
☐ Information/Discussion
☐ Action/Discussion

SUBJECT: California School Board Association Membership

DATE: June 20, 2019

PERSON(S) RESPONSIBLE: Ralph Gómez Porras, Superintendent

RECOMMENDATION:

The Administration recommends that the Board review and approve the membership for California School Board Association dues for 2019-20 in the amount of \$7,696.00.

BACKGROUND:

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

INFORMATION:

Benefits of Membership

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

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

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

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

FISCAL IMPACT:

Membership for California School Board Association dues for 2019-20 in the amount of \$7,696.00.

Invoice Number **Invoice Date** **PO #**
INV-46078-Q9G3W6 5/13/2019

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

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

Product Code	Description	Unit Price	Quantity	Extended Price	Terms
CSBA	CSBA Membership (07/01/2019 - 06/30/2020)	\$7,696.00	1.00	\$7,696.00	
ELA	ELA Membership (07/01/2019 - 06/30/2020)	\$1,924.00	1.00	\$1,924.00	

Dues not processed before September 15 will incur a 10% late fee (up to \$100) and all services will be discontinued after September 16.

Nonmembers do not have access to the CSBA Annual Education Conference and Trade Show. AEC registrations made absent membership dues will be canceled on September 15. Registrants will be refunded, minus a processing fee and hotel reservations canceled on September 16.

\$7,696.00

Total Invoice: ~~\$9,620.00~~

Total Paid: \$0.00

Balance Due: ~~\$9,620.00~~

PLEASE DETACH HERE AND RETURN BOTTOM STUB WITH PAYMENT



Customer Number	Invoice Number	Invoice Date	Terms	Balance Due
100588	INV-46078-Q9G3W6	05/13/2019		\$9,620.00

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

Bill To:
Pacific Grove USD
435 Hillcrest Ave
Pacific Grove, CA 93950-4900
United States
Regular Meeting of June 20, 2019

Together we make a difference!

CSBA is proud of the many victories achieved on behalf of California public schools over the past 12 months. Some of the highlights include:

- » Successfully co-sponsored Assembly Bill 2228 (Wood, D-Santa Rosa), which provided an additional “hold-harmless” year for school districts directly impacted by 2017 wildfires and AB 2285 (O'Donnell, D-Long Beach), which helps teachers credentialed in other states obtain a clear credential in California.
- » Increased grassroots advocacy through expansion of the CSBA Public Affairs and Community Engagement Representative (PACER) program.
- » Developed a Full and Fair Funding resolution that was approved by a majority of the state's school boards and county offices of education.
- » Offered 52 board member training sessions at sites throughout the state.
- » Published 21 policy briefs and fact sheets and created eight new sample board policies and administrative regulations.
- » Provided critical analysis and guidance on the landmark U.S. Supreme Court decision in *Janus v AFSCME*.

For a comprehensive list of CSBA's recent accomplishments, please read the 2018 Year in Review available at www.csba.org/2018YearInReview.

We can only expand on this work in partnership with our members. Nearly 1,000 local educational agencies, including 15 ROC/Ps, rely on our wide range of ever-expanding services, including legislative and legal advocacy, leadership development, board policy development and maintenance, policy research and guidance, media and community relations, and district services and financial programs, and much more.

Your continued membership enables CSBA to provide the best services and support for you and your students. Thank you for your dedication to your community and to California's public schools.

Renew your CSBA membership for 2018–19. For more information, please call us at 800-266-3382. | www.csba.org

CSBA's Education Legal Alliance

Fighting for public schools

since 1992.



Who we are

The California School Boards Association's Education Legal Alliance is a consortium of school districts, county offices of education, and Regional Occupational Centers/programs that have voluntarily joined together for the past 27 years to create a powerful force to pursue and defend a broad spectrum of statewide public education interests before state and federal courts, state agencies and the Legislature.

What we do

- » Initiate litigation on issues of statewide importance, such as Proposition 98 funding;
- » File amicus briefs and letters supporting school districts and county offices of education on issues of statewide importance;
- » Support education-related legislation;
- » Provide information to members on ELA issues.

How we work

An advisory committee of experienced school law attorneys assists in providing legal analysis and recommendations for ELA involvement to the Steering Committee;

ELA involvement is reviewed by a broad-based Steering Committee consisting of school board members, superintendents and statewide education leaders.

Thank you for
your support!

Your annual contribution to the Education Legal Alliance ensures that we can continue this vital work. For more information about your membership, please contact the CSBA legal department at **(800) 266-3382** or **legal@csba.org**.

Recent Activities

Hundreds of Millions of Dollars Saved for School Districts:

In December of 2018, CSBA and ELA filed a lawsuit against the State of California in *CSBA v. Bosler*, because the State's certifications indicated it intended to schedule repayment of previous Proposition 98 underpayments over time, instead of paying it off as constitutionally required. CSBA demanded immediate repayment of **\$686 million** owed to school districts. As a result of the ELA's challenge, the Governor has included repayment of the full \$686 million to our schools (in excess of \$110 per student) in the Governor's 2019-2020 budget.

Amicus Support: The Appellate Court ruled in favor of Salinas UHSD in *Salinas UHSD v. Tanimura & Antle Fresh Food, Inc.*, and in its decision relied upon the amicus brief filed by Education Legal Alliance, in finding that the district was authorized to impose school impact developer fees on a new residential development project intended to house adult-only seasonal farmworkers.

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

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

DATE: June 20, 2019

PERSON(S) RESPONSIBLE: Ralph Gómez Porras, Superintendent

RECOMMENDATION:

The District Administration recommends that the Board review and approve the California School Board Association (CSBA) GAMUT Online Service Agreement dues for 2019-20 in the amount of \$2,495.00.

INFORMATION:

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

FISCAL IMPACT:

GAMUT Online Service Agreement due for 2019-20 in the amount of \$2,495.00.

Invoice Number **Invoice Date** **PO #**
 INV-48089-D8Y0S8 5/13/2019

Bill To:

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

Ship To:

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

Product Code	Description	Unit Price	Quantity	Extended Price	Terms
GOL	Gamut Online (07/01/2019 - 06/30/2020)	\$2,495.00	1.00	\$2,495.00	Net 30

WAIT! Have you renewed your CSBA Membership for 2019/2020? Only CSBA members enjoy exclusive access to our valuable trainings and services. Don't forget to renew your CSBA membership by September 15th to keep your uninterrupted access.

Total Invoice: \$2,495.00

Total Paid: \$0.00

Balance Due: \$2,495.00

PLEASE DETACH HERE AND RETURN BOTTOM STUB WITH PAYMENT



Customer Number	Invoice Number	Invoice Date	Terms	Balance Due
100588	INV-48089-D8Y0S8	05/13/2019	Net 30	\$2,495.00

Make checks payable to:

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

Bill To:

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

Regular Meeting of June 20, 2019

- ☒ Consent
☐ Information/Discussion
☐ Action/Discussion

SUBJECT: Monterey Bay Charter School Lease Revision #14

DATE: June 20, 2019

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

RECOMMENDATION:

The District Administration recommends approval of Revision #14 with the Monterey Bay Charter School, extending the term of the lease to June 30, 2020.

BACKGROUND:

Beginning in 2001, the District began leasing space at the David Avenue School to the Monterey Bay Charter School. Since then, there have been several revisions to the lease, either for additional space, increasing the rate, or extension of the term of the lease. The current lease expires June 30, 2019.

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

Under Lease Revision #9, the MB Charter School increased space by adding the Multipurpose Room (1,692 square feet, Total now 14,797 sf).

Under Lease Revision #10, the MB Charter School increased space by adding the storage room in the Multipurpose Room (327 square feet, Total now 18,224 sf).

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

The District currently charges monthly rent of \$0.952 per square foot for 19,150 square feet, for a total of \$218,769.60 per year in revenue.

INFORMATION:

At this time the District is recommending increasing the lease rate by 3.26% per State Cost of Living Adjustment/COLA (from \$0.952/sf to \$0.983/sf).

This will result in lease revenue of \$225,893.40 per year.

This is an increase of \$7,123.80 per year.

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

FISCAL IMPACT:

\$225,893.40 per year in revenue for Fund 40.

**Revision #14
of Lease Agreement between
Pacific Grove Unified School District
and
Monterey Bay Charter School**

This document revises language contained within the Agreement of April 5, 2001, as revised by:
Revision #1 of August 9, 2002 (B-Wing, 6000sf, C-Wing 4,445 sf, E-3 960 sf = Total 11,405 sf)
Revision #2 of September 24, 2002
Revision #3 of February 16, 2006
Revision #4 of May 19, 2006
Revision #5 of August 6, 2009
Revision #6 of August 10, 2010 (remove C-Wing restrooms and add B-Wing restrooms)
Revision #7 of May 17, 2012 (add D-Wing 4800 sf = Total 16,205 sf)
Revision #8 of May, 2013 (increase rent to \$0.812 per sf)
Revision #9 of May 8, 2014 (increase rent to \$0.853 per sf and add MPR 1,692 sf = Total 17,897 sf)
Revision #10 of May 21, 2015 (increase rent to \$0.895 per sf, add 327 sf storage room = Total 18,224 sf)
Revision #11 of June 30, 2016 (increase rent to \$0.913 per sf, add 926 sf Room E-4 = Total 19,150 sf)
Revision #12 of June 29, 2017 (increase rent to \$0.927 per sf)
Revision #13 of June 8, 2018 (increase rent to \$0.9570 per sf)

Revision #14:

1. Article 4 RENT: All rents shall be increased by 3.26% to reflect monthly rent of \$0.983 per sf.
2. All other provisions as of Revision #11 remain unchanged.

Agreed to by:

Lessor: Pacific Grove Unified School District

By: _____
Name: Song Chin Bendib
Title: Assistant Superintendent
Date: _____

Lessee: Monterey Bay Charter School

By: _____
Name: Cassandra Bridge
Title: Director
Date: _____

- ☒ Consent
☐ Information/Discussion
☐ Action/Discussion

SUBJECT: Student Services Contracts for 2019-2020 School Year

DATE: June 20, 2019

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

RECOMMENDATION:

The District Administration recommends the Board review and approve this list of contracts for services in the projected amount of **\$226,374** for the 2019-2020 school year.

BACKGROUND:

In previous years, these contracts were submitted under the subject of Special Education Contracts. These contracts will now be submitted as Student Services Contracts- which will include contracts for Special Education, Counseling, and Health Services. Students with special needs often require services beyond those which are provided through the district's programs and personnel. This requires the district to enter into contracts with outside providers to make these additional services available.

INFORMATION:

The following contracts for the 2019-2020 school year are attached:

Community Human Services	\$ 15,000
Darcy Smith, MA, MT-BC, NMT (dba ISO Rhythms)	\$ 31,980
F.A.S.T. Interpreters for all Languages	\$ 6,000
Medical Billing Technologies, Inc	\$ 5,400
Monterey County Office of Education (MCOE)	
Physical Therapist (.10 and indirect costs)	\$ 16,000
Planned Parenthood	\$ 500
Psyched Services- Independent Education Evaluations	\$ 14,400
Psyched Services- Functional Behavior Assessments and Consultation	\$ 14,100
Sharon Neumann Solow- Sign Language Interpreter	\$ 4,000

The following are PROJECTIONS based on the 18/19 rates:

Monterey County Office of Education (MCOE)	
Tuition, services, bus rider, transportation, itinerant	\$113,142
Monterey Peninsula Unified School District (MPUSD)	
Adaptive PE Teacher	\$ 5,852
	\$226,374

FISCAL IMPACT:

\$ 15,000 Budgeted funds from Unrestricted Contracts- Counseling
 \$ 46,080 Budgeted funds from Restricted State Mental Health Funds
 \$ 11,852 Budgeted funds from Special Education Contracts
 \$129,142 Budgeted funds from Special Ed Other Costs- Physical Therapist, Tuition, Services
 \$ 5,400 Budgeted funds from Unrestricted Contracts- Medi-Cal
 \$ 18,900 Budgeted funds from Unrestricted Contracts- Pupil Services
\$ 226,374 Total funds projected for 2019-2020 School Year contracts

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

Consent Agenda Item J

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

1. **Scope of Service:**
To provide group and individual counseling to students at Pacific Grove Middle School
2. **Evaluation and/or expected outcome(s):**
Students will receive counseling services based on referrals from parents, teachers, school counselors, administrators, and requests from students themselves.
3. **Length of the Contract:**
Service is to be provided on the following date(s):
SY 2019-2020. August 7, 2019 – May 29, 2020
4. **Financial Consideration:**
CHS to be paid at the rate of: \$55/per hour, 6.5 hours a week, for 35 weeks.
Not to exceed \$15000.
School Funding Source: Counseling Contracts
Account Code: 01-0000-0-1110-3110-5800-00-000-5300-0750

Consultant: Community Human Services
Address: PO BOX 3076, Monterey CA 93940

Signed _____ Date _____

☐ District Employee ☐ Independent Consultant

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

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

Signed _____ Date _____
Director of Human Resources

Signed _____ Date _____
Assistant Superintendent

ALL SIGNATURES MUST BE OBTAINED BEFORE SERVICES ARE PROVIDED.

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

Revised 02/15

Contract for Services Criteria

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

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

District/Site Administrator

Date

Ref: Contract for Services Criteria

Revised 02/15

SuperKids/SuperTeens Counseling Program
PROFESSIONAL SERVICES AGREEMENT I

Consent Agenda Item J

Community Human Services (CHS) enters into the Agreement with Pacific Grove Unified School District to provide consultant services as described below:

Description of Service: Counseling services for students and their parent/families/legal guardians, as referred by principal, teachers, parents at Pacific Grove Middle School.

Dates of service: August 7, 2019 through May 29, 2020 at 6.5 hours per week for 35 weeks, minus holidays, on a mutually agreed upon schedule (8:15-3:15).

Goals of Collaboration:

- To maximize positive school/home outcomes
- To promote positive social-emotional connections at school
- To promote cultural awareness and address cultural differences
- To decrease number of at-risk children and families
- To enhance overall level of family functioning
- To build self-esteem of student and family members
- To decrease feelings of isolation for children and families
- To increase awareness of outside resources and referrals
- To decrease number of families reportable to Family and Children's Services for abuse and neglect

On-Site Services:

- Individual, Group and Family Counseling
- Training Workshops (as needed)
- Parent Presentations (as needed)
- Case Management/Advocacy
- Resources and Referral Information
- Consultation/Participation in IEPs, PBIS, etc. as required by the school

Off-Site Services:

Off-site services will be available at the Family Service Center in Salinas. One assessment counseling session will be available to **SuperKids/SuperTeens** families at no charge. All subsequent off-site services will be charged to the family based on ability to pay or free.

Off-site services include:

- Counseling for Individual/Group/Child/Family/Couples (sliding fee)
- Supervised Visitation
- Domestic Violence Intervention Groups (sliding fee)
- Parenting Education (free)
- Anger Management Classes (sliding fee)
- Youth Substance Abuse Counseling (free)

Revised 02/15

Referral Criteria (Examples):

- Frequent moves/changing schools
- Poor attendance (tardiness or multiple absences)
- Low or negative self-esteem/self-image
- Poor social skills/negative peer relationships
- Low academic progress—incomplete classwork or homework
- Two or more disciplinary referrals to principal or suspension
- Extreme developmental lags—six months or more in language, motor skill, social skills
- Chronic hunger or nutritionally deficient—begging, stealing, rummaging for food, no breakfast or provisions for lunch, excessive or lack of appetite, over- or underweight
- Stressful family circumstances—death, serious illness, new baby, homeless, child abuse/neglect, domestic violence, substance abuse, separated/divorcing parents, blended family issues, “latchkey” kid, unemployed parent or sibling, or living with extended family (e.g. aunt/uncle, grandparent, or legal guardian)

Responsibilities:

School Site will:

- Make appropriate referrals and participate in the program evaluation process when needed.
- Provide quiet, confidential, ventilated permanent space, access to telephones and copy machine.
- Provide narrative evaluation of the program as needed.
- Principal and CHS’s Family Service Centers Senior Program Officer, Devon Corpus, LCSW, will discuss progress of program either in person or by phone at least once per quarter or more often as needed.

Community Human Services will:

Provide liability insurance for \$1,000,000.

435 Hillcrest Avenue
Pacific Grove, CA 93950

CONTRACT FOR SERVICES

This contract is an agreement between the Pacific Grove Unified School District and **Darcy Smith, MA, MT-BC,NMT (doing business as IsoRhythms Music Therapy)** for services rendered as specified below.

1. Scope of Service:

Qualified Music Therapist will provide in class music therapy enrichment, adaptive music supplies and instruments, and integrated consultation to staff, in the PGUSD special classes for students with disabilities located at Preschool, Robert Down, Forest Grove, Pacific Grove Middle School, and Pacific Grove High School.

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

Students will have access to Music Therapy as a research based methodology to enhance progress towards language, social-emotional, behavioral and emotional IEP goals. Consultation will be provided to staff on voice modulation and the integration of Music throughout the school day to support language acquisition, behavior, and emotional regulation and social interactions.

3. Length of the Contract:

Service is to be provided on the following date(s):
SY 2019-2020. August 7, 2019 – June 30, 2020

4. Financial Consideration:

40 weeks serving classrooms, consultation, music therapy adapted instruments and materials.

Total projection: \$31980

School Funding Source: Restricted State Mental Health funds only to be used for students on IEP

Account Code: 01-6512-0-5001-3140-5800-00-000-1546-0740

Consultant: IsoRhythms Music Therapy

Address: 220 Country Club Gate Center, Suite #7 Pacific Grove, CA 93950

Signed _____ Date _____

☐ District Employee

☐ Independent Consultant

Signed _____ Date _____

Site/Program Administrator (Check appropriate box below)

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

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

Signed _____ Date _____

Director of Human Resources

Signed _____ Date _____

Assistant Superintendent

ALL SIGNATURES MUST BE OBTAINED BEFORE SERVICES ARE PROVIDED.

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

Contract for Services Criteria

Consent Agenda Item J

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

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

District/Site Administrator

Date

Ref: Contract for Services Criteria

Revised 02/15

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

Consent Agenda Item J

This contract is an agreement between the Pacific Grove Unified School District and **F.A.S.T. Services** for services rendered as specified below.

1. **Scope of Service:**
To provide translation services to parents and guardians in languages other than English.
2. **Evaluation and/or expected outcome(s):**
Parents speaking languages other than English will have a thorough understanding of the school community, their child's academic progress, and the special education program and process, and will be able to participate in IEP meetings.
3. **Length of the Contract:**
Service is to be provided on the following date(s):
SY 2019-2020. August 7, 2019 – June 30, 2020
4. **Financial Consideration:**
Consultant to be paid at the rate of.
\$90/hr for Spanish, \$130-150/hr for other languages, with a 2 hour minimum assignment plus the IRS mileage reimbursement rate if traveling from out of the area. Cancellation policy; 24 hour notice for Spanish, 48 hour notice for other languages.

School Funding Source: Special Ed Contracts

Account Code: 01-6500-0-5750-1180-5800-00-000-2375-0740

Consultant: F.A.S.T. Services

Address: 115 Capitol Street, Salinas, CA 93901

Signed _____ Date _____

☐ District Employee ☐ Independent Consultant

Signed _____ Date _____

Site/Program Administrator (Check appropriate box below)

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

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

Signed _____ Date _____

Director of Human Resources

Signed _____ Date _____

Assistant Superintendent

ALL SIGNATURES MUST BE OBTAINED BEFORE SERVICES ARE PROVIDED.

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

Revised 02/15

Contract for Services Criteria

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

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

District/Site Administrator

Date

PACIFIC GROVE UNIFIED SCHOOL DISTRICT

Consent Agenda Item J

435 Hillcrest Avenue
Pacific Grove, CA 93950

CONTRACT FOR SERVICES

This contract is an agreement between the Pacific Grove Unified School District and **Medical Billing Technologies, Inc** for services rendered as specified below.

1. **Scope of Service:**

To provide: LEA Medi-Cal direct billing services including training, submission of claims, compliance, CRCS report completion, speech protocol & OT/PT prescription review

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

In accordance with Medi-Cal regulations, Medical Billing Technologies (MBT) bills Medi-Cal based on a flat fee for each CPT code procedure submitted on our District's behalf.

3. **Length of the Contract:**

Service is to be provided during the following date(s):
SY 2019-2020. August 7, 2019 – June 30, 2020

4. **Financial Consideration:**

\$5400 per year
School Funding Source: Unrestricted Contracts Medi-Cal
Account Code: 01-0000-0-1110-1000-5800-00-000-2900-0000

Consultant: Medical Billing Technologies, Inc

Address: PO BOX 709, Visalia CA 93279

Signed _____ Date _____

☐ District Employee ☐ Independent Consultant

Signed _____ Date _____

Site/Program Administrator (Check appropriate box below)

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

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

Signed _____ Date _____

Director of Human Resources

Signed _____ Date _____

Assistant Superintendent

ALL SIGNATURES MUST BE OBTAINED BEFORE SERVICES ARE PROVIDED.

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

Revised 02/15

Contract for Services Criteria

Consent Agenda Item J

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

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

District/Site Administrator

Date

Ref: Contract for Services Criteria

Revised 02/15

LEA Medi-Cal Direct Billing Program OptiServices Contract

This Agreement is made this _____ day of _____, 20__, between MEDICAL BILLING TECHNOLOGIES, INC, hereinafter called "MBT" and PACIFIC GROVE UNIFIED SCHOOL DISTRICT, hereinafter called "CLIENT". This Agreement states the terms and conditions under which MBT will provide services on behalf of CLIENT under the Local Education Agencies (LEA) Medi-Cal Billing Option Program.

1. MBT Responsibilities: MBT shall provide the following services to CLIENT:

- a. If not already completed, MBT will assist CLIENT in completing its application with the Department of Health Care Services (DHCS) to become a Medi-Cal provider, and track progress of enrollment to activation.
- b. Work with CLIENT's designated LEA Coordinator.
- c. Complete analysis of CLIENT's LEA Medi-Cal Billing Option Program and conduct annual strategic planning, assisting CLIENT to incorporate best practices to optimize reimbursement opportunities.
- d. Provide recommended billing tools and access to online claims entry application for submission of LEA Medi-Cal claims.
- e. Upon commencement of services, and monthly thereafter, submit CLIENT's student enrollment data to Medi-Cal for purposes of Medi-Cal's determination whether the student is eligible for Medi-Cal, and provide CLIENT the results of Medi-Cal's eligibility determination.
- f. Provide access to quarterly reports to inform CLIENT of status of achievement of strategic plan.
- g. Assist in development and implementation of prescriptions, protocols, and referral procedures.
- h. Provide practitioner LEA billing training and training materials to enable CLIENT personnel and contractors to successfully complete documentation necessary for submission of LEA Medi-Cal Billing Option Program claims. In providing such training MBT does not provide legal advice but relies on guidelines published by DHCS. MBT is not responsible for any change in DHCS guidelines, changes in State or Federal laws, rules, or regulations, or any change in DHCS interpretation of State or Federal laws, rules, or regulations or its own guidelines.
- i. As directed by CLIENT, MBT will submit CLIENT's LEA Medi-Cal Billing Option Program billing via electronic transmission within forty-five (45) business days of receipt of all necessary data from CLIENT, properly completed and certified by CLIENT.
- j. Track and follow up with practitioners to assure claims are submitted in a timely manner in order to optimize reimbursements.
- k. Provide assistance to CLIENT in the event of a DHCS audit. The form of such assistance shall be solely in the discretion of MBT.
- l. Comply with federal Family Educational Rights and Privacy Act (FERPA) regulations. Standards for electronic submissions and firewalls have been instituted to block entry into the MBT server and protect against internet attacks. The MBT network server is contained in a secure data center; all unused confidential information is shredded. All MBT staff is trained in HIPAA/FERPA regulations and is required to sign a statement of confidentiality. Student information sent from MBT to CLIENT will be encrypted and password protected.
- m. At CLIENT's request, MBT will provide Cost Reimbursement Comparison Schedule (CRCS) completion services to CLIENT in compliance with current program regulations. CLIENT shall be responsible for providing necessary fiscal reports to MBT upon request and in a timely manner, according to instructions developed by MBT.

2. Client Responsibilities: CLIENT shall do and perform each of the following:

- a. Register and become an authorized LEA Medi-Cal provider under the rules of the Department of Health Care Services (DHCS).
- b. Designate an LEA Program Coordinator.

- c. Provide to MBT on a quarterly basis, and more often if requested by MBT, complete district enrollment data which shall include the students' names, birth dates and gender for purposes of verifying Medi-Cal eligibility with DHCS, and all information required to bill for CLIENT any LEA Medi-Cal or other health covered student, including but not limited to a complete list of students with IEP's in place, a complete list of students with Individual Health Service plans in place, and a list of students CLIENT has determined qualify for specialized medical transportation through the LEA Medi-Cal Billing Option Program.
- d. Determine whether services provided to students are eligible for reimbursement through the LEA Medi-Cal Billing Option Program and so advise MBT.
- e. Fully and accurately complete and submit billing using MBT's OptiClaim software or electronic upload. Billing forms must include student name, date of birth, date of service, service provided, length of service (when applicable) location of the service, and the practitioner name.
- f. Maintain all LEA Medi-Cal Billing Option Program billing documentation as required by State and Federal laws, rules, and regulations for audit purposes and for such period of time as required by State and Federal laws, rules, and regulations.
- g. Provide access by MBT staff to CLIENT'S practitioners and ensure reasonable availability of practitioners for follow up activities.
- h. Assure CLIENT administration support of practitioner participation in the LEA Medi-Cal Billing Option Program and encourage and emphasize the importance of practitioner involvement in such Program.
- i. Comply with all rules and regulations of DHCS and other applicable government agencies pertaining to providing services, recordkeeping, and retention for the LEA Medi-Cal Billing Option Program.
- j. If MBT is providing CRCS completion services to CLIENT, Client shall provide all necessary documents and records to MBT necessary to complete the CRCS within 60 days of MBT's request each year.
- k. Execute such other and further documents, including the annual report, as may be required by DHCS in order to carry out the purpose of this agreement.

3. **Payment:** CLIENT shall pay to MBT as compensation:

A flat rate of \$500.00 per month, to be paid within 30 days of receipt of monthly invoice; or

An annual lump sum of \$5,400.00, payable within 30 days of receipt of invoice (representing an annual discount of ten percent (10%).

CLIENT's payment selection shall be evidenced by the checking of the box next to the option selected above. MBT may continue to invoice for services with service dates from previous years according to that year's agreement.

The following fees will be charged for additional services provided at the specific request of CLIENT:

a. **Occupational Therapy Prescriptions, Physical Therapy Prescriptions, and Speech Protocols:**

At CLIENT's request, MBT will process any necessary physician referral for prescription for any Occupational Therapy services and Physical Therapy services that the CLIENT provides to students. CLIENT will pay MBT \$100.00 for each referral processed, whether a prescription is written or not. Rate schedule may be updated to reflect adjustments to physician rates without affecting the other terms of this contract.

At CLIENT's request, MBT will process a referral for a physician signed speech protocol in compliance with current program regulations. CLIENT will pay MBT \$500.00 for each speech protocol processed by MBT, whether the physician approves the protocol or not. Rate schedule may be updated to reflect adjustments to physician rates without affecting the other terms of this contract.

b. CRCS Completion Services:

If CLIENT elects to have MBT provide CRCS completion services to CLIENT, CLIENT shall pay to MBT \$50.00 per practitioner included in the report, but not less than \$250.00 and not more than \$5,000.00 for the completion of each annual CRCS report.

If recalculation of CRCS is required, CLIENT shall pay to MBT \$25.00 per practitioner included in the recalculated report, but not less than \$125.00 and not more than \$2,500.00 for the completion of the recalculated CRCS report.

If MBT is not the sole biller for CLIENT and CLIENT elects to have MBT provide CRCS completion services to CLIENT, CLIENT shall pay to MBT \$75.00 per practitioner included in the report, but not less than \$500.00 and not more than \$10,000.00 for the completion of each annual CRCS report.

c. Changes After Submission of Billing:

If CLIENT or CLIENT's providers request changes after MBT's **initial** submission of LEA Medi-Cal Billing Option Program billings, at CLIENT's request MBT shall prepare and submit the Claims Inquiry Form ("CIF") to DHCS to process such change. Because submission of the CIF is labor-intensive, CLIENT shall pay to MBT Ten Dollars (\$10.00) per claim submitted. No fee will be charged where the change requested is due to an error on the part of MBT.

4. **Late Fees:** CLIENT agrees to pay all sums due MBT under this contract within 30 calendar days of receipt of an invoice for services from MBT.

CLIENT will incur a late fee of one and one-half percent (1.5%) per month on amounts unpaid for more than sixty (60) days past date of invoice.

CLIENT shall, upon request, provide to MBT a copy of all documents and checks received from DHCS evidencing all sums received as a result of the services of MBT. CLIENT shall make all such records available to MBT at reasonable times. MBT shall have the right to audit the records of CLIENT pertaining to LEA Medi-Cal billing.

5. **Document Management:** MBT shall retain in electronic form copies of all LEA Medi-Cal Billing Option bills submitted for CLIENT for a period of five (5) years after the date of submission or such other period as required by law. MBT, upon request, will provide to CLIENT printed copies of such bills. MBT, upon request, shall return to CLIENT all billing forms and other documents provided to MBT for billing purposes. CLIENT shall reimburse MBT for the cost of all containers and for the cost of packing and shipping such documents and records. CLIENT shall retain all such documents and records for at least five (5) years from date of service or such other duration as may be required by State and Federal laws, rules, and regulations.
6. **Confidentiality Agreement:** All statistical, financial, student and other data relating to the LEA Medi-Cal Billing Option Program billing and the identity of Medi-Cal eligible students shall be held

in strict confidence by the parties hereto. The foregoing obligation does not apply to any data that has become publicly available or that is not required to be kept confidential.

The data provided to MBT by the CLIENT will be used for the sole purpose of performing billing for the LEA Medi-Cal Billing Option Program. MBT is responsible to abide by The Health Insurance Portability and Accountability Act (HIPAA) and The Family Educational Rights and Privacy Act (FERPA) and will not share the CLIENT's data with third-party entities except as permitted and required for the LEA Medi-Cal Billing Option Program .

7. **Limitation of Liability:** MBT will use due care in processing the work of the CLIENT based on CLIENT's submission of billing information and CLIENT's determination of eligibility for reimbursement by the LEA Medi-Cal Billing Option Program. MBT will be responsible for correcting any errors which are due to the machines, operators, or programmers of MBT. Such errors shall be corrected at no additional charge to CLIENT. MBT does not guarantee State or Federal approval of billings submitted, and MBT shall not be liable or responsible to CLIENT for DHCS interpretation of State and Federal laws, rules, and regulations, or for changes to State and Federal laws, rules, and regulations, or for claims that are questioned or denied by DHCS or any other State or Federal governmental agency. MBT shall have no liability for CLIENT's inability to provide proper source documentation, including but not limited to Provider records, IEPs, Health Service Plans, and other supporting documentation, to DHCS or any other State or Federal governmental agency.

In no event shall MBT's liability for any and all claims against MBT under this Agreement, in contract, tort, or otherwise, exceed the total amount of the fees paid by CLIENT to MBT during the contract term in issue, and MBT shall not be liable under any circumstances for any special, consequential, incidental, punitive, or exemplary damages arising out of or in any way connected with this Agreement.

8. **Contract Duration and Termination:** The term of this Agreement shall commence upon execution of this contract and continue for a period of five (5) school years, through June 30, 2024 ("Termination Date"). On or before March 30 of each school year either party may terminate this Agreement for the upcoming school year by written notice to the other party. CLIENT's access to MBT's OptiClaim software shall cease upon termination or nonrenewal of this Agreement except as specifically set forth herein.

This Agreement may also be terminated at any time upon mutual agreement of the parties. In addition, the Agreement shall automatically terminate if CLIENT's participation in the LEA Medi-Cal Billing Program terminates. In the event of termination prior to the completion of any school year, MBT shall not be required to provide CRCS completion services to CLIENT for the school year in progress.

9. **Submittals after Termination:** MBT shall, for a period of up to six months after the end of the school year in progress on the date of termination, continue to accept submittals from CLIENT for services provided by CLIENT through the end of the school year in progress on the date of termination, and shall submit billings for such services provided by CLIENT to DHCS for reimbursement. During the period set forth herein CLIENT shall have continued access to MBT's OptiClaim software. MBT shall continue to submit invoices to CLIENT for such billings per the payment schedule set forth in Section 3 above. Any submittals received by MBT from CLIENT for services provided in the school year following the date of termination shall be returned to CLIENT and shall not be processed by MBT for reimbursement.
10. **Notices:** Notices affecting contract terms between the parties shall be in writing and shall be deemed given when (i) personally delivered to the party to whom it is directed; or (ii) five (5) days after deposit in the United States mail, postage prepaid, return receipt requested, addressed to:

MBT

Medical Billing Technologies, Inc.
Attn: Reid Stephens, Presiden
P.O. Box 709
Visalia, CA. 93279

CLIENT

Pacific Grove Unified School District
435 Hillcrest Avenue
Pacific Grove, CA 93950-4900

11. **Copyrights:** CLIENT acknowledges and agrees that all manuals and forms ("MBT Documents") provided to CLIENT by MBT shall remain the property of MBT and shall not be duplicated, copied in any manner and access to MBT Documents shall be restricted to employees of CLIENT who need to use MBT Documents in order to satisfy CLIENT'S obligations under this agreement, without the prior written consent of MBT. All computer programs and materials, including, but not limited to, electronic devices, and the information contained therein are, and shall remain, the property of MBT.
12. **Software as a Service Agreement:** CLIENT represents and agrees it has carefully examined and understands the Master Subscription Agreement for OptiClaim Software as a Service attached hereto and incorporated herein. MBT and CLIENT agree to be bound by each and all of the terms and provisions of the Master Subscription Agreement for OptiClaim Software.
13. **Other Documents:** The parties hereto agree to execute such other and further documents as may be necessary or required by the DHCS to authorize MBT to perform billing services on behalf of CLIENT.
14. **Entire Agreement:** This Agreement supersedes any and all other agreements, either oral or in writing, between the parties with respect to MBT providing LEA Medi-Cal billing services to CLIENT and contains all of the covenants and agreements between the parties with respect to such billing services. Each party to this agreement acknowledges that no representations, inducements, promises, or agreements, orally or otherwise, have been made by any party, or anyone acting on behalf of any party, which are not embodied herein, and that no other agreement, statement, or promise with respect to MBT billing services not contained in this agreement shall be valid or binding.
15. **Modification:** This Agreement may be amended or modified at any time with respect to any provision by a written instrument executed by all parties.
16. **Law Governing Agreement:** This Agreement shall be governed by and construed in accordance with the laws of the State of California.
17. **Mediation and Arbitration:** Any dispute arising under this Agreement shall first be addressed through mediation. If a dispute arises, either party may demand mediation by filing a written demand with the other party. If the parties cannot agree upon a neutral mediator, each party, within twenty (20) days after the parties fail to agree on one mediator, at its own cost shall appoint one mediator and those mediators shall select an impartial mediator to conduct the mediation. The parties shall equally share the cost of the mediator conducting the mediation.

If the parties are unable to resolve any dispute through mediation as set forth herein, all questions and disputes with respect to the rights and obligations of the parties arising under the terms of this Agreement shall be resolved by binding arbitration. Any party may demand arbitration by filing a written demand with the other party. If the parties cannot agree on one arbitrator, each of the parties, within twenty (20) days after the parties fail to agree on one arbitrator, at its own cost, shall appoint one arbitrator and those arbitrators shall select an impartial arbitrator to conduct the arbitration. Should a party refuse or neglect to join in the arbitrator or to furnish the arbitrator with any papers or information demanded, the arbitrator may proceed ex parte.

A hearing on the matter to be arbitrated shall take place before the arbitrator in the County where CLIENT is located, State of California. The arbitrator shall select the time and place promptly and shall give each party written notice of the time and place at least ninety (90) days before the date selected. The parties shall be entitled to conduct discovery by agreement or by order of the arbitrator. Each party may present any relevant evidence at the hearing. The formal rules of evidence applicable to judicial proceedings shall not govern. Evidence shall be admitted or excluded in the sole discretion of the arbitrator. The arbitrator shall hear and determine the matter and shall execute and acknowledge the award in writing and cause a copy of the writing to be delivered to each of the parties.

The parties shall share equally the expense of arbitration, and each party shall bear its own attorney fees and costs incurred in connection with the arbitration.

The arbitrator's decision shall be binding and conclusive on the parties. A judgment confirming the award may be given by any Superior Court having jurisdiction.

PACIFIC GROVE UNIFIED SCHOOL DISTRICT

By _____
Authorized Signature

Dated: _____

(Printed name)

(Printed Title)

MEDICAL BILLING TECHNOLOGIES, INC.

By _____
Reid Stephens, President

Dated: _____

MASTER SUBSCRIPTION AGREEMENT FOR OPTICLAIM SOFTWARE AS A SERVICE

1. Definitions

- a. "Affiliate" means any entity which directly or indirectly controls, is controlled by, or is under common control of CLIENT.
- b. "Agreement" means this Master Subscription Agreement for OptiClaim Software as a Service.
- c. "Content" means the information, documents, software, products, and services made available to CLIENT.
- d. "CLIENT Data" means any data, information, or material provided by MBT to the Hosted Service.
- e. "Hosted Service" means MBT's online service accessed at a web site or IP address designated by MBT, which CLIENT is being granted access to under this Agreement.
- f. "Intellectual Property Rights" means patent rights, design rights, copyrights, trademarks, service marks, trade names, domain name rights, mask work rights, know-how and trade secret rights, and all other intellectual property rights, derivatives thereof as well as other forms of protection of a similar nature.
- g. "Master Contract" means the LEA Medi-Cal Direct Billing Program OptiServices Contract entered into between CLIENT and MBT.
- h. "MBT Technology" means all MBT proprietary technology made available to CLIENT in providing the Hosted Service.

2. License Grant & Restrictions. MBT hereby grants CLIENT a non-exclusive, non-transferable, worldwide right to use the Hosted Service, solely for its own internal business purposes, subject to the terms and conditions of this Agreement.

CLIENT agrees not to: (i) license, sublicense, sell, resell, transfer, assign, distribute or otherwise make available to any third party the Hosted Service; (ii) modify or make derivative works based upon the Hosted Service; or (iii) reverse engineer the Hosted Service.

CLIENT will not: (i) knowingly send or store infringing, obscene, libelous or otherwise unlawful or tortious material to the Hosted Service; (ii) knowingly send or store material containing viruses, worms, Trojan horses or other harmful computer code, files, or programs to or from the Hosted Service; (iii) interfere with or disrupt the integrity or performance of the Hosted Service; (iv) attempt to gain unauthorized access to the Hosted Service or its systems or networks; or (v) use the Hosted Service in violation of applicable law.

3. CLIENT Responsibilities. CLIENT is responsible for all activity occurring under CLIENT user accounts and will abide by all applicable laws, treaties and regulations in connection with its use of the Hosted Service.

4. CLIENT Data. MBT does not own any CLIENT Data. CLIENT Data is CLIENT's proprietary and confidential information and will not be accessed, used or disclosed by MBT except as set forth in the Master Contract and except for the limited purpose of supporting CLIENT's use of the Hosted Service. CLIENT has sole responsibility for the accuracy, legality, reliability, and intellectual property ownership to use the CLIENT Data.

5. Intellectual Property Ownership. MBT owns all right, title and interest, including all related Intellectual Property Right, in and to the MBT Technology, Content and the Hosted Service. This Agreement and the Master Contract are not a sale, and do not convey any rights of ownership in the Hosted Service.

6. Charges and Payment of Fees. CLIENT will pay all fees and charges in accordance with the terms of the Master Contract.

7. Duration and Termination. The term and duration of this Agreement shall commence on the same date as the Master Contract, shall continue through the same date as the Master Contract, and is subject to termination as set forth in the Master Contract. At the conclusion or termination of this Agreement, CLIENT will no longer have access to the Hosted Service and MBT Technology.

8. Termination for Cause. Any breach of CLIENT's payment obligations or unauthorized use of the Hosted Service will be deemed a material breach of this Agreement. MBT may terminate this Agreement, CLIENT account, or CLIENT's use of the Hosted Service if CLIENT commits a material breach of this Agreement or otherwise fails to comply with this Agreement or the Master Contract, and such breach has not been cured within ten (10) days after notice of such breach.

9. Representations & Warranties. Each party represents and warrants that it has the legal power and authority to enter into this Agreement. MBT represents and warrants that (a) it will provide the Hosted Service in a manner consistent with general industry standards; (b) the Hosted Service will perform substantially in accordance with the provided documentation; (c) it will use best efforts to detect software viruses and other undesirable components and will promptly take all reasonable steps to remove or

neutralize any such components; and (d) it will use leading commercial encryption technology designed to encrypt CLIENT Data in its possession.

- 10. Mutual Indemnification.** CLIENT will indemnify, defend, and hold MBT, and each such party's affiliates, officers, directors, employees, attorneys and agents harmless from and against any and all claims, costs, damages, losses, liabilities and expenses arising out of or in connection with: (i) a claim by a third party alleging that use of the CLIENT Data infringes the Intellectual Property Rights of a third party; provided in any such case that MBT (a) promptly gives CLIENT written notice of the claim; (b) gives CLIENT sole control of the defense and settlement of the claim; and (c) provides CLIENT all available information and assistance.

MBT will indemnify, defend and hold CLIENT and CLIENT affiliates, officers, directors, employees, attorneys and agents harmless from and against any and all claims, costs, damages, losses, liabilities and expenses arising out of or in connection with: (i) a claim by a third party alleging that the Hosted Service directly infringes an Intellectual Property Right of a third party; provided that CLIENT (a) promptly gives written notice of the claim to MBT; (b) gives MBT sole control of the defense and settlement of the claim; and (c) provides MBT all available information and assistance.

- 11. Disclaimer.** THE REPRESENTATIONS AND WARRANTIES PROVIDED IN THIS AGREEMENT ARE MBT'S COMPLETE AND EXCLUSIVE REPRESENTATIONS AND WARRANTIES. MBT DISCLAIMS ALL OTHER REPRESENTATIONS, WARRANTIES AND GUARANTIES OF ANY KIND.
- 12. Limitation of Liability.** Any damage claims of CLIENT arising out of this Agreement, including claims based on negligence or breach of the terms and conditions of this Agreement, shall be limited as set forth in the Master Contract.

THE MONTEREY COUNTY OFFICE OF EDUCATION
SPECIAL EDUCATION CONTRACT SERVICES
FISCAL YEAR (2019 – 2020)

This AGREEMENT is entered into on the 1st day of August, 2019, between the Monterey County Office of Education herein referred to as MCOE and Pacific Grove Unified School District herein referred to as PGUSD.

1. Scope of Services.

- a. The MCOE will provide the following services contingent upon program availability:
 - i. Physical Therapy Assessment, Direct, and Consultative Services for PGUSD Special Education Students.
 - ii. The Supervision of the Physical Therapist will be provided by the MCOE and will be maintained by the MCOE.

2. Term.

- a. MCOE shall commence providing services under this AGREEMENT on this date August 1, 2019, and will continue until June 30, 2020.

3. Payment.

- a. The PGUSD agrees to pay the MCOE for services satisfactorily rendered pursuant to this AGREEMENT:
 - i. Services Rate as calculated per day based on the formula:

Labor Cost \$81.87 per hour x 4 hours per week \$327.48 + Mileage Costs Accrued \$.58 per mile TBD + 10.06% Indirect Cost \$32.94 = Total Weekly Rate \$360.42
 - ii. The PGUSD shall pay MCOE according to the terms and conditions outlined in the AGREEMENT or as described in the estimate or invoice.
 - iii. All sums due and payable under this AGREEMENT shall be paid to the MCOE by a funds transfer, to occur no later than June 30th of the contract year.
 - iv. Escape District Account Number for Funds Transfer:
01-6500-0-5001-9200-7142-00-000-2695-0000
- b. Total cost not to exceed \$16,000.00. (Calculated for 43 weeks + mileage allowance TBD)

4. Materials.

- a. MCOE shall furnish, all materials, equipment, supplies and other items necessary to complete the services provided pursuant to this AGREEMENT.
- b. MCOE services will be performed, findings obtained, reports and recommendations prepared in accordance with generally accepted principles and practices.

5. Termination.

- a. This AGREEMENT is subject to termination upon 30 days' written notice by either party.

6. Hold Harmless.

- a. Each Party shall indemnify, defend, and hold harmless the other Party, its officers, agents and employees from any claim, liability, loss, injury or damage rising out of, or in connection with, performance of this AGREEMENT by each Party and/or its agents, employees or Collaborators, excepting only loss, injury or damage caused by the negligence or willful misconduct of personnel employed by each Party.

7. Assignment.

- a. The obligations of the MCOE pursuant to this AGREEMENT shall not be assigned or transferred by the PGUSD or transferred by the MCOE at any time.

8. Compliance with Applicable Laws.

- a. The MCOE agrees to comply with all federal, state, and local laws, rules, regulations, ordinances and special education mandates that are now or may in the future become applicable to equipment, and/or personnel engaged in operations covered by this AGREEMENT or accruing out of the performance of such operations.

9. Entire AGREEMENT/Amendment.

- a. This AGREEMENT and any attachments or amendments constitute the entire AGREEMENT among the collective parties to it and supersede any prior or contemporaneous understanding or AGREEMENT with respect to the services contemplated, and may be amended only by a written amendment executed by all parties.

10. Notice.

- a. All notices to be given under this AGREEMENT shall be considered given when received if personally served or, if mailed, on the second day after deposited at any U.S. Post Office.
- b. The address to which notices or demands may be given by either party may be changed by written notice given in accordance with the notice provisions of this section.
- c. At the execution date of this AGREEMENT, the addresses of the parties are as follows:

THE MCOE:

Attn: Terri Dye
Assistant Superintendent Special Education
Monterey County Office of Education
901 Blanco Circle
Salinas, CA 93912-0851

PGUSD:

Attn: Clare Davies
Title: Director of Student Services
Pacific Grove Unified School District
435 Hillcrest Avenue
Pacific Grove, CA 93950

11. Severability.

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

12. Governing Law.

- a. The terms and conditions of this AGREEMENT shall be governed by the laws of the State of California with venue in Monterey County, California.

THE MONTEREY COUNTY OFFICE OF EDUCATION AND THE PACIFIC GROVE UNIFIED SCHOOL DISTRICT INDICATE AGREEMENT BY THEIR SIGNATURES.

**PACIFIC GROVE UNIFIED
SCHOOL DISTRICT**

**THE MONTEREY COUNTY OFFICE OF
EDUCATION**

Clare Davies, Director of Student Services

Garry P. Bousum, Associate Superintendent

Date

Date

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

Consent Agenda Item J

This contract is an agreement between the Pacific Grove Unified School District and **Planned Parenthood Mar Monte-Coast Region** for services rendered as specified below.

1. **Scope of Service:**
To provide one parent preview and consent session and three sex and relationship education sessions to secondary special education students that require a modified curriculum.
2. **Evaluation and/or expected outcome(s):**
Students with disabilities will participate in three education sessions covering such topics as: reproductive anatomy, relationships, boundaries, consent, and safer sex.
3. **Length of the Contract:**
Service is to be provided within the following date(s):
SY 2019-2020. August 7, 2019 – May 29, 2020
4. **Financial Consideration:**
\$500 to be paid from Unrestricted Contracts Pupil Services.
School Funding Source: Unrestricted Contracts – Pupil Services
Account Code: 01-0000-0-1110-3140-5800-00-000-5400-0750

Consultant: Planned Parenthood Mar Monte
Address: 316 Main Street, Salinas CA 93901

Signed _____ Date _____

☐ District Employee ☐ Independent Consultant

Signed _____ Date _____

Site/Program Administrator (Check appropriate box below)

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

Signed _____ Date _____
Director of Human Resources

Signed _____ Date _____
Assistant Superintendent

ALL SIGNATURES MUST BE OBTAINED BEFORE SERVICES ARE PROVIDED.

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

Revised 02/15

Contract for Services Criteria

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

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

District/Site Administrator

Date

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

Consent Agenda Item J

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

1. **Scope of Service:**
To provide consultation and Functional Behavior Assessments
2. **Evaluation and/or expected outcome(s):**
Students will be assessed for initial and triennial assessments by highly qualified independent school psychologist
3. **Length of the Contract:**
Service is to be provided on the following date(s):
SY 2019-2020. August 7, 2019 – June 30, 2020
4. **Financial Consideration:**
Up to \$14100
School Funding Source: Restricted Mental Health Funds only to be used for students on an IEP
Account Code: 01-6512-0-5001-3140-5800-00-000-1546-0740

Consultant: Psyched Services

Address: Airport Blvd. Suite 400, Burlingame CA 94010

Signed _____ Date _____

☐ District Employee ☐ Independent Consultant

Signed _____ Date _____

Site/Program Administrator (Check appropriate box below)

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

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

Signed _____ Date _____

Director of Human Resources

Signed _____ Date _____

Assistant Superintendent

ALL SIGNATURES MUST BE OBTAINED BEFORE SERVICES ARE PROVIDED.

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

Revised 02/15

Contract for Services Criteria

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

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

District/Site Administrator

Date

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

Consent Agenda Item J

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

1. **Scope of Service:**
To provide independent Educational Evaluation
2. **Evaluation and/or expected outcome(s):**
Students will be assessed for initial and triennial assessments by highly qualified independent school psychologist
3. **Length of the Contract:**
Service is to be provided on the following date(s):
SY 2019-2020. August 7, 2019 – June 30, 2020
4. **Financial Consideration:**
Up to \$14400
School Funding Source: Unrestricted Contracts Pupil Services
Account Code: 01-0000-0-1110-3140-5800-00-000-5400-0750

Consultant: Psyched Services

Address: Airport Blvd. Suite 400, Burlingame CA 94010

Signed _____ Date _____

☐ District Employee ☐ Independent Consultant

Signed _____ Date _____

Site/Program Administrator (Check appropriate box below)

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

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

Signed _____ Date _____

Director of Human Resources

Signed _____ Date _____

Assistant Superintendent

ALL SIGNATURES MUST BE OBTAINED BEFORE SERVICES ARE PROVIDED.

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

Revised 02/15

Contract for Services Criteria

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

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

District/Site Administrator

Date

Ref: Contract for Services Criteria

Revised 02/15

PACIFIC GROVE UNIFIED SCHOOL DISTRICT

Consent Agenda Item J

435 Hillcrest Avenue
Pacific Grove, CA 93950
CONTRACT FOR SERVICES

This contract is an agreement between the Pacific Grove Unified School District and **Sharon Neumann Solow, MA, CSC, SC:L (doing business as SNS Interpreting)** for services rendered as specified below.

1. **Scope of Service:**

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

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

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

3. **Length of the Contract:**

Service is to be provided on the following date(s):
SY 2019-2020. August 7, 2019 – June 30, 2020

4. **Financial Consideration:**

\$250 an hour, not to exceed 16 hours, totaling \$4000

School Funding Source: Unrestricted Contracts Pupil Services

*Account Code: 01-0000-0-1110-3140-5800-00-000-5400-0750

Consultant: Sharon Neumann Solow dba SNS Interpreting

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

Signed _____ Date _____

☐ District Employee

☐ Independent Consultant

Signed _____ Date _____

Site/Program Administrator (Check appropriate box below)

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

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

Signed _____ Date _____

Director of Human Resources

Signed _____ Date _____

Assistant Superintendent

ALL SIGNATURES MUST BE OBTAINED BEFORE SERVICES ARE PROVIDED.

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

Revised 02/15

Contract for Services Criteria

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

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

District/Site Administrator

Date

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

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

DATE: June 20, 2019

PERSON RESPONSIBLE: Song Chin-Bendib, Assistant Superintendent

RECOMMENDATION:

The District Administration recommends that the Board review and approve the Agreement for Services with the City of Pacific Grove for a School Resource Officer (SRO) for the 2019-2020 school year.

BACKGROUND:

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

INFORMATION:

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

The District will pay the City \$70,695 for the 180 day school year, which is an increase from the previous year due to cost of living increase.

FISCAL IMPACT:

The District will pay \$70,695 from Fund 1- General Fund- School Resource Officer Program for the 2019-20 school year.

AGREEMENT FOR SERVICES

THIS AGREEMENT (Agreement) is entered into on this 1st day of July, 2019, by and between the PACIFIC GROVE UNIFIED SCHOOL DISTRICT (hereinafter referred to as "DISTRICT") and the CITY OF PACIFIC GROVE, a municipal corporation (hereinafter referred to as "CITY").

WITNESSETH

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

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

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

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

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

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

1. TERM

The Term of this Agreement shall be for one year commencing on July 1, 2019 through and including June 30, 2020 unless terminated pursuant to the terms of this agreement.

2. SCOPE OF SERVICES

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

3. COMPENSATION/SERVICE RATES

A. The DISTRICT agrees to pay the CITY a not-to-exceed amount of Seventy Thousand One Hundred and Twenty Nine (\$70,695) for the SRO, for the Term as stated above.

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

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

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

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

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

4. GENERAL ADMINISTRATION AND MANAGEMENT

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

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

5. SUSPENSION/TERMINATION OF AGREEMENT

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

6. **ASSIGNMENT**

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

7. **HOLD HARMLESS**

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

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

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

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

8. INSURANCE AND WORKER'S COMPENSATION

The DISTRICT certifies that it is aware of the provisions of the Labor Code of the State of California which requires every employer to be insured against liability for workers' compensation or to undertake self-insurance in accordance with the provisions of that Code, and it certifies that it will comply with such provisions before commencing performance under this Agreement. CITY agrees to provide all necessary workers' compensation insurance for any and all CITY employees, including, but not limited to any employee providing SRO services to DISTRICT as contemplated by this Agreement, at CITY'S own cost and expense.

9. NOTICES

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

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

CITY: Jocelyn Francis, Police Administrative Services Manager
Pacific Grove Police Department
580 Pine Avenue
Pacific Grove. CA 93950

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

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

10. VENUE

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

11. AGREEMENT CONTAINS ALL UNDERSTANDINGS, AMENDMENT

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

12. GOVERNING LAW

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

13. WAIVER

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

14. INTERPRETATION OF CONFLICTING PROVISIONS

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

15. HEADINGS

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

16. NON-EXCLUSIVE AGREEMENT

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

17. CONSTRUCTION OF AGREEMENT

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

18. COUNTERPARTS

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

19. SEVERABILITY

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

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

PACIFIC GROVE UNIFIED SCHOOL DISTRICT

_____	_____
Dr. Ralph Porras	Date
Superintendent	

CITY OF PACIFIC GROVE

_____	_____
Ben Harvey	Date
City Manager	

_____	_____
Jackie Gomez-Whiteley	Date
Interim Chief of Police	

APPROVED AS TO FORM

_____	_____
Dave Laredo	Date
City Attorney	

EXHIBIT A

SCOPE OF SERVICES, RESPONSIBILITIES DUTIES

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

ARTICLE I

Rights and Duties of the CITY -

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

1. School Resource Officer

- A. The CITY shall assign one regularly assigned police officer to the DISTRICT with the responsibility to provide SRO services to the following schools: Pacific Grove High School, Pacific Grove Community High, Pacific Grove Middle School, Forest Grove Elementary School, Robert Down Elementary School and Pacific Grove Adult School.
- B. The SRO will have an office at Pacific Grove High School, established and provided by the DISTRICT.
- C. The immediate duties and supervision of the SRO shall reside with the Pacific Grove Police Department, which shall perform scheduled and non-scheduled visits to the schools.

2. Regular Duty Hours of the SRO

- A. During the Term, the SRO shall be assigned to the schools on a full-time basis, eight hours per school day, with a half hour break for lunch. The SRO will rotate time amongst all of the aforementioned schools within the DISTRICT.
- B. When school is closed due to in-service training, the SRO, if invited by a school or DISTRICT administrator(s), may attend the in-service training.
- C. During extended periods when schools are not in session, the SRO will be assigned as needed by his/her CITY supervisor.
- D. The CITY shall ensure the SRO schedules time off for vacations and floating holidays during periods when school is not in session.
- E. In the event the SRO must take time off during the time school is in session, such time must be authorized by the SRO's police supervisor. The SRO must also notify the District Superintendent or designee of the impending absence.

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

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

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

3. Duties, Obligations and Procedures of the SRO

The SRO shall:

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

Q. Provide information regarding community programs so that proper referrals can be made and appropriate assistance accessed, and refer students to school counselors as needed. These programs may include mental health programs, drug treatment programs, anti-bullying programs, etc. The SRO, after consulting with the school administrator, may make referrals to such agencies when necessary thereby acting as a resource person to the students, staff, faculty and administration. Referral guidelines shall be determined by school administration.

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

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

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

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

V. Attend Weekly Meeting with School Safety Officer and Bi-Monthly Meeting with School Safety Officer, Police Commander, Police Supervisor, and Principal(s). Any additions to the above duties must be mutually agreed in writing upon by the CITY'S Chief of Police, the DISTRICT Superintendent or his/her designee.

ARTICLE III

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

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

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

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

ARTICLE IV

Appropriations -

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

ARTICLE V

Employment Status of School Resource Officer -

The SRO shall remain at 1 employee of the CITY at all times while providing SRO services to the DISTRICT, and shall not be an employee of the DISTRICT. The DISTRICT and CITY acknowledge that the SRO is a law enforcement officer who shall uphold the law under the direct supervision and control of the Pacific Grove Police Department. The SRO shall remain responsive to the chain of command of the Pacific Grove Police Department.

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

ARTICLE VI

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

ARTICLE VII

Dismissal of School Resource Officer; Replacement –

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

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

- ☒ Consent
☐ Information/Discussion
☐ Action/Discussion

SUBJECT: Contract for Services with Dovetail Learning for Toolbox Program

DATE: June 20, 2019

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

RECOMMENDATION:

The District Administration recommends the Board review and approve the contract for services with Dovetail Learning to train our team to implement and coach others in the use of the Toolbox social emotional learning program.

BACKGROUND:

An analysis of data that included the Forest Grove Elementary School Plan for Student Achievement School Goals Survey, the California Healthy Kids Survey, and feedback from staff professional development indicated a need for a social emotional learning program at Forest Grove. Our team members who receive the training will in turn train all staff in the use of the Toolbox program at our school. Our expectation is that this program will be implemented in all settings including classrooms, playground, and the Before and After School Recreation Program. The goal is to transform the culture of our school by fostering the development of resilience, self-mastery, and empathy for others in our students, staff, and families.

INFORMATION:

Under the terms of this contract, Dovetail will provide three hours of Toolbox training to our nine team members. The trainer will follow up with two hours of consultation. The rate of \$500/hour for both services.

FISCAL IMPACT:

\$2,500 to be paid out of the Forest Grove Elementary site fund for professional consulting services.

PACIFIC GROVE UNIFIED SCHOOL DISTRICT

**435 Hillcrest Avenue
Pacific Grove, CA 93950**

CONTRACT FOR SERVICES

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

1. Scope of Service:

To provide: Trainings and Materials for Toolbox (Social Emotional Learning) school climate program.

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

Attendees will be prepared to implement and coach Toolbox at school

3. Length of the Contract:

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

Initial 3-hour training 7/31/19. Two hour site specific training TBD in 2019-20.

4. Financial Consideration:

Consultant to be paid at the rate of:

\$500 per hour _____ (\$ per hr/day/other)

for five hours _____ (hours/days/other)

School Funding Source: _____

Account Code: _____

Consultant (Please print) _____

Address 8256 Gravenstein HWY N.#2, Sebastopol CA 95472 Phone: (707) 861-3396

Signed _____ Date _____

☐ District Employee ☐ Independent Consultant

Signed _____ Date _____

Site/Program Administrator (Check appropriate box below)

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

X Contracted work was not assigned using District's normal employment recruitment process.

Attached Criteria Page (REQUIRED) identifies reason.

Signed _____ Date _____

Director of Human Resources

Signed _____ Date _____

Assistant Superintendent

ALL SIGNATURES MUST BE OBTAINED BEFORE SERVICES ARE PROVIDED.

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

Contract for Services Criteria

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

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

District/Site Administrator

Date

Ref: Contract for Services Criteria

Revised 02/15

- ☒ Consent
☐ Information/Discussion
☐ Action/Discussion

SUBJECT: Contract for Services with Kate Gallaway, Math Specialist for the Elementary and Middle Schools

DATE: June 20, 2019

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

RECOMMENDATION:

The Administration recommends that the Board review and approve the contract for services with Kate Gallaway, Math Specialist for the elementary and middle schools for 2019-2020.

BACKGROUND:

Kate Gallaway is a highly effective math specialist with 24 years of experience working with teachers, administrators, students and parents ensuring that all students are successful in learning mathematics. In her roles as university professor and district math coach she is an innovator in providing research based tools to differentiate instruction. Kate's has been supporting our elementary and middle school teachers for the last three years. She has also worked with numerous other schools both locally and around the country. In addition she is the published author of four teacher resource books on differentiated instruction and leads teacher professional development around the country. This experience continues to make Kate highly effective in supporting our district goals and needs in mathematics instruction.

INFORMATION:

Kate Gallaway was a member of the math adoption committee in 2018-2019 and supported teachers as they implemented both pilot programs and worked with teachers to analyze the effectiveness of both programs. Kate supported teachers with model lessons demonstrating best practices such as small groups and worked with teachers on analyzing data and student work to provide more targeted math instruction. Kate will continue to provide a variety of strategies to support teachers and strengthen math instruction at the middle school as well as supporting teachers with the new SWUN math adoption.

In 2019-2020 Kate will support elementary teachers as an extended support of the SWUN coaching days already scheduled for the school year. She will also train all the instructional aids on the new math adoption in order to provide more targeted in class support by way of small group instruction.

Furthermore, classroom teachers and intervention specialists will need continued support as they analyze common formative assessment data and enhance professional practice to further support students with achievement gaps in math.

At the middle school Kate will continue to work with the teachers who are providing the intervention math classes to integrate both procedural/conceptual instruction and the special education teachers who are providing the transition math support classes. She will continue to support the math department with the analysis of data to adjust instruction and differentiate. She would also assist with the implementation of a new supplemental curriculum for the math intervention classes. This expenditure is aligned to the District's Local Control Accountability Plan goal 2 and is already budgeted out of the 2019-2020 General Fund Math Coach Budget.

FISCAL IMPACT:

\$22,200- Budgeted out of the 2019-2020 General Fund Math Coach Budget. This total includes the \$16,600 savings which was directed by the Board at the Special Board Meeting on May 15, 2019.

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

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

1. Scope of Service:

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

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

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

3. Length of the Contract:

Service is to be provided on the following date(s): The 2019-20 school year.

4. Financial Consideration:

Consultant to be paid at the rate of:

\$60.00 per hour, 10 hours per week for 37 weeks for a total of 370 hours for a total of \$22,200.00.

School Funding Source: General Fund

Account Code: 01-0000-0-1152-2490-5800-00-000-2490-0001

Consultant: KATE GALLAWAY

Address: 26225 Atherton Place Carmel, Ca 93923

Signed _____ Date _____

☐ District Employee

☒ Independent Consultant

Signed _____ Date _____

Site/Program Administrator (Check appropriate box below)

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

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

Signed _____ Date _____

Director of Human Resources

Signed _____ Date _____

Assistant Superintendent

ALL SIGNATURES MUST BE OBTAINED BEFORE SERVICES ARE PROVIDED.

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

CONTRACT FOR SERVICES CRITERIA

DISTRICT/SITE ADMINISTRATOR – PLEASE CIRCLE CRITERIA THAT APPLY AND SIGN BELOW.

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

District/Site Administrator

Date

- ☒ Consent
☐ Information/Discussion
☐ Action/Discussion

SUBJECT: Contract for Financial Advisory Services with Dale Scott and Company

DATE: June 20, 2019

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

RECOMMENDATION:

The District Administration recommends that the Board review and approve the contract for Financial Advisory Services with Dale Scott and Company (DS&C) with regards to exploring a new general obligation bond for facilities.

BACKGROUND:

At the May 2, 2019 Board meeting, the Board directed Administration to pursue options for a facility bond. Dale Scott provided a power point presentation about the District's current debt profile and potential options for a facility bond. The Board further directed Mr. Scott for additional details to be presented on the June 6, 2019 Board meeting.

INFORMATION:

This contract will allow Dale Scott and Company to provide the services necessary to place a general obligation bond on the ballot. The types of services include:

- 1) Pre-election services
- 2) Survey research services
- 3) Bond Issuance services
- 4) Financial Analysis
- 5) Disclosure services

The term of the agreement begins on the date signed following Board approval. If the bonds are issued, the agreement will continue for **five** years. If no bonds are issued, the contract shall be for one year. Either party may terminate this agreement at any time with 30 days' written notice of such termination. If such termination is requested by the District, the District agrees to compensate DS & C for its services performed to date and expenses as mutually agreed upon.

FISCAL IMPACT:

The fee for the survey research services is a one-time \$10,000 per survey 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, the fee is \$15,000 per election. All these costs are wholly 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 from bond proceeds.

April 10, 2019

Board of Trustees
c/o Ralph Porras, Superintendent
Pacific Grove Unified School District
435 Hillcrest Avenue
Pacific Grove, CA, 93950

**Re: Pacific Grove Unified School District
Agreement for Financial Advisory Services**

Ladies and Gentlemen:

It is our understanding that the Pacific Grove Unified School District (the "District") wishes to address its capital needs by reviewing its current debt profile, placing general obligation bonds before the voters, issuing general obligation bonds, certificates of participation, refunding bonds, and/or bond anticipation notes (collectively, the "Bonds"). In connection with this goal, Dale Scott & Company, Inc. ("DS&C") proposes to advise and assist the District as its independent financial advisor as set forth below (the "Agreement").

I. **Advisory Services Provided.** The services to be provided under this Agreement are set forth below:

- a. **Pre-Election Services.** If the District prepares for and/or conducts a bond election, DS&C will provide the following services as needed:
 - Review District's overall financing needs and recommend appropriate financing vehicle
 - Review District project list including anticipated costs
 - Develop an election and financing timetable
 - Review historical assessed valuation patterns
 - Calculate bonding capacity of District, less any outstanding debt
 - Prepare a financing plan including alternative amortization schedules of the Bonds' principal repayment, alternative total bond issue amounts, alternative repayment plans, alternative scenarios for timetable of bond issuance
 - Analyze impact of alternative bond scenarios on tax rates
 - Recommend proposed bond amount and issuance schedule
 - Prepare ballot language
 - Review financial aspects of resolutions prepared by bond counsel to confirm that potential financing plans are permitted
 - Advise District as to information to be distributed to public regarding proposed bond issue
 - Prepare tax rate statement for ballot
 - Prepare argument for ballot and rebuttal (if necessary)
- b. **Survey Research Services.** If so requested, design and draft a random survey of registered voters of the District, incorporating comments from the District, coordinating the gathering of data, and analyzing and presenting the results to the District. Specific information will include:
 - Overall performance of district
 - Quality of education



- Quality of district facilities
- Perceived need for a bond issue
- Need for the funding of specific projects
- Willingness to raise taxes for bond

c. **Bond Issuance Services.**

- Analyze issues such as debt capacity, assessed valuation growth, alternative financing structures, and developments in the bond market
- If requested, oversee the selection process and assembly of finance team members
- Prepare schedule of financing and see that all parties take the necessary actions to ensure timely completion of financing
- Size and structure the bond financing to meet District's cash flow needs and tax rate goals
- Provide legal counsel with information necessary for the preparation of authorizing resolutions and related legal documentation

If District chooses to issue Bonds through a competitive bid process:

- Review competitive bid Notice of Sale and Bid Form
- Electronically distribute bid documents to qualified underwriters and post bid documents on DS&C's web site
- Monitor and verify bids on day of sale
- Coordinate award of winning bid
- Verify final interest calculations
- Review tax opinion, arbitrage certificate and continuing disclosure certificate
- Assist with management and coordination of pre-closing and closing as needed

If District chooses to issue Bonds through a negotiated bid process:

- Consult with District as to preferred members of financing team or, if requested by District, manage selection process of underwriting team through written and/or oral interviews and negotiate all fees
- Review underwriter's proposed structure and make recommendations as appropriate
- Independently gather interest rate information based on recent tax-exempt sales activity
- Review proposed underwriting fees as well as all other fees and make recommendations as appropriate
- Confer with underwriter to discuss sales goals, specific marketing concerns, timing of sale, and condition of the market
- Review pre-pricing and final interest rate scale and make suggested modifications based on competitive market data
- Review final pricing and give District final opinion regarding competitiveness of underwriter's proposed interest rate scale
- Verify final interest calculations
- Review tax opinion, arbitrage certificate and continuing disclosure certificate
- Assist with management and coordination of pre-closing and closing as needed



II. Limitations on Services.

- a. The services provided under this Agreement are limited to the services described above unless otherwise agreed to in writing by DS&C.
- b. Unless otherwise provided above, DS&C is not responsible for preparing any preliminary or final official statement, or for certifying as to the accuracy or completeness of any preliminary or final official statement, other than with respect to any information about DS&C provided by DS&C for inclusion in such documents.

III. Compensation. Except as noted, payment of all fees and expenses is wholly contingent on the passage and/or sale of the Bonds, and may be made from any source of legally available funds. For its services as set forth in this Agreement, DS&C shall be compensated as follows:

- a. **Pre-Election Services.** For Pre-Election Services, the District shall pay DS&C a one-time fee of \$15,000 per election.
- b. **Survey Research Services.** If Survey Research Services are provided, the District shall pay DS&C a one-time fee of \$10,000 per survey. In addition, the District agrees to reimburse DS&C for approved out of pocket expenses related to the collection of survey research data in an amount not to exceed \$5,000.
- c. **Bond Issuance Services.** For Bond Issuance Services, the District shall pay DS&C as follows:
 - For each series of Bonds, with the exception of BANs, a fee of \$75,000
 - For each series of BANs, a fee of \$42,500
- d. **Expenses.** The District agrees to reimburse DS&C reasonable and necessary out-of-pocket expenses at their direct cost.

IV. Effective Date, Terms, and Conditions. This Agreement shall be effective on the date signed by an authorized representative of the District and remain in effect for five years. Either party may terminate this Agreement at any time with 30 days' written notice of such termination. If such termination is requested by the District, the District agrees to compensate DS&C for its services performed to date and expenses as mutually agreed upon.

The District agrees DS&C shall be the sole financial advisor in relation to the sale of the Bonds during the term of this Agreement, and that no additional financial advisors shall be hired by the District for the services described in this Agreement without the written consent of DS&C.

V. Additional Matters.

- a. **Insurance.** DS&C shall maintain in full force and effect workers' compensation insurance, general liability insurance, and professional liability and/or errors and omissions insurance covering its employees at its own expense. Evidence of such insurance shall be provided to the District upon request.
- b. **Entire Agreement and Amendments.** This Agreement contains the entire understanding of the parties with respect to the subject matter herein. No amendment or addition to this Agreement shall be valid unless such amendment or addition is in writing and signed by the parties hereto.
- c. **Jurisdiction.** It is expressly understood and agreed that this Agreement and all questions arising there under shall be construed according to the laws of the State of California,



without reference to any conflicts of law provisions. Any litigation or arbitration between the parties will take place in the appropriate court or legal forum located closest to San Francisco, California.

- d. **Assignment.** This Agreement shall be binding upon and inure to the benefit of the parties, their respective successors and permitted assigns; provided however, neither party may assign or transfer any of its rights or obligations hereunder without the prior written consent of the other party.
- e. **Independent Contractor.** DS&C are independent contractors and not agents or employees of the District and shall have no authority to act as an agent of the District, nor to enter into any agreement for or on behalf of the District except as provided herein.
- f. **Property of District.** All work performed by DS&C pursuant to this Agreement shall become the property of the District, is for the sole use of the District, and shall not be released to any third party without prior written consent of the District.
- g. **Notices.** The parties may deliver any documents related to this Agreement or any notices required by email or other electronic means. The parties consent to (i) conduct business electronically, (ii) receive documents and notices by such electronic delivery, and (iii) sign documents electronically. Where written notice is to be given under this Agreement, service shall be sufficient if deposited in the United States mail, postage paid, and shall be effective from the date of mailing. Notice to the parties shall be addressed to the signatories below at their respective addresses listed above.
- h. **Attorneys' Fees.** If either party brings any action or proceeding to enforce, protect or establish any right or remedy arising out of or based upon this Agreement, including but not limited to the recovery of damages for its breach, the prevailing party in said action or proceedings shall be entitled to recovery of its costs and reasonable attorneys' fees, including the reasonable value of the services of the counsel of the District or the counsel of DS&C.
- i. **Counterparts.** This Agreement may be executed in counterparts, each of which when so executed and delivered shall be deemed an original, and all of which together shall constitute one and the same Agreement. Execution of a facsimile copy will have the same force and effect as execution of an original, and a facsimile signature will be deemed original and valid.
- j. **Severability.** If a provision of this Agreement is held to be unenforceable under applicable law, the parties agree to renegotiate such provision in good faith. If the parties cannot reach a mutually agreeable and enforceable replacement, then (i) such provision shall be excluded from this Agreement, (ii) the balance of this Agreement shall be interpreted as if such provision were so excluded and (iii) the balance of this Agreement shall be enforceable in accordance with its terms.
- k. **Official Statement.** DS&C is not responsible for preparing any preliminary or final official statement, or for certifying as to the accuracy or completeness of any preliminary or final official statement, other than with respect to any information about DS&C provided by DS&C for inclusion in such documents.



- I. **Certain Mandatory Disclosures.** DS&C agrees to provide to the District disclosures required by Municipal Securities Rulemaking Board ("MSRB") Rule G-42 and Rule G-10 (the "Disclosures"), which are attached here as Appendix A. DS&C agrees to promptly amend or supplement the Disclosures to reflect any material changes or additions, which shall be delivered to the District and incorporated by reference as of the date thereof into this Agreement to the same extent as if set forth herein.

Dale Scott & Company, Inc.

Pacific Grove Unified School District

By:

Accepted:

A handwritten signature in blue ink that reads "Dale Scott". The signature is stylized, with the first letters of the first and last names being prominent.

Dale Scott, President

Title:

Date:



APPENDIX A:

DISCLOSURES REQUIRED UNDER MSRB RULE G-10 AND G-42

Required Disclosures. MSRB Rule G-10 and G-42 require that DS&C provide you with the following disclosures of actual and potential material conflicts of interest, of information regarding certain legal events and disciplinary history, and of information regarding municipal advisory client education and protection.

- 1) **Disclosures of Conflicts of Interest.** DS&C makes the following disclosures with respect to material conflicts of interest in connection with the Scope of Services under its Agreement with the District, together with explanations of how DS&C addresses or intends to manage or mitigate each conflict. To that end, with respect to all of the conflicts disclosed below, DS&C mitigates such conflicts through its adherence to its fiduciary duty to the District, which includes a duty of loyalty to the District in performing all municipal advisory activities for the District. This duty of loyalty obligates DS&C to deal honestly and with the utmost good faith with the District and to act in the District's best interests without regard to DS&C's financial or other interests. The disclosures below describe, as applicable, any additional mitigations that may be relevant with respect to any specific conflict disclosed below.
 - a) **Compensation-Based Conflicts.** The financial advisory fees due under DS&C's agreement with the District are contingent upon the completion of the financing for which DS&C is providing municipal advisory services and may be based on metrics such as refunding savings. While this form of compensation is customary in the municipal securities market, this may present a conflict because it could create an incentive for DS&C to advise the District to complete a financing or to alter the structure of a financing. This conflict of interest is mitigated by our fiduciary obligation to the District as described above. Further, DS&C works closely and carefully with the District to ensure the structure of the financing is appropriate for the District's needs.
 - b) **Related Disclosure Relevant to the District.** DS&C may have made contributions to bond referendum campaigns or provided in-kind election-related assistance to bond referendum campaigns and the campaigns resulted in voter authorization for an issue under DS&C's agreement with the District. Similarly, DS&C may have made contributions to charitable organizations at the request of personnel of the District. The District may wish to consider any impact such circumstances may have on how it conducts its activities with DS&C under its Agreement.
 - c) **Other Municipal Advisor Relationships.** DS&C serves as municipal advisor to other municipal advisory clients and, in such cases, owes a regulatory duty to such other clients just as it does to the District under its agreement. These other clients may, from time to time and depending on the specific circumstances, have competing interests, such as accessing the new issue market with the most advantageous timing and with limited competition at the time of the offering. In acting in the interests of its various clients, DS&C could potentially face a conflict of interest arising from these competing client interests.
- 2) **Disclosures Regarding Legal Events, Disciplinary History and Client Education and Protection.** MSRB Rule G-42 requires that municipal advisors provide to its clients certain disclosures of legal or disciplinary events material to the clients' evaluation of the municipal advisor or the



integrity of the municipal advisor's management or personnel. Additionally, MSRB Rule G-10 requires that municipal advisors provide to its clients certain disclosures of education and protection information. Accordingly, DS&C sets out below required disclosures and related information in connection with such disclosures.

- a) **Registration.** DS&C is registered with the US Securities and Exchange Commission and the MSRB. The website for the MSRB is www.msrb.org.
- b) **Client Brochure.** A municipal advisory client brochure is available to you on the MSRB website that describes the protections that may be provided by the MSRB rules and how to file a complaint with an appropriate regulatory authority.
- c) **Material Legal or Disciplinary Events.** There are no legal or disciplinary events that are material to the District's evaluation of DS&C or the integrity of DS&C's management or advisory personnel disclosed, or that should be disclosed, on any Form MA or Form MA-I filed with the SEC.
- d) **Most Recent Change in Legal or Disciplinary Event Disclosure.** As required by the SEC, DS&C regularly updates its Forms MA and MA-I with information pertinent to the firm. In response to item 6(g)(2) on the Form MA-I for Dale Scott, DS&C has filed notice regarding a non-public, fact-finding investigation by the SEC which is currently ongoing.
- e) **How to Access Form MA and Form MA-I Filings.** DS&C's most recent Form MA and each most recent Form MA-I filed with the SEC are located on the SEC's EDGAR system by searching for "Dale Scott & Co" at:
<https://www.sec.gov/edgar/searchedgar/companysearch.html>

- ☒ Consent
☐ Information/Discussion
☐ Action/Discussion

SUBJECT: Memorandum of Understanding with North Monterey County Unified School District for Independent Studies Program

DATE: June 20, 2019

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

RECOMMENDATION:

The Administration recommends that the Board review and approve the 2019-2020 Memorandum of Understanding (MOU) with North Monterey County Unified School District (NMCUSD) for Independent Studies Program.

BACKGROUND/INFORMATION:

For many years the district has housed the Independent Study Program which is under the direction of North Monterey County Unified. This program currently meets in Room E-3 at the David Avenue site. The lease payment is \$1 per year, plus \$100 (an increase from \$50/month in prior years) per month for custodial services.

In return for the nominal lease agreement, Pacific Grove USD students who wish to attend an independent study program may apply via an inter-district transfer. In the 2018-19 school year, there are 26 Pacific Grove students who have transferred to independent study for various reasons.

Room E-3 is approximately 1,000 square feet. The District provides custodial and maintenance services at 30 minutes per day and a 4-hour deep cleaning in the summer. At 100 custodial hours per year, the average cost is \$2,219.00

FISCAL IMPACT:

The net cost is about \$1,000 per year to Pacific Grove Unified School District in exchange for District students accessing the Independent Study Program.

Memorandum of Understanding (MOU)

Between
Pacific Grove Unified School District
and
North Monterey County Unified School District

A. PURPOSE

The purpose of this Memorandum of Understanding (hereinafter called "MOU") is to establish and document a relationship between Pacific Grove Unified School District (PGUSD) and North Monterey County Unified School District (NMCUSD), hereinafter collectively referred to as the "Parties," for the purpose of creating a lease agreement to benefit students in the NMCUSD Independent Study Program. The NMCUSD Independent Study Program agrees to accept students from PGUSD who meet the requirements agreed upon by both parties.

B. PREMISES

For the purposes of this MOU, the premises are identified as Classroom #E-3 at the David Avenue School, 1004 David Avenue, Pacific Grove, CA 93950.

C. LEASE TERM

The lease term shall be July 1, 2019 through June 30, 2020.

D. LEASE DEPOSIT AND PAYMENT

For use of the premises, NMCUSD will pay to PGUSD a lease deposit in the amount of \$1,000 and a lease payment in the amount of \$1 per year. In addition, NMCUSD will pay PGUSD \$100 per month for basic custodial services.

E. USE OF PREMISES

NMCUSD accepts full responsibility for the use of the premises during the term of this lease. PGUSD understands only that NMCUSD proposes to conduct an independent study program within the premises and takes no responsibility for said operation.

F. PREMISES CONDITION

NMCUSD accepts the condition of the premises as is and in no way expects PGUSD to modify the existing condition of the premises as a condition of this lease agreement.

G. TERMINATION

PGUSD shall, at its sole discretion, have the right to terminate this agreement subject to a 90-day written notice, which must be provided to NMCUSD prior to April 1, of each year.

H. AUTHORIZED REPRESENTATIVES

Correspondence and communication regarding this agreement and use of the premises shall be conducted only through authorized representatives of PGUSD and NMCUSD and shall not be delegated to persons who are not employees of PGUSD or NMCUSD.

I. INDEMNIFICATION

PGUSD shall indemnify, hold harmless and defend North Monterey County Unified School District, Independent Study, and its trustees, officers, employees and agents from and against every claim, demand and/or liability which may be made by reason of the negligent acts or omission(s) of the Pacific Grove Unified School District in its performance of this MOU.

North Monterey County Unified School District shall indemnify, hold harmless and defend PGUSD and its trustees, officers, employees and agents from and against every claim, demand and/or liability which may be made by reason of the negligent acts or omission(s) of North Monterey County Unified School District, Independent Study, and/or its employees or agents in their performance of this MOU.

J. INSURANCE

North Monterey County Unified School District shall at its sole cost and expense, procure and maintain throughout the term of this MOU policies of general liability insurance and property and casualty insurance during the performance of the MOU.

1. Comprehensive General Liability insurance providing coverage against claims for Bodily Injury or Death, and Property Damage. Such insurance shall provide protection to the limit of not less than \$1,000,000 combined single limit for Bodily Injury and Property Damage.
2. Workers' Compensation insurance statutory coverage including Employers Liability with limits of not less than \$1,000,000.
3. Comprehensive Automobile Liability with limits not less than \$1,000,000 each occurrence, combined single limit for Bodily Injury and Property Damage, including coverage for owned, non-owned and hired vehicles.

North Monterey County Unified School District shall notify Pacific Grove Unified School District at least thirty (30) days prior to cancellation or non-renewal of any such insurance.

Agreement to the above conditions and acceptance of this MOU is confirmed by the execution of the document by the authorized representatives below.

Authorized Representative, PGUSD

Date

Authorized Representative, NMCUSD

Date

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

SUBJECT: Lease Agreement with The WAVE Youth Program of Pacific Grove

DATE: June 20, 2019

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

RECOMMENDATION:

The Administration recommends that the Board review and approve the 2019-2020 Lease Agreement with The Wave Youth Program of Pacific Grove (The WAVE).

BACKGROUND:

Since 2017, the District has opened the Pacific Grove High School campus to The Wave. The Wave utilizes the site facilities such as the tennis court, gymnasium, pool, classrooms (art, culinary, etc).

INFORMATION:

This 10-day summer program is open to all Pacific Grove Unified School District (PG USD) students of middle school age, at no charge, and includes athletics, swimming, arts and crafts. The dates of the camp will be July 8-19, 2019.

FISCAL IMPACT:

Revenue of \$6,400 will be deposited into the District's Fund 40, Capital Outlay Projects Fund, the rental account.

Lease Agreement
 Between
 Pacific Grove Unified School District
 and
 The Wave Youth Program of Pacific Grove

A. PURPOSE

The purpose of this lease agreement (hereinafter called "Agreement") is to establish and document an agreement between Pacific Grove Unified School District (PGUSD) and The Wave Youth Program of Pacific Grove (The Wave), hereinafter collectively referred to as the "Parties," for the purpose of creating a lease agreement to benefit students in the The Wave. The Wave Program agrees to accept only students from PGUSD who meet the requirements agreed upon by both parties.

B. PREMISES

For the purposes of this Agreement, the premises are identified as Facilities at Pacific Grove High School, 615 Sunset Ave., Pacific Grove, CA 93950.

C. LEASE TERM

The lease term shall be July 8, 2019 through July 19, 2019.

D. LEASE DEPOSIT AND PAYMENT

For use of the premises, The Wave will pay to PGUSD a facility fee in the amount of \$6,400 which includes basic custodial services.

E. USE OF PREMISES

The Wave accepts full responsibility for the use of the premises during the term of this lease. PGUSD understands only that The Wave proposes to conduct a 10-day summer youth program within the premises and takes no responsibility for said operation.

F. PREMISES CONDITION

The Wave accepts the condition of the premises as is and in no way expects PGUSD to modify the existing condition of the premises as a condition of this agreement.

G. TERMINATION

PGUSD shall, at its sole discretion, have the right to terminate this agreement subject to a 90-day written notice, which must be provided to The Wave prior to April 1, of each year.

H. AUTHORIZED REPRESENTATIVES

Correspondence and communication regarding this agreement and use of the premises shall be conducted only through authorized representatives of PGUSD and The Wave and shall not be delegated to persons who are not employees of PGUSD or The Wave.

I. INDEMNIFICATION

PGUSD shall indemnify, hold harmless and defend The Wave and its agents from and against every claim, demand and/or liability which may be made by reason of the negligent acts or omission(s) of the Pacific Grove Unified School District in its performance of this Agreement.

The Wave shall indemnify, hold harmless and defend PGUSD and its trustees, officers, employees and agents from and against every claim, demand and/or liability which may be made by reason of the negligent acts or omission(s) of The Wave and its agents in their performance of this Agreement.

J. INSURANCE

The Wave shall at its sole cost and expense, procure and maintain throughout the term of this Agreement policies of general liability insurance and property and casualty insurance during the performance of the Agreement.

1. Comprehensive General Liability insurance providing coverage against claims for Bodily Injury or Death, and Property Damage. Such insurance shall provide protection to the limit of not less than \$1,000,000 combined single limit for Bodily Injury and Property Damage.
2. Workers' Compensation insurance statutory coverage including Employers Liability with limits of not less than \$1,000,000.
3. Comprehensive Automobile Liability with limits not less than \$1,000,000 each occurrence, combined single limit for Bodily Injury and Property Damage, including coverage for owned, non-owned and hired vehicles.

The Wave shall notify Pacific Grove Unified School District at least thirty (30) days prior to cancellation or non-renewal of any such insurance.

Agreement to the above conditions and acceptance of this Agreement is confirmed by the execution of the document by the authorized representatives below.

Authorized Representative, PGUSD Date

Authorized Representative, The Wave Date

- ☒ Consent
☐ Information/Discussion
☐ Action/Discussion

SUBJECT: Memorandum of Understanding with Monterey County Office of Education for Fiber Connection

DATE: June 20, 2019

PERSON(S) RESPONSIBLE: Bruce Cates, Director of Educational and Informational Technology

RECOMMENDATION:

The District Administration recommends the Board review and approve the Memorandum of Understanding (MOU) with the Monterey County Office of Education (MCOE).

BACKGROUND:

The MCOE provides Internet service and support for Pacific Grove Unified School District and many other districts around Monterey County. This connection provides high-speed access to the Internet for the educational and business needs of the District. The previous contract for fiber service expired at the end of 2017-18.

INFORMATION:

This MOU is for the one-gigabit (1Gb) fiber connection (circuit) between PGUSD and MCOE. The 1Gb bandwidth can easily increased if we need more capacity.

It is not eligible for E-Rate or CTF (California Teleconnect Fund) discounts because MCOE files for those discounts on our behalf as a consortium. Rather than each district applying for separate E-Rate discounts, MCOE files for consortium and the discounted price is reflected in the charge to each district.

This is beneficial for the District because it allows us to take advantage of the county-wide consortium discount and allows us to connect to MCOE's ten-gigabit (10Gb) port. As a result we are paying only \$135 per month for a circuit that would cost over \$2,000 per month (pre-discount) if we bought it on our own.

The MOU is for service during the 2018-19 school year. We received the MOU on May 23, 2019.

FISCAL IMPACT:

The 2018-19 cost of the circuit is \$1,620 (\$135/mo) from the Measure A Technology Fund.

Monterey County Office of Education

Leadership, Support, and Service to Prepare All Students for Success

*Dr. Deneen Guss
County Superintendent of Schools*

MEMORANDUM OF UNDERSTANDING

Between Pacific Grove Unified School District and the Monterey County Office of Education Regarding Wide Area Network Services

This Memorandum of Understanding establishes an AGREEMENT between the Pacific Grove Unified School District, hereafter referred to as AGENCY, and the Monterey County Office of Education (MCOE) to act on behalf of AGENCY in all activities related to Wide Area Network services as defined in this agreement.

In order to meet the requirements of this agreement, the MCOE and AGENCY agree to the following:

1.0 PURPOSE

This Agreement between AGENCY and MCOE exists to allow MCOE to act on behalf of AGENCY as a component District of the MCOE District, a Local Education Agency of the State of California, with all activities related to the upgrade, management and maintenance of the shared Wide Area Network that currently connects AGENCY and MCOE.

1.1 BACKGROUND:

To allow for greater flexibility in meeting current and projected educational requirements, upgrading the network to AT&T Switched Ethernet Network on Demand (ASENoD) during the early 2018-19 was performed. With prior notification and approval from all of the District (AGENCIES) technology directors, currently using the shared network, MCOE filed a 470, issued an RFP, and awarded a contract to upgrade the existing AT&T Switched Ethernet (ASE) network to Switched Ethernet Network on Demand software defined service. AT&T was the only bidder and their bid was deemed cost-effective, to minimize transition down time and technologically attractive.

2.0 EFFECTIVE DATE AND TERM

This agreement is effective on July 1, 2018 through June 30, 2019, at which time it will expire unless extended under mutual agreement. The AGREEMENT is also subject to Section 6.0 Termination.

3.0 DEFINITIONS

AT&T Switched Ethernet (ASE): ASE provides a robust switched Ethernet transport service that provides connectivity at port speeds of 100 Mbps, 1 Gbps, and 10 Gbps.

AT&T Switched Ethernet Network on Demand (ASENoD): This is the newly contracted service for 2018 and beyond. It provides the robust switched Ethernet transport service of ASE with additional on demand software defined capabilities that allow for easy upgrades to delivered bandwidth as demands change. ASENoD allows granular connectivity from 100 Mbps through 10 Gbps.

Committed Information Rate (CIR): The committed information rate (CIR) is the bandwidth for a virtual circuit guaranteed by an internet service provider to work under normal conditions.

4.0 SERVICES

The primary service procured under this AGREEMENT is Wide Area Network (WAN) services, provided by AT&T connecting AGENCY's network hub site to the MCOE data center via a Wide Area Network (WAN) connection utilizing ASENoD technology at selectable CIRs of up to 10Gbps.

- 4.1 Connection is from AGENCY's data center to AT&T's switched network with an Ethernet Virtual Circuit connecting AGENCY to MCOE's Data Center.
 - 4.1.1 Service includes all equipment necessary to deliver the service on a 1Gbps or 10Gbps Ethernet hand-off based on the district data center requirements and selected CIR.
 - 4.1.2 Service Provider Equipment shall be fully eligible as On-Premise Priority One Equipment for E-rate purposes.
 - 4.1.3 Service will be connected at or near where the existing ASE connection is located.
 - 4.1.4 AGENCY retains the option to establish an Ethernet Virtual Connection to an alternative ASENoD subscriber, provided that AGENCY pays for any and all costs associated with establishing the connection. Examples of use might include Internet Service, video content, distance learning, security, business services, or other education-related applications.
- 4.2 Service will initially be provided at the existing ASE connection and upgraded to the ASENoD technology.
- 4.3 Conversion from ASE to ASENoD is scheduled to begin on about July 1, 2018, and is expected to take more than six months to complete.
- 4.4 Maintenance will be coordinated by MCOE on behalf of AGENCY and provided by the telecommunications provider.

- 4.5** Services under this agreement are limited to the telecommunications transport services described herein and in no way obligate AGENCY to contract for Internet Access or any other service provided by MCOE.

5.0 RESPONSIBILITIES

5.1 MCOE shall have the following responsibilities:

- 5.1.1** MCOE shall act on AGENCY's behalf in submitting for and receiving E-Rate discounts for the Wide Area Network services.
- 5.1.2** MCOE shall act on behalf of AGENCY in dealing with and coordinating all activities of the telecommunications provider in satisfaction of services listed in *Section 4 Services*.

5.2 AGENCY shall have the following responsibilities:

- 5.2.1** AGENCY shall authorize MCOE to submit required forms and otherwise act on AGENCY's behalf in filing for E-Rate discounts for the services procured through this agreement.
- 5.2.2** AGENCY shall ensure any facilities utilized for the rendering of services are accessible when necessary including installation, maintenance, upgrade, and emergency situations.

6.0 TERMINATION

There shall be no termination of this AGREEMENT for any reason other than non-performance. In the event AGENCY seeks termination, MCOE may, at its sole discretion, impose penalties equal to the pro-rated remaining amount due per this AGREEMENT or the sum of lost E-Rate discounts and all penalties imposed by the telecommunications provider in accordance with the contract for the service, whichever is greater.

- 6.1** In the event that the MCOE fails to perform on a material term of this AGREEMENT, AGENCY has the right to terminate the AGREEMENT upon thirty (30) days written notice and all other rights and remedies available to it at law and equity.
- 6.2** In the event that AGENCY fails to perform on a material term of this AGREEMENT, then the MCOE shall have the right to terminate the AGREEMENT upon thirty (30) days written notice and all other rights and remedies available to it at law and equity. If service is disconnected due to AGENCY's failure to perform, penalties would apply as described above.

7.0 AGENCY SELECTION

The following tables are to be completed by the AGENCY's to identify selected Internet Access bandwidth and Inter-program budget transfer accounts.

PRICING TABLE:

CIR	Monthly Charge	Annual Charge	SELECT ONE
150 Mbps	\$95	\$1,140	<input type="checkbox"/>
500 Mbps	\$115	\$1,380	<input type="checkbox"/>
1 Gbps	\$135	\$1,620	X
2 Gbps ⁽¹⁾	\$195	\$2,340	<input type="checkbox"/>

- (1) Service for bandwidths above 1Gbps may require infrastructure changes, and will be evaluated by MCOE for their viability.

8.0 PAYMENT

In consideration of the Services set forth in Section 4.0 of this AGREEMENT AGENCY agrees to pay a shared network participation fee for the selected CIR from Section 7.0 AGENCY SELECTION. Each increase or decrease for connection CIR must be filed for annually during the USAC ERate 471 application window as defined on the USAC web site to ensure Erate discounts. The annual cost for AGENCY is \$1,620.00 which equates to a monthly cost of \$135.00. Payment shall be made via funds transfer, initiated by MCOE, from AGENCY to MCOE.

Please note that this fee is not eligible for E-Rate discounts on AGENCY's E-Rate application. MCOE agrees to pay the full cost of the shared network and obtain all eligible funding on AGENCY's behalf. The charges stated above are the estimated AGENCY portion of the shared network costs after all discounts are accrued.

9.0 FUNDS TRANSFER

AGENCY shall pay for services via fund transfer and provides the information below to allow MCOE to initiate the fund transfer from AGENCY to MCOE.

The AGENCY authorizes a transfer of funds as follows:

Fund	Resource	Yr	Goal	Function	Object	School	Local	Manager	Amount

The MCOE providing department requests the transfer be reflected as follows:

Fund	Resource	Yr	Goal	Function	Object	School	Local	Manager	Amount
01	0000	0	0000	0000	8689-00	000	0767	0105	1,620.00

10.0 INDEMNIFICATION

Both parties agree to indemnify, defend, and hold harmless, the officers, agents and employees of the other party against any claim, liability, loss, injury or damage imposed arising out of the performance of responsibilities for this Agreement, except for liability resulting from the negligent or willful misconduct of either party, its officers, agents and employees. If obligated to indemnify, defend, or hold harmless either party under this Agreement, both parties shall reimburse the non-negligent party for all costs, attorney's fees, expenses and liabilities associated with any resulting legal action. Both parties shall seek the approval of any settlement that could adversely affect the other party, its officers, agents or employees.

For AGREEMENTS that involve the AGENCY working with MCOE students, MCOE requires a Certificate of Insurance from the AGENCY of which (MCOE) shall be listed as additionally insured. The AGENCY will need to provide a Certificate of Insurance with the following language: "The coverage provided does not limit or exclude physical, mental, emotional and/or sexual abuse", with each contract generated.

11.0 DISPUTE RESOLUTION

It is the expectation of the parties that each party will make a good faith attempt to resolve any and all controversies, claims, disagreements, or other disputes arising out of relating to this Agreement ("Dispute"). In the event of any Dispute, the disputing party shall give written notice of the Dispute to the other party, which written notice shall include a reasonably detailed description of the Dispute. The parties shall use good faith, reasonable, and diligent efforts to resolve the Dispute within ninety (90) days of delivery of the written notice. If the parties are unable to resolve the Dispute, the parties may pursue their legal rights through any other legally permissible means.

12.0 NON-DISCRIMINATION

MCOE and AGENCY agree that they will not engage in unlawful discrimination of persons because of race, color, religious creed, national origin, ancestry, physical disability, age (over 40), medical condition, marital status, sexual orientation, gender identity, genetic information, military status, or sex of such persons. All nondiscrimination rules and regulations required by law to be included in this AGREEMENT are incorporated by this reference.

13.0 GOVERNING LAW

The terms and conditions of this AGREEMENT shall be governed by the laws of the State of California, with venue in Monterey County, California and no other place.

14.0 COMPLIANCE WITH LAWS

The Parties shall, at their own cost and expense, comply with all local, state, and federal ordinances, regulations, and statutes now in force and which may hereafter be enacted that affect this AGREEMENT.

15.0 ASSIGNMENT OF RIGHTS

Unless authorized in writing by both Parties, neither Party shall assign or transfer any rights or obligations covered by this AGREEMENT. Any unauthorized assignment or transfer shall constitute grounds for termination by the other Party.

16.0 NOTICE

All notices or demands to be given under this AGREEMENT by either party to the other shall be in writing and given either by: i) Personal service, or ii) U.S. Mail, mailed either by registered or certified mail, return receipt requested, with postage prepaid. Service shall be considered given when received if personally served or, if mailed, on the third (3rd) day after deposit in any U.S. Post Office. The address to which notices or demands may be given by either party may be changed by written notice given in accordance with the notice provisions of this section. As of the date of this AGREEMENT the addresses of the parties are as follows:

PACIFIC GROVE USD
435 Hillcrest Ave.
Pacific Grove, CA 93950
Attn: Bruce Cates
Phone: (831) 455-2550

MONTEREY COE
901 Blanco Circle
Salinas, CA 93901
Attn: Infrastructure Services
Phone: (831) 784-4136

17.0 SEVERABILITY

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

18.0 AMENDMENT

This AGREEMENT may only be altered, amended, or modified by written instrument executed by both Parties. The Parties agree to waive any right to claim, contest, or assert that this Agreement was modified, canceled, superseded, or altered by oral agreement, course of conduct or waiver.

19.0 WAIVER OF DEFAULT

No delay or failure to require performance of any provision of this AGREEMENT shall constitute a waiver of that provision as to that instance or any other instance. Any waiver must be in writing and shall only apply to that instance.

20.0 CONFLICT OF INTEREST

The AGENCY represents that it presently has no interest, which would conflict in any manner or degree with the performance of Services contemplated by this AGREEMENT.

IN WITNESS WHEREOF, the Parties hereto have caused this AGREEMENT to be executed.

PACIFIC GROVE UNIFIED
SCHOOL DISTRICT

MONTEREY COUNTY OFFICE
OF EDUCATION

BY: _____
Authorized Signature

BY: _____
Authorized Signature

PRINT NAME: _____

PRINT NAME: _____

TITLE: _____

TITLE: _____

DATE: _____

DATE: _____

- ☒ Consent
☐ Information/Discussion
☐ Action/Discussion

SUBJECT: Revised Memorandum of Understanding with MCOE Advanced Edge Firewall Service for 2018-19

DATE: June 20, 2019

PERSON(S) RESPONSIBLE: Bruce Cates, Director of Technology

RECOMMENDATION:

The District Administration recommends the Board review and **re-approve** the Memo of Understanding (MOU) with Monterey County Office of Education (MCOE) to provide Advanced Edge Firewall service for the 2018-19 school year, due to two changes made by MCOE.

BACKGROUND:

PGUSD maintains a computer network to support its educational mission and associated communication. Our Internet Service Provider (ISP) is the Monterey County Office of Education (MCOE.) To provide a higher degree of protection for our computer network, we agreed to have MCOE upgrade our connection to their network and Internet service. The newer system included a firewall to protect our network from outside intrusion and an improved web filter to protect students per federal and state requirements.

INFORMATION:

The Board previously approved this MOU at the March 14, 2019, meeting. Upon receipt of that MOU the County updated the document reflecting the new County Superintendent of Schools Dr. Deneen Guss on the heading. The other change is they removed the language regarding Arbitration and replaced it with Dispute Resolution, Paragraph 12.0 on Page 5. The following information was originally presented to the Board at the March 14 meeting:

The District did not have a separate firewall protection for our local network because our network installation existed behind the MCOE network and provided a low profile. However, school districts are becoming a target for network intrusion attempts and MCOE offered Monterey County schools an advanced firewall protection and web filtering. We agreed to pilot their service for the 2018-19 school year. MCOE estimates the service is e-rate eligible for subsequent years and we pursued that process for the years beyond 2018-19.

The new connection and service allowed us to remove two pieces of equipment at our network hub in favor of a direct connection to MCOE's network. The equipment was a local web filter and router which directed our network traffic to MCOE. The web filter has annual service and equipment fees (about \$1700 per year) which are now dropped. The router was older and due for replacement.

While we installed, set up, and used the new system since August 2018, the MCOE's MOU was submitted to the District for approval in early February 2019.

FISCAL IMPACT:

The total cost of implementation and service for the 2018-19 school year is \$12,197 from Measure A funds. (The service is \$677 per month for 11 months--\$7,447; the one-time equipment and installation cost is \$4,750.)

MCOE Advanced Edge Firewall Service – Pacific Grove USD

4.0 SERVICES

The primary service provided under this AGREEMENT is the provisioning of an AeF instance for Pacific Grove USD and continued support of the instance during the term of this agreement. The following sections highlight the aggregate services that are provided as part of this primary service and detail how additional services may be requested and added under this AGREEMENT.

4.1 Subscription Services Provided

MCOE agrees to provide AGENCY the following services in satisfaction of the purpose of this AGREEMENT as outlined in Section 1.0 Purpose.

- Provision of a virtual cloud firewall instance dedicated for the use of AGENCY within the MCOE Data Center Palo Alto Networks HA firewall AeF host system.
- Preparation of (3) Zones Inside, Outside and DMZ Project management services.
- Preparation of a baseline security rule set.
- Preparation of an Identity connector to District provided LDAP or AD for administrative access.
- 9x5 Technical support with extended support hours by appointment.
- Basic report preparation.

4.2 AGENCY One-Time Site Installation Services Provided

- Decommissioning of AGENCY's existing firewall
- Translation of existing statically translated service connections to AeF.
- Configuration of AGENCY's existing Core switch to support connectivity and routing of traffic to the AeF Virtual Instance.

4.3 Additional Services

In the event either Party requires services from the other Party in addition to those set forth in this Agreement, the Party requiring additional services shall compensate the other Party for costs incurred by those additional services. If either Party believes that additional services are necessary or desirable, that Party shall submit a written description of the additional services to the other Party, along with the reasons the additional services are required or reasonable, and the specific cost of the additional services. Such services shall be performed only after both Parties agree in writing to proceed with the additional services.

MCOE Advanced Edge Firewall Service – Pacific Grove USD

5.0 RESPONSIBILITIES

5.1 MCOE Responsibilities

- Perform all duties as outlined in section 4.1 Services Performed.
- Provide AGENCY with administrative access to their AeF instance.

5.2 AGENCY Responsibilities

- Provide required physical or remote access to district sites and network devices in a timely fashion as required.
- Provide an authorized AGENCY support representative available during the duration of the project.
- Provide documentation of existing technology systems and network configuration including credentials, configuration etc.
- Facilitate access/changes to external systems such as domain registrations, vendor support and service agreements.

6.0 TERMINATION

- 6.1** In the event that the MCOE fails to perform on a material term of this AGREEMENT, AGENCY has the right to terminate the AGREEMENT upon thirty (30) days written notice and retain all other rights and remedies available to it at law and equity.
- 6.2** In the event that AGENCY fails to perform on a material term of this AGREEMENT, then the MCOE shall have the right to terminate the AGREEMENT upon thirty (30) days written notice and retain all other rights and remedies available to it at law and equity.

7.0 PAYMENT

In consideration of the Services set forth in Section 4.0 of this AGREEMENT to be performed by MCOE, AGENCY agrees to pay, via budget transfer on an annual basis, for the amounts indicated below. Pricing for AeF subscription services are based on the CIR of the AGENCY's connection to the MCOE Data Center and may be upgraded without additional installation expense. An upgraded subscription service will be charged at a prorated amount for the full month in which the upgrade took place. Downgrades to the subscription are not permitted. The current AGENCY connection is indicated in the pricing schedule below:

- AeF Subscription Pricing Schedule:

MCOE Advanced Edge Firewall Service – Pacific Grove USD

Connection CIR	Description	Price per Month
250 Mbps	1 Gbps physical handoff with switched Ethernet service configured for a 250 Mbps CIR	250.00 /mo. 11 month contract billed annually.
500 Mbps	1 Gbps physical handoff with switched Ethernet service configured for a 500 Mbps CIR	400.00 /mo. 11 month contract billed annually.
1 Gbps Pacific Grove USD Current Connection Rate	1 Gbps physical handoff with switched Ethernet service configured for a 1 Gbps CIR	667.00 /mo. 11 month contract billed annually.
1.5 Gbps	10 Gbps physical handoff with switched Ethernet service configured for a 1.5 Gbps CIR	795.00 /mo. 11 month contract billed annually.
2 Gbps	10 Gbps physical handoff with switched Ethernet service configured for a 2 Gbps CIR	1065.00 /mo. 11 month contract billed annually.

- Billing for services defined in Section 4.2 – AGENCY Site Installation Services Provided:
50 Hours of professional on-site installation services at \$95.00/hour \$4,750.00.

8.0 BUDGET TRANSFER

The CLIENT shall complete this section thereby providing MCOE Business Services with the necessary information for completing the Inter-program budget transfer upon invoicing from the providing program.

The AGENCY authorizes a transfer of funds as follows:

Fund	Resource	Yr	Goal	Function	Object	School	Local	Manager	Amount
21	9014	0	0000	8500	5800	000	2017	0720	12,087

The MCOE providing department requests the transfer be reflected as follows:

Fund	Resource	Yr	Goal	Function	Object	School	Local	Manager	Amount
01	0000	0	0000	0000	8689	00	0767	0105	7337.00
01	0000	0	0000	0000	8689	00	0767	0105	4750.00*

* One-Time First year implementation cost

MCOE Advanced Edge Firewall Service – Pacific Grove USD

9.0 INDEPENDENT CONTRACTOR

MCOE is, and at all times shall be, an independent contractor and shall be wholly responsible for the manner in which the services required by the terms of this AGREEMENT are performed. Nothing herein contained shall be construed as creating the relationship of employer and employee, or principal and agent, between MCOE and AGENCY. MCOE assumes the responsibility for the acts of its employees or agents as they relate to the services to be provided pursuant to this AGREEMENT. MCOE, its officers, agents, and employees, shall not be entitled to any rights, and/or privileges of AGENCY's employees and shall not be considered in any manner to be AGENCY'S employees.

10.0 INDEMNIFICATION

Both parties agree to indemnify, defend, and hold harmless, the officers, agents and employees of the other party against any claim, liability, loss, injury or damage imposed arising out of the performance of responsibilities for this Agreement, except for liability resulting from the negligent or willful misconduct of either party, its officers, agents and employees. If obligated to indemnify, defend, or hold harmless either party under this Agreement, both parties shall reimburse the non-negligent party for all costs, attorney's fees, expenses and liabilities associated with any resulting legal action. Both parties shall seek the approval of any settlement that could adversely affect the other party, its officers, agents or employees.

11.0 INSURANCE

11.1 Each party shall obtain, pay for and maintain in effect during the life of this Agreement a Commercial General Liability insurance policy that includes coverage for Premises Operations, Products/Completed Operations, Contractual, Independent Contractors, Broad Form Property Damage, and Personal Injury; with a minimum combined single limit of not less than \$1,000,000 for Bodily injury and Property Damage (each occurrence) and a \$2,000,000 aggregate.

11.2 Nothing in this Insurance section shall reduce a party's liabilities or obligations under the Indemnification section of this Agreement.

11.3 Upon request, each Party shall provide proof of said insurance to the other Party.

12.0 DISPUTE RESOLUTION

It is the expectation of the parties that each party will make a good faith attempt to resolve any and all controversies, claims, disagreements, or other disputes arising out of relating to this Agreement ("Dispute"). In the event of any Dispute, the disputing party shall give written notice of the Dispute to the other party, which written notice shall include a reasonably detailed description of the Dispute. The parties shall use good faith, reasonable, and diligent efforts to resolve the Dispute within ninety (90) days of delivery of the written notice. If the parties are unable to resolve the Dispute, the parties may pursue their legal rights through any other legally permissible means.

MCOE Advanced Edge Firewall Service – Pacific Grove USD

13.0 NON-DISCRIMINATION

MCOE and AGENCY agree that they will not engage in unlawful discrimination of persons because of race, color, religious creed, national origin, ancestry, physical handicap, medical condition, marital status, or sex of such persons. All nondiscrimination rules and regulations required by law to be included in this AGREEMENT are incorporated by this reference.

14.0 GOVERNING LAW

The terms and conditions of this AGREEMENT shall be governed by the laws of the State of California, with venue in Monterey County, California and no other place.

15.0 COMPLIANCE WITH LAWS

The Parties shall, at their own cost and expense, comply with all local, state, and federal ordinances, regulations, and statutes now in force and which may hereafter be enacted that affect this AGREEMENT.

16.0 ASSIGNMENT

Unless authorized in writing by both Parties, neither Party shall assign or transfer any rights or obligations covered by this AGREEMENT. Any unauthorized assignment or transfer shall constitute grounds for termination by the other Party.

17.0 NOTICE

All notices or demands to be given under this AGREEMENT by either party to the other shall be in writing and given either by: i) Personal service, or ii) U.S. Mail, mailed either by registered or certified mail, return receipt requested, with postage prepaid. Service shall be considered given when received if personally served or, if mailed, on the third (3rd) day after deposit in any U.S. Post Office. The address to which notices or demands may be given by either party may be changed by written notice given in accordance with the notice provisions of this section. As of the date of this AGREEMENT the addresses of the parties are as follows:

Pacific Unified SD
435 Hillcrest Ave
Pacific Grove, CA 93950
Attn: Bruce Cates
Phone: (831) 646-6553

MONTEREY COE
901 Blanco Circle
Salinas, CA 93901
Attn: Garry Bousum
Phone: (831) 755-0324

18.0 SEVERABILITY

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

19.0 AMENDMENT

This AGREEMENT may only be altered, amended, or modified by written instrument executed by both Parties. The Parties agree to waive any right to claim, contest, or assert that this Agreement was modified, canceled, superseded, or altered by oral agreement, course of conduct or waiver.



Monterey County Office of Education

Leadership, Support, and Service to Prepare All Students for Success

*Dr. Deneen Guss
County Superintendent of Schools*

MEMORANDUM OF UNDERSTANDING

Between Pacific Grove Unified School District and the Monterey County Office of Education Regarding MCOE Advanced Edge Firewall Subscription Services

This Memorandum of Understanding establishes an AGREEMENT between the Pacific Grove Unified School District, hereafter referred to as AGENCY, and the Monterey County Office of Education (MCOE) to provide for services as defined in this agreement.

In order to meet the requirements of this agreement, the MCOE and AGENCY agree to the following:

1.0 PURPOSE

This Agreement between AGENCY and MCOE exists to provide AGENCY with Erate Category 2 discount eligible MCOE Advanced Edge Firewall subscription services.

2.0 EFFECTIVE DATE AND TERM

This agreement is executed as of the date of last signature and is effective for 11 months from August 1st, 2018 through June 30th, 2019 at which time it will expire unless extended under mutual written agreement signed by both parties for up to (2) additional one year extensions. The AGREEMENT is also subject Section 6.0 Termination.

3.0 DEFINITIONS

Advanced Edge Firewall (AeF) – is a virtual cloud based firewall offering provided by the Monterey County Office of Education for directly connected districts or schools.

Local Area Network (LAN) - is a computer network that interconnects computers within a limited area such as a school, laboratory, university campus or office building and has its network equipment and interconnects locally managed.

WAN – A wide area network (WAN) is a telecommunications network or computer network that extends over a large geographical distance. Wide area networks are often established with leased telecommunication circuits

Network Device – Hardware and software components that connect and control network communications.

Committed Information Rate (CIR) - is the bandwidth for a virtual circuit guaranteed by an Internet Service Provider to work under normal conditions.

MCOE Advanced Edge Firewall Service – Pacific Grove USD

20.0 WAIVER OF DEFAULT

No delay or failure to require performance of any provision of this AGREEMENT shall constitute a waiver of that provision as to that instance or any other instance. Any waiver must be in writing and shall only apply to that instance.

21.0 CONFLICT OF INTEREST

The AGENCY represents that it presently has no interest, which would conflict in any manner or degree with the performance of Services contemplated by this AGREEMENT.

IN WITNESS WHEREOF, the Parties hereto have caused this AGREEMENT to be executed.

PACIFIC GROVE USD

MONTEREY COUNTY OFFICE
OF EDUCATION

BY: _____
Authorized Signature

BY: _____
Authorized Signature

PRINT NAME: _____

PRINT NAME: _____

TITLE: _____

TITLE: _____

DATE: _____

DATE: _____

☒Consent
☐Information/Discussion
☐Action/Discussion

SUBJECT: Contract for Services with Peninsula Sports, Inc. for Pacific Grove Middle School Sports Officiating

DATE: June 20, 2019

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

RECOMMENDATION:

The Administration recommends that the Board review and approve the contract for services with Peninsula Sports, Inc. for Pacific Grove Middle School Sports Officiating.

BACKGROUND:

For the past several years Peninsula Sports, Inc. has provided referees for Pacific Grove Middle School activities. They are proposing to provide administrative fees for the 2019-20 school year and pay the referees through Arbiter-Pay Trust Account.

INFORMATION:

The firm currently provides the only opportunity for referees at the games.

FISCAL IMPACT:

The total contract for the Pacific Grove Middle School is not to exceed \$1,000.00 and is paid for by Middle School After-School Athletics budget.

PACIFIC GROVE UNIFIED SCHOOL DISTRICT

435 Hillcrest Avenue

Pacific Grove, CA 93950

CONTRACT FOR SERVICES

This contract is an agreement between the Pacific Grove Unified School District and PENNINSULA SPORTS, INCORPORATED for services rendered as specified below.

1. Scope of Service:
To provide: Scheduling of referees for Pacific Grove Middle School for scheduled Volleyball, Soccer, Basketball games for the 2019-2020 school year.
2. Evaluation and/or expected outcome(s) (continue on attached page if needed):
Referees will attend each scheduled game.
3. Length of the Contract:
Service is to be provided on the following date(s):
September 1, 2019 through May 15, 2020
4. Financial Consideration:
Consultant to be paid at the rate of:
Total Contract is not to exceed the sum of \$1,000.00 which will cover administrative fees and assigning fees. (\$ per hr/day/other)
for Scheduled volleyball, soccer, basketball games (hours/days/other)
School Funding Source: after school athletic budget
Account Code: 01-0000-0-1176-4200-5800-00-005-8000-0720

Consultant Peninsula Sports, Inc.

**1732 Fremont Boulevard
Suite 200B
Seaside, CA 93955**

Address 2600 Garfield Road, SuiteSigned *J. J. Emery* Date 5-28-19
☐ District Employee
 ☒ Independent Consultant
Signed _____ Date 5-21-19

Site/Program Administrator (Check appropriate box below)

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

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

Signed *Bellie Manley* Date 6/5/19
Director of Human Resources

Signed _____ Date _____

Assistant Superintendent

ALL SIGNATURES MUST BE OBTAINED BEFORE SERVICES ARE PROVIDED.

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

Revised 12/13

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

SUBJECT: Contract for Services with Ellsworth Gregory at Pacific Grove Middle School

DATE: June 20, 2019

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

RECOMMENDATION:

The District Administration recommends the Board review and approve the contract for services with Ellsworth Gregory for piano tuning services at Pacific Grove Middle School.

BACKGROUND:

Ellsworth Gregory has been tuning our pianos for over 10 year.

INFORMATION:

Ellsworth Gregory has been tuning our pianos for over 10 years.

FISCAL IMPACT:

The contract for the Pacific Grove Middle School is not to exceed \$375 and is paid for by the Pacific Grove Middle School site budget.

PACIFIC GROVE UNIFIED SCHOOL DISTRICT

435 Hillcrest Avenue
Pacific Grove, CA 93950

Consent Agenda Item T

CONTRACT FOR SERVICES

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

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

1. Scope of Service:

To provide: Piano Tuning for PGMS for the 2019-2020 school year

2. Evaluation and/or expected outcome(s)(continue on attached page if needed): PGMS pianos will be properly maintained & tuned throughout the school year.

3. Length of the Contract:

Service is to be provided for the 2019-2020 school year. Valid until 6/1/2020

Maximum of \$375.00

4. Financial Consideration:

Consultant to be paid at the rate of: \$125.00 per piano tuning.

Funding Source: 01-0000-0-1155-1000-5800-00-005-1432-0720

Consultant: Ellsworth Gregory

Address: PO Box 5851 Carmel, Ca 93921 Phone: 624-9611 Tax ID: 215-22-6253

Signed Ellsworth R. Gregory Date 5-31-19
☐ District Employee ☒ Independent Consultant

Signed [Signature] Date 6-4-19
Site/Program Administrator – (Check appropriate box below)

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

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

Signed _____ Date _____
Asst. Supt./Supt.

ALL SIGNATURES MUST BE OBTAINED BEFORE SERVICES ARE PROVIDED.

*Independent Consultant must sign and submit a W-9 to District prior to providing service. Revised 9/05

- ☒ Consent
☐ Information/Discussion
☐ Action/Discussion

SUBJECT: Contract for Services with Mission Linen at Pacific Grove Middle School

DATE: June 20, 2019

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

RECOMMENDATION:

The District Administration recommends the Board review and approve the contract for services with Mission Linen to clean the Pacific Grove Middle School logo door mats and scraper mats for the 2019-2020 fiscal year.

BACKGROUND:

Mission Linen custom-made two sets of the Breaker Wave logo mats that are located at the front doors of the main building and the auditorium lobby. They have been servicing these mats and the other door scraper mats for the past 13 years. The reason the middle school started contracting this service is because the main school building is an enclosed indoor campus and the students were tracking in dirt, grass and other debris from the outside causing the interior halls to become slippery, dirty, and unsafe.

INFORMATION:

Mission Linen picks up one set of the soiled logo and scraper mats, replacing them with the clean ones on a bi-monthly rotation.

FISCAL IMPACT:

Fund 1 General Fund/Middle School site budget \$700

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

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

1. **Scope of Service:**
To provide: Clean PGMS Mats for the 2019-2020 school year.
2. **Evaluation and/or expected outcome(s)**(continue on attached page if needed):
Clean the mats and drop them off at the middle school.
3. **Length of the Contract:**
Service is to be provided on the following date(s):
For the 2019-20 school year starting August 1, 2019 until May 29, 2020. No services during the weeks that school is not in session. Please see school calendar attached.
4. **Financial Consideration:**
Consultant to be paid at the rate of:

_____ (\$ per hr/day/other)

for \$29.50 twice a month (hours/days/other)

School Funding Source: Site

Account Code: 01-0000-0-1110-2700-5800-00-005-7205-0720

Consultant Mission Linen Supply Joseph Sigala
 Address 435 W Market St Salinas CA 93901
 Signed _____ Date _____

☐ District Employee

☒ Independent Consultant

Signed _____ Date 5-14-19
Site/Program Administrator (Check appropriate box below)

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

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

Signed _____ Date _____
Director of Human Resources

Signed _____ Date _____
Assistant Superintendent

ALL SIGNATURES MUST BE OBTAINED BEFORE SERVICES ARE PROVIDED.

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

Revised 02/15

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

SUBJECT: Contract for Services with Gary Stotz at Pacific Grove Middle School

DATE: June 20, 2019

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

RECOMMENDATION:

The District Administration recommends the Board review and approve the contract for services with Gary Stotz at Pacific Grove Middle School for music instrument repair services.

BACKGROUND:

Gary Stotz has been repairing Pacific Grove Middle School music instruments for over 10 years.

FISCAL IMPACT:

The contract for the Pacific Grove Middle School is not to exceed \$1000.00 and is paid for by the Pacific Grove Middle School music site budget.

PACIFIC GROVE UNIFIED SCHOOL DISTRICT

Consent Agenda Item V

435 Hillcrest Avenue

Pacific Grove, CA 93950

CONTRACT FOR SERVICES

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

1. **Scope of Service:**

To provide: Repairs for musical instruments

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

Repair instruments for the music department for the 2019-20 school year.

3. **Length of the Contract:**

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

2019-2020 school year.

4. **Financial Consideration:**

Consultant to be paid at the rate of:

Not to exceed \$1,000.00 per school year. (\$ per hr/day/other)

for _____ (hours/days/other)

School Funding Source: Site

Account Code: 01-0000-0-1155-1000-5600-00-005-1432-0720

Consultant: Gary M. Stotz

Address: 1233 Funston Ave., Pacific Grove, Ca. 93950

Signed Gary M. Stotz Date 5-28-19

☐ District Employee ☒ Independent Consultant

Signed [Signature] Date 5-14-19

Site/Program Administrator (Check appropriate box below)

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

☒ Contracted work was not assigned using District's normal employment recruitment process.

Attached Criteria Page (REQUIRED) identifies reason.

Signed Bellie Mankie Date 6/5/19

Director of Human Resources

Signed _____ Date _____

Assistant Superintendent

ALL SIGNATURES MUST BE OBTAINED BEFORE SERVICES ARE PROVIDED.

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

Revised 02/15

- ☒ Consent
☐ Information/Discussion
☐ Action/Discussion

SUBJECT: Contract for Services with Linda Vrijenhoek for Community High School

DATE: June 20, 2019

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

RECOMMENDATION:

The District Administration recommends the Board review and approve the contract for services with Linda Vrijenhoek to tutor targeted students at Community High School.

BACKGROUND:

In the 2017-18 school year, Community High received funding from Title I to address learning needs focused on the large population of Socio-Economic Disadvantaged (SED) students. The position was filled by retired special education teacher, Linda Vrijenhoek mid-year. Linda was able to meet with a variety of students, some regularly and others as needed on a weekly basis. This proved very valuable for the targeted students as some – particularly those with attentional issues and special education students – responded very positively to individual attention. Title I funding was reduced for the 2018-19 school year, leaving Community High School without funding. Tutoring was deemed as the highest need for the school this year, as the board funded this position.

INFORMATION:

Given the very wide spectrum of learning abilities and needs, individualized tutoring is still considered a very high priority. Noting Ms. Vrijenhoek's experience and expertise in special education, she was able to help a student performing at a 2nd grade level raise to grade level in two years. She has also been invaluable in working with the special education students in meeting IEP goals.

FISCAL IMPACT:

The total cost for the school year for 2.5 hours per week at the instructional rate will be no more than \$3,000. Funding would come from the general fund for this year, if approved by the Board.

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

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

Linda Vrijenhoek for services rendered as specified below.

1. Scope of Service:

To provide: Tutoring for small groups in math and English.

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

Improvement of grades and credits earned.

3. Length of the Contract:

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

August 7, 2019 through May 29, 2020

4. Financial Consideration:

Consultant to be paid at the rate of: Instructional rate

Not to exceed \$3,000.00/year _____ (\$ per hr/day/other)

for 2.5 hours/week on average _____ (hours/days/other)

School Funding Source: PGCHS General/Administrative Fund

Account Code: 01-0000-0-3200-1000-5800-00-007-1105-0720

Consultant (Please print) Linda Vrijenhoek

Address 789 Filmore St., Monterey, CA 93940

Phone (831)372-4336

Signed _____ Date _____

☐ District Employee ☒ Independent Consultant

Signed _____ Date _____

Site/Program Administrator (Check appropriate box below)

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

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

Signed _____ Date _____

Director of Human Resources

Signed _____ Date _____

Assistant Superintendent

ALL SIGNATURES MUST BE OBTAINED BEFORE SERVICES ARE PROVIDED.

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

Revised 02/15

Contract for Services Criteria

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

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

District/Site Administrator

Date

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

SUBJECT: Contract for Services with Discovery Charters

DATE: June 20, 2019

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

RECOMMENDATION:

The District Administration recommends the Board review and approve the contract for services with Discovery Charters for the 2019-2020 fiscal year.

BACKGROUND:

Discovery Charters is the charter bus company we use for extended field trips outside the school district. Discovery is a professional charter bus company whose drivers are specially licensed. Some of the field trips they drive for are the 12th grade trip to Disneyland, 6th grade science camp, 5th grade to Raging Waters, AVID students to attend college campuses, music students' transportation to various competitions, and so on.

INFORMATION:

Discovery Charters provides specially licensed drivers and charter buses that are not available within the District.

FISCAL IMPACT:

\$45,000 for the 2019-20 fiscal year- Site donations, student collected funds, General Fund- Transportation

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:

DISCOVERY CHARTERS _____ **CONTRACTOR**

SOCIAL SECURITY NUMBER OR BUSINESS ID # _____

<u>11020 Commercial Parkway</u>	<u>Castroville,</u>	<u>CA</u>	<u>95012</u>
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 July 1, 2019 and shall be completed on or before June 30, 2020.
- 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 rendered to the DISTRICT by the CONTRACTOR are as follows:

Charter bus services for district field trips for the 2019-2020 school year

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 our 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:

\$45,000 Not to exceed

Source of Funds: Fund 01 Transportation, Site Donations

01-0000-0-0000-3600-5800-00-000-7900-0720

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.
- X 3) Other : As invoiced for each charter

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 _____, 2018.

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

SUBJECT: Contract for Services with Field of Dreams

DATE: June 20, 2019

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

RECOMMENDATION:

The District Administration recommends the Board review and approve the contract for services with Field of Dreams for the 2019-2020 fiscal year.

BACKGROUND:

The District requires maintenance, grounds and site custodians to wear District identifiable uniform shirts. We have purchased this apparel in the past from Field of Dreams and they do the embroidery of the District logo and the employee name on the items.

INFORMATION:

Field of Dreams provides apparel and embroidery service for District maintenance, transportation and grounds employees that is not available within the District.

FISCAL IMPACT:

Fund 01 General Fund- Maintenance \$1,000 for the 2019-20 fiscal year

PACIFIC GROVE UNIFIED SCHOOL DISTRICT

**435 Hillcrest Avenue
Pacific Grove, CA 93950**

CONTRACT FOR SERVICES

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

1. Scope of Service:

To provide: Uniforms and district logo embroidery on shirts and jackets

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

Maintenance, grounds and custodial employees will wear district identified uniforms

3. Length of the Contract:

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

July 1, 2019 – June 30, 2020

4. Financial Consideration:

Consultant to be paid at the rate of:

Rates determined by quantity of uniforms and logos required. This contract not to exceed the sum of \$1,000

School Funding Source: Fund 01, Maintenance & Operations, Grounds

Account Code: 01-8150-0-0000-8110-5800-00-001-6220-0720

Consultant (Please print)_____

Address _____ Phone _____

Signed _____ Date _____

☐ District Employee ☒ Independent Consultant

Signed _____ Date _____

Site/Program Administrator (Check appropriate box below)

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

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

Signed _____ Date _____

Director of Human Resources

Signed _____ Date _____

Assistant Superintendent

ALL SIGNATURES MUST BE OBTAINED BEFORE SERVICES ARE PROVIDED.

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

Contract for Services Criteria

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

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

District/Site Administrator

Date

- ☒ Consent
☐ Information/Discussion
☐ Action/Discussion

SUBJECT: Contract for Services with Independent Audio of the Monterey Peninsula (I.A.M.P.)

DATE: June 20, 2019

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

RECOMMENDATION:

The Administration recommends that the Board review and approve the contract for services with Independent Audio of the Monterey Peninsula (I.A.M.P.), to provide service and maintenance of audio equipment in the Pacific Grove Middle School auditorium during the 2019-2020 fiscal year.

BACKGROUND and INFORMATION:

Anthony Nocita, the owner/operator of I.A.M.P., is the vendor who installed the professional sound system and audio equipment in the Pacific Grove Middle School auditorium many years ago when it was upgraded to the Performing Arts Center. He has extensive knowledge of the aged building and has an inventory of the equipment. He is a local professional who has also been hired by outside groups to work their events in the auditorium. The district continues to contract with him so he is on-call to maintain, replace, and service the equipment and be available for school and district events as needed.

Some of the district events for which he has been requested are: Pacific Grove Middle School Promotion, Community High School graduation, dramatic performances, and instrumental music performances.

This contract falls well below the required amount of \$92,600 required to go out to bid.

FISCAL IMPACT:

Fund 1 General Fund- \$2,000 for the 2019-20 fiscal year. Invoicing will be done as needed for time and materials.

Independent Audio of the Monterey Peninsula, Inc. (I.A.M.P.)

218 Reindollar Avenue, Unit 6A	Marina	CA	93933
MAILING ADDRESS	CITY	STATE	ZIP

- A. Services shall begin on or about July 1, 2019 and shall be completed on or before June 30, 2020.
- 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 rendered to the DISTRICT by the CONTRACTOR are as follows:

Provide labor and maintenance of audio equipment and system at Pacific Grove Middle School Auditorium for school district related events.

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

- I. Prior to starting, the work shall be authorized by the District in writing. 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 our 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 by billing the District at the labor rate of \$125 per hour plus cost of any replacement equipment.
Total not to exceed the sum of \$2,000 through June 30, 2019.

Source of Funds: Fund 01 General

01-8150-0-0000-8110-5800-00-001-6220-0720

- K. Payments will be made by the District to the Contractor as follows:
- 1) As Invoiced
- 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 _____, 20 _____.

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

SUBJECT: Contract for Services with M3 Environmental Consulting

DATE: June 20, 2019

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

RECOMMENDATION:

The District Administration recommends the Board review and approve the contract for services with the M3 Environmental Consulting for the 2019-2020 fiscal year.

BACKGROUND:

The District requires professional services for environmental testing in District buildings. In the 2018-19 school year, the District spent nearly \$10,000 on environmental testing for air quality, mold, mildew, etc.

INFORMATION:

M3 Environmental Consulting provides expertise and testing equipment not available within the District.

FISCAL IMPACT:

Fund 1- General Fund- Maintenance and Operations \$10,000 for the 2019-20 fiscal year

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:

M3 Environmental Consulting, _____ **CONTRACTOR**

SOCIAL SECURITY NUMBER OR BUSINESS ID # _____

<u>9821 Blue Larkspur, Ste. 100</u>	<u>Monterey,</u>	<u>CA</u>	<u>93940</u>
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 July 1, 2019 and shall be completed on or before June 30, 2020
- 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 rendered to the DISTRICT by the CONTRACTOR are as follows:

Environmental testing services, district-wide.

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 our 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:

Not to exceed \$10,000.

Source of Funds: Fund 1 Maintenance & Operations

01-8150-0-0000-8110-5800-00-001-6220-0720

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

- 1) Lump sum upon completion of services rendered.
- X 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 _____, 2018.

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

SUBJECT: Contract for Services with Monterey Bay Urgent Care

DATE: June 20, 2019

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

RECOMMENDATION:

The District Administration recommends the Board review and approve the contract for services with Monterey Bay Urgent Care for the 2019-2020 fiscal year.

BACKGROUND:

The District is required by California Highway Patrol and Department of Motor Vehicles to have school bus drivers submit to an annual physical examination. Monterey Bay Urgent Care has provided this service for the District for the past several years. We were previously provided this service with Doctors on Duty in Monterey but due to rate increases, we changed providers.

INFORMATION:

Monterey Bay Urgent Care provides medical services that are not available within the District.

FISCAL IMPACT:

Fund 1 General Fund- Transportation \$1,000 for the 2019-20 fiscal year

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

This contract is an agreement between the Pacific Grove Unified School District and MONTEREY BAY URGENT CARE for services rendered as specified below.

1. Scope of Service:

To provide:

Physical examinations for district school bus drivers as required for CHP and DMV compliance for the 2019-20 school year.

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

District bus drivers are physically fit to drive school buses and to perform routine drug and alcohol testing for district bus drivers as required by CA law.

3. Length of the Contract:

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

July 1, 2019 – June 30, 2020

4. Financial Consideration:

Consultant to be paid at the rate of:

\$100 per visit not to exceed \$1,000

School Funding Source: Transportation

Account Code: 01-0000-0-0000-3600-5800-00-000-7900-0720

Consultant (Print Name) MONTEREY BAY URGENT CARE

Address 245 Washington St., Monterey, CA 93940

Signed _____ Date _____

☐ District Employee ☒ Independent Consultant

Signed _____ Date _____

Site/Program Administrator (Check appropriate box below)

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

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

Signed _____ Date _____

Director of Human Resources

Signed _____ Date _____

Assistant Superintendent

ALL SIGNATURES MUST BE OBTAINED BEFORE SERVICES ARE PROVIDED.

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

Contract for Services Criteria

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

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

District/Site Administrator

Date

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

SUBJECT: Contract for Services with Monterey Fire Extinguisher

DATE: June 20, 2019

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

RECOMMENDATION:

The District Administration recommends the Board review and approve the contract for services with Monterey Fire Extinguisher for testing and repairs at Pacific Grove High School, Pacific Grove Middle school, Robert Down Elementary School, Forest Grove Elementary School, Pacific Grove Adult Education, David Avenue Campus, and the District Office for the 2019-2020 fiscal year.

BACKGROUND:

Monterey Fire Extinguisher performs yearly re-certification of fire extinguishers, testing of fire sprinklers, and re-certification of fire hoses.

INFORMATION:

Labor, equipment, and materials not to exceed \$20,000.00 and billed per occurrence.

FISCAL IMPACT:

Fund 14 Deferred Maintenance- not to exceed \$20,000.00

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

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

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

MONTEREY FIRE EXTINGUISHER _____ **CONTRACTOR**

SOCIAL SECURITY NUMBER OR BUSINESS ID # _____

<u>4 Harris Ct., Ste. F</u>	<u>Monterey</u>	<u>CA</u>	<u>93940</u>
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 July 1, 2019 and shall be completed on or before June 30, 2020.
- 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 rendered to the DISTRICT by the CONTRACTOR are as follows:

Fire extinguisher testing and maintenance, fire sprinkler testing, fire hose testing, district-wide. Time and materials rates will be submitted prior to each job.

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 our 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:

Not to exceed the sum of \$20,000.00

Source of Funds: Fund 14 Deferred Maintenance

14—0000-0-0000-8110-5800-000-9100-0000

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

- 1) Lump sum upon completion of services rendered.
- X 2) Monthly - in accordance with provision of services as invoiced
- 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 _____, 2018.

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

SUBJECT: Contract for Services with Sentry Alarm Systems

DATE: June 20, 2019

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

RECOMMENDATION:

The District Administration recommends the Board review and approve the contract for services with Sentry Alarm Systems for all District fire alarm systems for the 2019-2020 fiscal year.

BACKGROUND:

Per the National Fire Alarm Association (NFPA) 72 school districts are required to monitor, test, maintain, and inspect fire warning equipment. It requires that “properly trained and competent persons perform inspections, testing, and maintenance.”

INFORMATION:

Previously some sites were monitored by different companies. This contract for service will bring all school sites and District Office together under Sentry Alarm services for fire alarm maintenance.

FISCAL IMPACT:

Fund 1 General Fund- Maintenance \$15,000.00 for 2019-20 fiscal year

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:

Sentry Alarm Systems**License #619293**

CONTRACTOR	SOCIAL SECURITY NUMBER OR BUSINESS ID #		
8 Thomas Owens Way	Monterey	CA	93940
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 July 1, 2019 and shall be completed on or before June 30, 2020.
- 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 rendered to the DISTRICT by the CONTRACTOR are as follows:

Respond to and resolve fire alarm service calls, district-wide

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 our 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:

Regular Service - \$125.00 for the first hour and \$32.50 per every 15 minutes thereafter.

OT Service - \$250.00 for the first hour and \$47.50 per every 15 minutes thereafter.

Emergency Service - \$250.00 for the first hour and \$187.50 per every hour thereafter.

Not to exceed \$15,000 for the district's fiscal year 2019-2020

Source of Funds: Fund 14 – Deferred Maintenance

14-0000-0-0000-8110-5800-00-000-9100-0000

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

1) Lump sum upon completion of services rendered.

2) Monthly - in accordance with provision of services.

3) Other _____

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

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

AGREEMENT FOR CONTRACTOR SERVICES (continued)

This Agreement is entered into this _____ day of _____, 20 _____.

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
(Board Approved February 13, 2019)

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

SUBJECT: Contract for Services with ThyssenKrupp Elevator Americas for Maintenance & Repairs

DATE: June 20, 2019

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

RECOMMENDATION:

The District Administration recommends the Board review and approve the contract for services with ThyssenKrupp Elevator Americas for elevators and chairlift maintenance and repairs at Pacific Grove High School, Pacific Grove Middle School, Robert Down Elementary School and Forest Grove Elementary School.

BACKGROUND:

ThyssenKrupp currently services and tests the District's Elevators and lifts at Pacific Grove High School, Pacific Grove Middle School, Robert Down Elementary School and Forest Grove Elementary School. This maintenance contract will cover quarterly and annual inspections. The repairs portion will cover repairs to the elevators and lifts during the 2019-2020 fiscal year.

INFORMATION:

Labor, equipment, and materials not to exceed \$10,000.00 and billed per occurrence.

FISCAL IMPACT:

Deferred Maintenance Fund 14 \$10,000.00.

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

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

ThyssenKrupp Elevators Americas	#651371		
CONTRACTOR	SOCIAL SECURITY NUMBER OR BUSINESS ID #		
2140 Zanker Road	San Jose	Ca	95131
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 or about July 1, 2019 and shall be completed on or before June 30, 2020.
- 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 rendered to the DISTRICT by the CONTRACTOR are as follows:

Provide all labor, equipment, and materials for elevator and lift repairs and annual and quarterly maintenance at Pacific Grove High School. Pacific Grove Middle School, Forest Grove Elementary, & Robert Down Elementary

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

I. Prior to starting, the work shall be authorized by the District in writing. 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 our 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 by billing the District for each repair at the labor rates in Exhibit "A" plus materials and mark-up. The total sum for repairs for fiscal year 2019-2020 shall not exceed \$10,000.00

Source of Funds: Fund 14 14-0000-0-0000-8110-5600-00-000-9100-0000 Repairs
14-0000-0-0000-8110-5800-00-000-9100-0000 Maintenance

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

1) Lump Sum per repair or inspection as invoiced

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 _____, 20 _____.

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. -

EXHIBIT "A"SCHEDULE OF INITIAL BASE HOURLY RATES FOR CONTRACTOR'S PERSONNEL

	Contractors Hourly Base Cost Including Fringe Benefits	Overhead and Profit Percentage	Straight Time Rate Hourly Selling Price	Time and Half Premium Rate Hourly Selling Price	Double Time Premium Rate Hourly Selling Price
Mechanic	\$140.02	10/5	\$496.00	\$843.00	\$992.00
Apprentice	\$112.01	10/5	\$396.00	\$673.00	\$792.00
Team	\$252.03	10/5	\$892.00	\$1,784.00	\$3,568.00

Bronze Service Agreement

Purchaser: Pacific Grove Unified School District
435 Hillcrest Ave
Pacific Grove, CA 93950-4900

Hereinafter referred to as "Purchaser", "you", and "your".

By: ThyssenKrupp Elevator Corporation
2140 Zanker Rd
San Jose, CA 95131
Phone: 408-392-0910
Fax: 866-774-1915
www.thyssenkruppelevator.com

Hereinafter referred to as "ThyssenKrupp Elevator Corporation", "ThyssenKrupp Elevator", "we", "us" and "our".

BRONZE SERVICE AGREEMENT

ThyssenKrupp Elevator agrees to maintain Purchaser's elevator equipment described below in accordance with this agreement. We will endeavor to provide a comprehensive maintenance program designed to protect your investment and maximize the performance, safety, and life span of the elevator equipment to be maintained.

Equipment To Be Maintained

Building Name	Building Location	Manufacturer	Type Of Unit	Unit ID	# Of Stops
PG MIDDLE SCHOOL	835 FOREST AVE	Wheelovator	Residential / Chairlift	135579	1
FOREST GROVE ELEMENTARY	1065 CONGRESS AVE	Garaventa	Residential / Chairlift	159218	1

ThyssenKrupp Elevator Americas



Bronze Service Agreement

Limited Preventative Maintenance Program

We will service your elevator equipment described in this agreement 2 times per year. These service visits will be performed during normal business working days and hours, which are defined as Monday through Friday, 8:00 AM to 4:30 PM (except scheduled holidays). All work performed before or after normal business working days and hours shall be considered "Overtime".

ThyssenKrupp Elevator will perform the following services:

- Examine your elevator equipment for optimum operation. Our examination, cleaning and lubrication will cover the following components of your elevator system:
 - o Controller
 - o Machine
 - o Motor
 - o Interlocks
- Lubricate guide rails
- Make minor adjustments at the time of the regular examinations

Parts Repair and Replacement

Repair and/or replacement parts and labor are **not included** in this agreement without an additional charge. We will furnish the necessary lubricants and cleaning materials excluding the replacement of hydraulic fluid at no additional charge.

Maintenance Control Program

ThyssenKrupp Elevator performs service in accordance with A17.1 – 2010 / CSA B44-10. Section 8.6 of the code requires the unit owner to have a Maintenance Control Program (MCP), ThyssenKrupp's MCP meets or exceeds all requirements outlined in Section 8.6. The Maintenance Control Program includes ThyssenKrupp Elevator's Maintenance Tasks & Records documentation which shall be used to record all maintenance, repairs, replacements and tests performed on the equipment and is provided with each unit as required by code. ThyssenKrupp Elevator also provides per Section 8.6 of the code, a maintenance tasks procedures manual with each unit; TKE calls this manual the BEEP Manual, or Basic Elevator, Escalator Procedures Manual. We do not perform any tests unless such tests are specifically listed as included elsewhere in this agreement.

Quality Assurance

To help increase elevator performance and decrease downtime, our technicians utilize the latest industry methods and technology available to us for your specific brand of elevator. They will be equipped with our tools, documentation and knowledge to troubleshoot your unique system, as well as access to a comprehensive parts replacement inventory system.

Behind our technicians is a team devoted to elevator excellence. Technicians are supported around the clock by a team of engineers and field support experts. Our North American technical support facilities continuously research advancements in the industry and in your equipment. Also, our internal quality control program ensures optimum and reliable operation of your elevator equipment.

To assure that quality standards are being maintained, we may conduct periodic field quality audit surveys. Your dedicated ThyssenKrupp Elevator representative will be available to discuss your elevator needs with you in all aspects of service and modernization. In addition, you may receive recommendations for upgrades that will also provide you with budget options designed to enhance the appearance, performance and safety of or meet Code requirements for your equipment over time.

Bronze Service Agreement

Service Requests During Normal Working Days and Hours

Service requests are defined as any request for dispatch of our technician to the location of the equipment covered in this agreement from one or more of the following: you or your representative, the building or building's representative, emergency personnel, and/or passengers through the elevator's communication device and/or from MAX Remote Monitoring through the elevator's communication line. Service requests include minor adjustments and response to emergency entrapments that can be accomplished in two hours or less (excluding travel time) and do not include regularly scheduled maintenance visits.

We will respond to your service requests during normal business working days and hours, as defined above, and you agree to pay the costs for any necessary replacement parts and all labor costs including travel time, travel expenses, and time spent on the job. Such costs will be invoiced at our standard billing rates.

Overtime Service Requests

We will respond to your overtime service requests and you agree to pay the costs for any necessary replacement parts and all labor costs including travel time, travel expenses, and time spent on the job. Such costs will be invoiced at our standard overtime billing rates. Overtime service requests are performed before or after normal business working days and hours.

Digital Customer Experience

MAX is a cloud based Internet of Things (IoT) platform that we, at our election, may connect to your elevator and escalator by installing a remote-monitoring device.

MAX will analyze the unique outputs of your equipment 24/7 and when existing or potential outages are identified MAX will automatically communicate with our dispatch center. When appropriate, the dispatch center will alert our technicians during normal working hours. These MAX alerts provide the technicians with precise diagnostic detail, which greatly enhances our ability to fix your equipment right the first time, MAXimizing the equipment uptime. For additional terms and conditions see MAX considerations.

☐ **ThyssenKrupp Communications® (Check box if included)**

ThyssenKrupp Communications is ThyssenKrupp Elevator's 24-hour telephone monitoring and emergency call service. Our representatives are trained to handle elevator calls and they can assess the situation and quickly dispatch a technician when necessary. If needed, they can stay on the line to reassure a stranded passenger that help is on the way. ThyssenKrupp Communications maintains digital recordings and computerized records of the time, date, and location of calls received and action taken for the benefit of passengers and building owners. Special considerations regarding ThyssenKrupp Communications are set forth below.

☐ **Periodic Safety Testing (Check box if included)**

ThyssenKrupp Elevator will test your equipment in accordance with those periodic testing requirements as outlined in the American National Safety Code for Elevators and Escalators, ANSI A 17.1, which are in effect at the time this agreement is executed. In the event that the state, city or local governing authority in which the equipment is located has adopted different requirements, ThyssenKrupp Elevator will test your equipment in accordance with those periodic testing requirements in effect at the time this agreement is executed. You agree to pay for any costs of the inspector and/or inspection fees. Special Considerations regarding periodic safety testing are set forth below.

Bronze Service Agreement

Product Information

You agree to provide ThyssenKrupp Elevator with current wiring diagrams that reflect all changes, parts catalogs, and maintenance instructions for the equipment covered by this agreement (exception: we will supply all of the above for new ThyssenKrupp elevators at no additional cost). You agree to authorize us to produce single copies of any programmable device(s) used in the equipment for the purpose of archival back-up of the software embodied therein. These items will remain your property.

Safety

You agree to instruct or warn passengers in the proper use of the equipment and to keep the equipment under continued surveillance by competent personnel to detect irregularities between elevator examinations. You agree to immediately report any condition that may indicate the need for correction before the next regular examination. You agree to immediately shut down the equipment upon manifestation of any irregularities in either the operation or the appearance of the equipment, to immediately notify us, and to keep the equipment shut down until the completion of any repairs. You agree to give us immediate verbal notice and written notice within ten (10) days after any occurrence or accident in or about the elevator. You agree to provide our personnel with a safe place to work. You agree to provide a suitable machine room, including secured doors, waterproofing, lighting, ventilation, and appropriate air temperature control to maintain that room at a temperature between 50°F and 90°F. You also agree to maintain the elevator pit in a dry condition at all times. Should water or other liquids become present, you will contract with others for removal and the proper handling of such liquids. We reserve the right to discontinue work in the building whenever, in our sole opinion, our personnel do not have a safe place to work. You also agree that if ThyssenKrupp Elevator's inspection of a piece of equipment serviced under this agreement reveals an operational problem which, in ThyssenKrupp Elevator's sole judgment, jeopardizes the safety of the riding public, ThyssenKrupp Elevator may shut down the equipment until such time as the operational problem is resolved. In that event, ThyssenKrupp Elevator will immediately advise you in writing of such action, the reason for such action, and whether any proposed solution is covered by the terms of this agreement.

Other

You agree not to permit others to make alterations, additions, adjustments, or repairs or replace any component or part of the equipment during the term of this agreement. You agree to accept our judgment as to the means and methods employed by us for any corrective work under this agreement. Since ThyssenKrupp Elevator's top priority is the satisfaction of its customers, if you should have any concern(s) with the means and methods used to maintain or repair the equipment covered under this agreement, you agree to provide us with written notice of that concern and give us thirty (30) days to respond either in writing or commence action to appropriately resolve it.

In the event of the sale, lease or other transfer of the ownership or management of the premises in which the elevator(s) or equipment described herein are located, you agree to see that such transferee is made aware of this agreement and agrees to assume and/or be bound by the conditions hereof for the balance of the unexpired term of this agreement. Should the transferee fail to assume this agreement, you shall remain liable for all unpaid amounts, including those owed for the balance of the current unexpired term of this agreement.

In consideration of ThyssenKrupp Elevator performing the services herein specified, you expressly agree, to the fullest extent permitted by law, to indemnify, defend, save harmless, discharge, release and forever acquit ThyssenKrupp Elevator Corporation, our employees, officers, agents, affiliates, and subsidiaries from and against any and all claims, demands, suits, and proceedings brought against ThyssenKrupp Elevator, our employees, officers, agents, affiliates and subsidiaries for loss, property damage (including damage to the equipment which is the subject matter of this agreement), personal injury or death that are alleged to have been caused by the Purchaser or any others in connection with the presence, use, misuse, maintenance, installation, removal, manufacture, design, operation or condition of the equipment covered by this agreement, or the associated areas surrounding such equipment. Your duty to indemnify does not apply to the extent that the loss, property damage (including damage to the equipment which is the subject matter of this

Bronze Service Agreement

agreement), personal injury or death is determined to be caused by or resulting from the negligence of ThyssenKrupp Elevator and/or our employees. You recognize that your obligation to ThyssenKrupp Elevator under this clause includes payment of all attorney's fees, court costs, judgments, settlements, interest and any other expenses of litigation arising out of such claims or lawsuits.

Insurance

You expressly agree to name ThyssenKrupp Elevator Corporation along with its officers, agents, affiliates and subsidiaries as additional insureds in your liability and any excess (umbrella) liability insurance policy(ies). Such insurance must insure ThyssenKrupp Elevator Corporation, along with its officers, agents, affiliates and subsidiaries for those claims and/or losses referenced in the above paragraph, and for claims and/or losses arising from the sole negligence or responsibility of ThyssenKrupp Elevator Corporation and/or its officers, agents, affiliates and subsidiaries. Such insurance must specify that its coverage is primary and non-contributory. You hereby waive the right of subrogation.

Items Not Covered

We do not cover cosmetic, construction, or ancillary components of the elevator system, including the finishing, repairing, or replacement of the cab enclosure, ceiling frames, panels, and/or fixtures, hoistway door panels, door frames, swing door hinges and closing devices, sills, car flooring, floor covering, lighting fixtures, ceiling light bulbs and tubes, main line power switches, breaker(s), feeders to controller, below ground or unexposed hydraulic elevator system, including but not limited to, jack cylinder, piston, PVC or other protective material; below ground or unexposed piping, alignment of elevator guide rails, smoke and fire sensors, fire service reports, all communication and entertainment devices, security systems not installed by us, batteries for emergency lighting and emergency lowering, air conditioners, heaters, ventilation fans, pit pumps and all other items as set forth and excluded in this agreement.

Other Conditions

With the passage of time, equipment technology and designs will change. If any part or component of your equipment covered under this agreement cannot, in our sole opinion, be safely repaired and is no longer stocked and readily available from either the original equipment manufacturer or an aftermarket source, that part or component shall be considered obsolete. You will be responsible for all charges associated with replacing that obsolete part or component as well as all charges required to ensure that the remainder of the equipment is functionally compatible with that replacement part or component. In addition, we will not be required to make any changes or recommendations in the existing design or function of the unit(s) nor will we be obligated to install new attachments or parts upon the equipment as recommended or directed by insurance companies, governmental agencies or authorities, or any other third party. Moreover, we shall not be obligated to service, renew, replace and/or repair the equipment due to any one or more of the following: anyone's abuse, misuse and/or vandalism of the equipment; anyone's negligence in connection with the use or operation of the equipment; any loss of power, power fluctuations, power failure, or power surges that in any way affect the operation of the equipment; fire, smoke, explosions, water, storms, wind, lightening, acts of civil or military authorities, strikes, lockouts, other labor disputes, theft, riot, civil commotion, war, malicious mischief, acts of God, or any other reason or cause beyond our control that affects the use or operation of the equipment. You expressly agree to release and discharge us and our employees for any and all claims and/or losses (including personal injury, death and property damage, specifically including damage to the property which is the subject matter of this agreement) associated therewith or caused thereby. ThyssenKrupp Elevator shall also automatically receive an extension of time commensurate with any delay in performance caused by or related to the aforementioned and you expressly agree to release and discharge ThyssenKrupp Elevator from any and all claims for consequential, special or indirect damages arising out of the performance of this agreement. In no event shall ThyssenKrupp Elevator's liability for damages arising out of this agreement exceed the remaining unpaid installments of the current, unexpired term of this agreement.

Should your system require any of the safety tests on the commencement date of this agreement, ThyssenKrupp Elevator assumes no responsibility for the day-to-day operation of the governor or safeties on traction elevators, or the hydraulic system on hydraulic elevators under the terms of this agreement until the test has been completed and the

Bronze Service Agreement

equipment passed. Should the respective system fail any of those tests, it shall be your sole responsibility to make necessary repairs and place the equipment in a condition that we deem acceptable for further coverage under the terms of this agreement. We shall not be liable for any damage to the building structure or the elevator resulting from the performance of any safety tests we perform at any time under this agreement. If during the initial firefighter's service test, that feature is found to be inoperable, you shall be responsible for all costs associated with necessary repair(s) to bring the elevator(s) into compliance with the applicable elevator codes in your local jurisdiction.

Purchaser agrees not to permit purchaser personnel or any third parties to use, access, tamper with, relocate, copy, disclose, alter, destroy, disassemble or reverse engineer the device while it is located on purchaser's premises. The installation of this equipment shall not confer any rights or operate as an assignment or license to you of any patents, copyrights or trade secrets with respect to the equipment and/or any software contained or imbedded therein or utilized in connection with the collection, monitoring and/or analysis of data.

In the event an Attorney is retained to enforce, construe or defend any of the terms and conditions of this agreement or to collect any monies due hereunder, either with or without litigation, the prevailing party shall be entitled to recover all costs and reasonable attorney's fees.

You hereby waive trial by jury. You agree that this agreement shall be construed and enforced in accordance with the laws of the state where the equipment is located. You consent to jurisdiction of the courts, both state and Federal, of the state in which the equipment is located as to all matters and disputes arising out of this agreement.

In the event any portion of this agreement is deemed invalid or unenforceable by a court of law, public policy or statute, such finding shall not affect the validity or enforceability of any other portion of this agreement.

Our rights under this agreement shall be cumulative and our failure to exercise any rights given hereunder shall not operate to forfeit or waive any of said rights and any extension, indulgence or change by us in the method, mode or manner of payment or any of its other rights shall not be construed as a waiver of any of its rights under this agreement.

MAX Considerations: Purchaser authorizes thyssenkrupp elevator and its employees to access purchaser's premises to install, maintain and/or repair the devices and, upon termination of the service agreement, to remove the same from the premises if we elect to remove. thyssenkrupp Elevator is and shall remain the sole owner of the devices and the data communicated to us by the devices. The devices shall not become fixtures and are intended to reside where they are installed. thyssenkrupp Elevator may remove the devices and cease all data collection and analysis at any time.

If the service agreement between thyssenkrupp Elevator and Purchaser is terminated for any reason, thyssenkrupp Elevator will automatically deactivate the data collection, terminate the device software and all raw data previously received from the device will be removed and/or expunged or destroyed.

Purchaser consents to the installation of the devices in your elevators and to the collection, maintenance, use, expungement and destruction of the daily elevator data as set forth in this agreement. The devices installed by thyssenkrupp Elevator contain trade secrets belonging to us and are installed for the use and benefit of our personnel only.

Purchaser agrees not to permit purchaser personnel or any third parties to use, access, tamper with, relocate, copy, disclose, alter, destroy, disassemble or reverse engineer the device while it is located on purchaser's premises. The installation of this equipment shall not confer any rights or operate as an assignment or license to you of any patents, copyrights or trade secrets with respect to the equipment and/or any software contained or imbedded therein or utilized in

Bronze Service Agreement

connection with the collection, monitoring and/or analysis of data.

Price.

The price for the services as stated in this agreement shall be One Hundred Sixty Dollars (\$160.00) per month, excluding taxes, payable Quarterly in advance.

Term

This agreement is effective for Sixty (60) month(s) starting upon acceptance and is non-cancelable. To ensure continuous service, this agreement will be automatically renewed for successive Sixty (60) month periods, unless either party timely serves written notice upon the other party of its intention to cancel renewal at least ninety (90) days but not more than 120 days before the end of the initial Sixty (60) month period, or at least ninety (90) days but not more than 120 days before the end of any subsequent Sixty (60) month renewal period. Notice shall be sent by certified mail, return receipt requested to the address set forth on page 1 of this agreement. Time is of the essence.

Annual Price Adjustments

Since our costs to provide you with the service set forth in this agreement may increase, we reserve the right to adjust the price of our service under this agreement accordingly. In the event this occurs, we will adjust your monthly price based on the percentage change in the average rate paid to elevator examiners. This rate paid to elevator examiners consists of the hourly rate paid to examiners plus fringe benefits and union welfare granted in place of or in addition to the hourly rate. Fringe benefits include pensions, vacations, paid holidays, group insurance, sickness and accident insurance, and hospital insurance. We also reserve the right to make additional adjustment to the price of our service under this agreement and/or enact surcharges as needed to account for increased fuel prices when such increases exceed the Consumer Price Index (CPI) current rate. We also reserve the exclusive right to make additional adjustment to the price of our service under this agreement in the event that the equipment covered by this agreement is modified from its present state.

Early Payment Discount

You may elect to pay in advance for twelve (12) months of service described in this agreement. Such a pre-payment entitles you to a 3% discount from the annual price in effect at the time of payment.

Overdue Invoices

A service charge of 1½% per month, or the highest legal rate, whichever is more, shall apply to all overdue accounts you have with ThyssenKrupp Elevator that are in any way related to your equipment described in this agreement. If you do not pay any sum due to ThyssenKrupp Elevator related to your equipment described in this agreement, regardless of whether it is billed pursuant to this agreement or any other with us, within sixty (60) days from the billing date, we may also choose to do one or more of the following: 1) suspend all service until all amounts due have been paid in full, and/or 2) declare all sums for the unexpired term of this agreement due immediately as liquidated damages and terminate our obligations under this agreement. If ThyssenKrupp Elevator elects to suspend service, we shall not be responsible for personal injury, death, damage to property (including damage to the equipment that is the subject matter of this agreement) or losses of any other type or kind that is in any way related the ThyssenKrupp Elevator's suspension of service. Upon resumption of service, you will be responsible for payment to ThyssenKrupp Elevator for all costs we incur that result from our suspension of service and to remedy any damage caused to your equipment during that time. Time is of the essence.

Special Considerations

No Special Considerations.

Bronze Service Agreement

Acceptance

Your acceptance of this agreement and its approval by an authorized manager of ThyssenKrupp Elevator will constitute exclusively and entirely the agreement for the services herein described. All other prior representations or agreements, whether written or verbal, will be deemed to be merged herein and no other changes in or additions to this agreement will be recognized unless made in writing and properly executed by both parties. Should your acceptance be in the form of a purchase order or other similar document, the provisions of this agreement will govern, even in the event of a conflict. This proposal is hereby accepted in its entirety and shall constitute the entire agreement as contemplated by you and us. This proposal is submitted for acceptance within one-hundred twenty (120) days from the Date Submitted by the ThyssenKrupp Elevator representative indicated below.

No agent or employee shall have the authority to waive or modify any of the terms of this agreement without the prior written approval of an authorized ThyssenKrupp Elevator manager.

ThyssenKrupp Elevator Corporation:	Pacific Grove Unified School District:	ThyssenKrupp Elevator Corporation Approval:
By: _____ (Signature of ThyssenKrupp Elevator Representative) Celia Cecena Account Manager celia.cecena@thyssenkrupp.com _____ (Date Submitted)	By: _____ (Signature of Authorized Individual) _____ (Print or Type Name) _____ (Print or Type Title) _____ (Date of Approval)	By: _____ (Signature of Authorized Individual) Kay Donovan Branch Manager _____ (Date of Approval)

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

SUBJECT: Contract for Services with Topes Tree Service, Inc.

DATE: June 20, 2019

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

RECOMMENDATION:

The District Administration recommends the Board review and approve the contract for services with Topes Tree Service, Inc. for the 2019-2020 school year.

BACKGROUND:

The District requires professional services for tree and debris removal District-wide. In the 2018-19 school year, the District spent nearly \$40,000 on removal of dead and downed trees and debris.

INFORMATION:

Topes Tree Service, Inc. provides expertise and equipment in the removal of dead and downed trees and debris that is not available within the District.

FISCAL IMPACT:

\$42,000 Fund 1 General Fund/Maintenance

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:

TOPES TREE SERVICE, INC. _____ CONTRACTOR

SOCIAL SECURITY NUMBER OR BUSINESS ID # _____

<u>P. O. Box 51964</u>	<u>Pacific Grove,</u>	<u>CA</u>	<u>93950</u>
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 July 1, 2019 and shall be completed on or before June 30, 2020.
- 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 rendered to the DISTRICT by the CONTRACTOR are as follows:

Removal of trees and debris as needed throughout the entire school district.

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 our 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:

Not to exceed the sum of \$42,000.00

Source of Funds: Fund 1 Maintenance

01-8150-0-0000-8110-5800-00-000-6250-0720

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

- 1) Lump sum upon completion of services rendered.
- X 2) Monthly - in accordance with provision of services as invoiced
- 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 _____, 2018.

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

SUBJECT: Contract for Services with Tri-County Fire Protection

DATE: June 20, 2019

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

RECOMMENDATION:

The District Administration recommends the Board review and approve the contract for services with Tri-County Fire Protection for the 2019-2020 school year.

BACKGROUND:

The food service facilities require specialized fire inspections during the school year. This is separate from the site fire inspections as Tri-County inspects the food service equipment in the school cafeterias.

INFORMATION:

Tri-County Fire Protection provides expertise in the inspections of food service equipment not available within the District.

FISCAL IMPACT:

Fund 13 Cafeteria \$1,500

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:

TRI-COUNTY FIRE PROTECTION, INC. _____ CONTRACTOR

SOCIAL SECURITY NUMBER OR BUSINESS ID # _____

<u>260-A Rianda St.</u>	<u>Salinas,</u>	<u>CA</u>	<u>93901</u>
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 July 1, 2019 and shall be completed on or before June 30, 2020.
- 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 rendered to the DISTRICT by the CONTRACTOR are as follows:

On-site fire alarm inspections for food service kitchen equipment at PG High School, Robert Down Elementary, Forest Grove Elementary and PG Middle School.

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 our 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:

Not to exceed \$1,500

Source of Funds: Fund 13 Food Service/Cafeteria
13-5310-0-0000-5600-00-000-8200-0000

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

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

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 _____, 2018.

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

SUBJECT: Contract for Services with Uretsky Investigation Security

DATE: June 20, 2019

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

RECOMMENDATION:

The District Business Office recommends that the Board review and approve the contract for services with Uretsky Investigation Security to provide residency investigation services for the 2019-2020 fiscal year.

BACKGROUND:

Since we are a Basic Aid District it is required that we ensure that the students attending our schools actually reside within the District boundaries. On some occasions it is necessary to have an investigation into the residency of some families to determine whether or not they reside in District.

INFORMATION:

Uretsky Investigation Security will provide residency information on families who may not be living in District.

FISCAL IMPACT:

Fund 1 General Fund- Business Services \$3,000

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

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

URETSKY INVESTIGATIONS for services rendered as specified below.**1. Scope of Service:**To provide: investigation services for residency verification**2. Evaluation and/or expected outcome(s)(continue on attached page if needed):**Residency verification**3. Length of the Contract:**

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

July 1, 2019 – June 30, 2020**4. Financial Consideration:**

Consultant to be paid at the rate of:

Not to exceed \$3,000

School Funding Source: General Fund

Account Code: 01-0000-0-0000-7300-5800-00-009-6120-0720

Consultant _____

Address _____

Signed _____ Date _____

☐ District Employee☒ Independent Consultant

Signed _____ Date _____

Site/Program Administrator (Check appropriate box below)

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

Signed _____ Date _____

Director of Human Resources

Signed _____ Date _____

Assistant Superintendent

ALL SIGNATURES MUST BE OBTAINED BEFORE SERVICES ARE PROVIDED.***Independent Consultant** must sign and submit a W-9 to District prior to providing service.

Contract for Services Criteria

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

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

District/Site Administrator

Date

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

SUBJECT: Contract for Services with Wilson's Plumbing

DATE: June 20, 2019

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

RECOMMENDATION:

The District Administration recommends the Board review and approve the contract for services with Wilson's Plumbing for the 2019-2020 school year.

BACKGROUND:

Wilson's Plumbing provides testing services for sewer drains at school sites District-wide.

INFORMATION:

Wilson's Plumbing provides expertise and equipment that is not available within the District.

FISCAL IMPACT:

Fund 1 General Fund- Maintenance \$2,000

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:

WILSONS PLUMBING _____ CONTRACTOR

SOCIAL SECURITY NUMBER OR BUSINESS ID # _____

<u>307 Grand Ave.</u>	<u>Pacific Grove,</u>	<u>CA</u>	<u>93950</u>
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 July 1, 2019 and shall be completed on or before June 30, 2020.
- 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 rendered to the DISTRICT by the CONTRACTOR are as follows:

Sewer testing for compliance at district sites.

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 our 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:

\$2,000 Not to exceed

Source of Funds: Fund 01 Maintenance and Operations

01-8150-0-0000-8110-5800-00-001-6220-0720

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.
- X 3) Other : As invoiced for each test

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 _____, 2018.

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

SUBJECT: Memorandum of Understanding with Salinas City Elementary School District for Field Trips and Athletics Transportation

DATE: June 20, 2019

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

RECOMMENDATION:

The District Administration recommends the Board review and approve the Memorandum of Understanding with Salinas City Elementary School District to provide additional transportation for field trips and athletics events.

BACKGROUND:

There are times when the District does not have enough buses or drivers for school field trips and/or athletics transportation. The District needs the additional service and has contracted with Salinas City Elementary School District in the past to fill in as needed.

INFORMATION:

Salinas City Elementary School District will provide school buses and additional drivers for our District, as described above, for the 2019-2020 school year.

FISCAL IMPACT:

Field trip rates are \$50.00 per hour and mileage is \$4.00 per mile
Donations: field trip student collected funds and donations
Fund 1 General Fund- Athletics Transportation

2019-2020

MEMORANDUM OF UNDERSTANDING BETWEEN
**THE SALINAS CITY ELEMENTARY SCHOOL DISTRICT AND
 PACIFIC GROVE UNIFIED SCHOOL DISTRICT**

This memorandum of understanding is entered into on the **1st day of August, 2019**, between **Pacific Grove Unified School District (PGUSD)** and **Salinas City Elementary School District (SCESD)** in order to provide the district with transportation services upon request and in the event of an emergency. The SCESD will be providing the transportation vehicle(s) and driver(s) responsible for transporting the PGUSD students.

Transportation for additional students must be made in writing to the following parties:

Matt Kelly, Director of Facilities & Transportation, Lisa Stacks, Transportation Foreman for PGUSD AND

Richard Enriquez Jr., Transportation Supervisor

Service Rates:

- Field Trips: **\$50.00 per hour and mileage is \$4.00 per mile**

Payment for Services:

PGUSD will be invoiced for services provided for the 2019-20 school year. Payment for the transportation services will be due upon receipt of SCESD annual invoice.

Indemnity:

Each Party shall indemnify, defend, and hold harmless the other Party and its officers, employees, agents, and volunteers from and against any and all claims, suits, actions, causes of action, losses, damage, or liabilities of any kind, nature or description, brought by any person or persons for or on account of any loss, damage, or injury to person, property or any other interest, tangible or intangible, sustained by or accruing to any person or persons, howsoever the same may be caused, directly or indirectly except for intentional acts, arising or resulting from any alleged acts or omission of the indemnifying Party, its officers, employees, agents or subcontractors arising out of or resulting from the performance of this Agreement.

Said contract shall be in force from August 1, 2019 to June 30, 2020. Either party reserves the right to terminate with 60 day notice for any reason if the arrangement is not beneficial to MCOE or to CUSD students. **Notification for continued services into the 2020-2021 school year must be given in writing to SCESD no later than April 15, 2020.**

Salinas City Elementary School District

Authorized Signature

Date

Pacific Grove Unified School District

Song Chin Bendib

Assistant Superintendent
Finance and Business

Date

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

SUBJECT: Contract for Services with Wonder Woofs K-9 Safety Dogs

DATE: June 20, 2019

PERSON(S) RESPONSIBLE: Barbara Martinez, Student Safety Director

RECOMMENDATION:

The Administration recommends that the Board review and approve the contract for services with Wonder Woofs K-9 Safety Dogs to provide drug prevention services to the District.

BACKGROUND:

Pacific Grove Unified School District promotes a drug and alcohol free environment. In an effort to continue our proactive approach to the deterrence of drug use, and to maintain its place in our district comprehensive school plan, our schools would like to continue to utilize the services of Wonder Woofs K-9 Safety Dogs for the 2019-2020 school year.

INFORMATION:

Wonder Woofs K-9 Safety Dogs is a service that provides K-9 drug searches and demonstrations to district schools. They serve as a visual deterrent and detection for drug use on school campuses, elementary through high school. They also provide safety presentations to students regarding the use of service dogs working with first responders in emergency situations.

FISCAL IMPACT:

The fiscal impact for the 2019-2020 school year is \$3,000.00 from the district safety budget.

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:

Wonder Woofs**EIN 46-1833898**

CONTRACTOR	SOCIAL SECURITY NUMBER OR BUSINESS ID #		
1261 Payette Circle	Hollister	CA	95023
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 8/7/2019 and shall be completed on or before 5/29/2020.
- 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:

***See attached**

- 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:
- \$ Not to exceed \$3,000.00 (\$ per hr/day/other)
- for Monthly site visits (hours/days/other).

Source of Funds: 01-0000-0-0000-8300-5800-00-000-4969-0720

- 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 08 day of August, 19 2019.

For the Site/Program:

For the Contractor:

Site/Program Administrator Date

Name

For the District:

Title

Director of Human Resources Date

Date

Assistant Superintendent Date

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

Assistant Superintendent

Date

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



SERVICE AGREEMENT

This service agreement is made effective as of August 07, 2019 by and between Sean & Janelle Haggett of Wonder Woofs, and Pacific Grove Unified School District.

1. DESCRIPTION OF SERVICES. Beginning on August 07, 2019, Wonder Woofs will provide Pacific Grove Unified School District the following services:

- a. Wonder Woofs will provide up to two certified narcotic search dogs per campus visit.
- b. Campus visits will be agreed upon in advance by Wonder Woofs and Pacific Grove Unified School District.
- d. All Campus visits will be supervised by an administrative staff member provided / assigned by Pacific Grove Unified School District.

2. PAYMENT OF SERVICES. In exchange for services, Wonder Woofs requests that Pacific Grove Unified School District pay for services in full at the completion of mutually agreed site visits not to exceed \$3,000.00.

3. TERM. This agreement will terminate upon the end of the 2020 school year.

4. CONFIDENTIALITY. Wonder Woofs, and its employees, agents, or representatives, will not, either directly or indirectly, divulge, disclose, or communicate any information that is proprietary to Pacific Grove Unified School District. Wonder Woofs will protect such information and treat it as confidential.

5. INDEMNIFICATION. Pacific Grove Unified School District agrees to indemnify and hold Wonder Woofs harmless from all claims, losses, expenses, fees including attorney fees, costs, and judgments that may be asserted against Pacific Grove Unified School District. Wonder Woofs agrees to indemnify and hold Pacific Grove Unified School District harmless from all claims, losses, expenses, fees including attorney fees, costs, and judgments that may be asserted against Wonder Woofs.

(Printed name of Client/Agent)

(Printed name of Provider/Agent)

(Signature & Date of Client/Agent)

(Signature & Date of Provider/ Agent)

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

SUBJECT: Contract for Services with Casey Printing for Pacific Grove Adult School

DATE: June 20, 2019

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

RECOMMENDATION:

The District Administration recommends that the Board review and approve the contract for services with Casey Printing to provide printing and delivery of the Pacific Grove Adult School brochures to community members throughout Pacific Grove, Carmel, and Monterey.

INFORMATION:

Pacific Grove Adult Education mails a class brochure four times per year to community members in Carmel, Monterey, Pacific Grove and the Monterey Peninsula Community College District. The adult school contracts with Casey Printing to print and deliver to USPS. The adult school brochure course offerings change with each 10 week session as new classes are offered and others are dropped. The length of service is through December 31, 2019.

FISCAL IMPACT:

The fiscal impact for the 2019-2020 school year is approximately \$8,330.00 (\$4,165.00 for two quarters) for two brochure mailings to be paid by the Adult Education Fund.

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

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

Casey Printing for services rendered as specified below.

1. Scope of Service:

To provide: Print and deliver brochures to USPS and Adult School Office each session.

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

To Provide printing and delivery of brochures.

3. Length of the Contract:

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

Dates vary throughout the year. Contract for July 1, 2019 – Dec 31, 2019

4. Financial Consideration:

Consultant to be paid at the rate of:

\$4165.00 Quarterly (\$ varies by postal route and need) (\$ per hr/day/other)

for Varies (hours/days/other)

School Funding Source: Adult School Block Grant Fund 11

Account Code: Acct Code varies with each session

Consultant (Please print)_____

Address _____ Phone _____

Signed _____ Date _____

☐ District Employee

☐ Independent Consultant

Signed _____ Date _____

Site/Program Administrator (Check appropriate box below)

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

X Contracted work was not assigned using District's normal employment recruitment process.

Attached Criteria Page (REQUIRED) identifies reason

Signed _____ Date _____

Director of Human Resources

Signed _____ Date _____

Assistant Superintendent

ALL SIGNATURES MUST BE OBTAINED BEFORE SERVICES ARE PROVIDED.

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

Revised 02/15

Contract for Services Criteria

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

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

 District/Site Administrator

 Date

- ☒ Consent
☐ Information/Discussion
☐ Action/Discussion

SUBJECT: Contract for Services with Monterey-Santa Cruz Building Trades Council Training and Education Fund

DATE: June 20, 2019

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

RECOMMENDATION:

The District Administration recommends the Board review and approve the contract for services with Monterey-Santa Cruz Building Trades Council Training and Education Fund.

INFORMATION:

Using 2018-2019 consortium funding, The Monterey Peninsula Adult Education Consortium (MPAEC) engaged the services of a communication consulting firm to design and disseminate a survey to gather input from the Monterey Peninsula region regarding the adult education community needs, satisfaction with current offerings, and desire for additional programs and services. In addition, MPAEC held a planning retreat in spring 2018 to allow faculty, staff, and administrators from each member site to gather in discipline and/or job-specific groups to engage in dialog about program needs, gaps in service, and potential areas for collaboration and improvement for the upcoming year. Feedback collected from the regional adult education survey and MPAEC planning retreat helped inform the plan for the Consortium as well as individual member sites. MPAEC also reviewed local reports created by the Monterey County Workforce Development Board (MCWDB). Programs for Pre-apprenticeships for Construction Trades were an identified gap/barrier in our community.

BACKGROUND:

Pre-apprenticeship programs are funded through the Adult Education Apportion. Pacific Grove Adult Education has leveraged resources and partnered with the Monterey-Santa Cruz Building Trades Council to provide a pre-apprenticeship for the Construction Trades class from June 25, 2019 - October 1, 2019.

FISCAL IMPACT:

\$18,000.00 Fund 11 Adult Education Block Grant

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

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

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

Monterey-Santa Cruz Building Trades Council Training & Education Fund 501(c)3

CONTRACTOR		SOCIAL SECURITY NUMBER OR BUSINESS ID #	
11445 Commercial Parkway	Castroville	CA	95012
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 6/25/2019 and shall be completed on or before 10/1/2019.
- B. CONTRACTOR understands and agrees that CONTRACTOR and CONTRACTOR'S employees are not employees of the DISTRICT and are not entitled to benefits of any kind or nature normally provided employees of the DISTRICT and/or to which DISTRICT employees are normally entitled, including, but not limited to, State Unemployment Compensation or Workers' Compensation. CONTRACTOR shall assume full responsibility for payment of all Federal, State and local taxes or contribution including Unemployment Insurance, Social Security, and Income Taxes with respect to CONTRACTOR'S employees.
- C. CONTRACTOR shall furnish, at CONTRACTOR'S own expense, all labor, materials equipment and other items necessary to carry out the terms of this Agreement.
- D. In the performance of the work herein contemplated, CONTRACTOR is an independent contractor, with the authority to control and direct the performance of the details of the work, DISTRICT being interested only in the results obtained.
- E. CONTRACTOR agrees to defend, indemnify and hold harmless the DISTRICT, its Board of Trustees, employees and agents from any and all liability or loss arising in any way out of CONTRACTOR'S negligence in the performance of this Agreement, including but not limited to any claim due to injury and/or damage sustained by CONTRACTOR, and/or the CONTRACTOR'S employees or agents.

AGREEMENT FOR CONTRACTOR SERVICES (continued)

- F. CONTRACTOR shall maintain Insurance with a minimum \$1,000,000 combined single limits of general liability and automobile coverage.
- G. Services to be rendered to the DISTRICT by the CONTRACTOR are as follows:

***See attached Memorandum of Understanding.**

- 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:
- \$ \$18,000.00 (\$ per hr/day/other)
- for *see attached calendar (hours/days/other).

Source of Funds: 11-6391-0-4110-1000-5800-00-008-1025-0000

- K. Payments will be made by the District to the Contractor as follows:
- 1) Lump sum upon completion of services rendered.
 - 2) Monthly - in accordance with provision of services.
 - 3) Other Lump sum on the first day of class June 25, 2019
- 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 25 day of June, 19 2019.

For the Site/Program:

For the Contractor:

Site/Program Administrator Date

Name

For the District:

Title

Director of Human Resources Date

Date

Assistant Superintendent Date

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

Assistant Superintendent

Date

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

**MEMORANDUM OF UNDERSTANDING
BETWEEN
PACIFIC GROVE ADULT EDUCATION
AND
MONTEREY-SANTA CRUZ BUILDING TRADES COUNCIL TRAINING &
EDUCATION FUND**

I. PARTIES

This Memorandum of Understanding ("Memorandum") is by and between:

- (1) The Pacific Grove Adult Education ("PGAE"); and
- (2) The Monterey-Santa Cruz Building Trades Council Training & Education Fund (the "Training Fund") and its Tri-County Apprenticeship Preparation program ("TCAP").

II. PURPOSE

The Parties enter into this Memorandum to provide one (1) pre-apprenticeship class for the District ("Program"), to set forth the authority of the Parties in operating the Program, and to set forth the Parties' mutual goals and commitments with regard to the Program.

The Parties have an interest in supplying well-qualified and job ready apprentices in the construction industry. This requires a rigorous and challenging curriculum for pre-apprentices striving to obtain entry into a Union apprenticeship program. It also requires working closely with employers and Unions. In order to further these goals, the Parties agree to make every reasonable effort to fulfill the responsibilities outlined below.

III. COST

The cost of the Program will be eighteen thousand dollars (\$18,000.00), payable by PGAE to TCAP within ten (10) days of final execution of this Memorandum, or on the first day of the Program, whichever is sooner.

IV. AUTHORITY

The Training Fund and/or TCAP shall provide and be responsible for the Program instructors, curriculum, and certifications. The Training Fund and/or TCAP shall be the employer of record of the instructors.

PGAE shall provide and be responsible for the facility(ies), students, internet access, and basic school supplies, and for working with the Training Fund and/or TCAP in carrying out the Program. The Program will operate within the PGAE school calendar.

Memorandum of Understanding between PGAE and the
Monterey-Santa Cruz Building Trades Council Training & Education Fund

V. MUTUAL COMMITMENTS

The Training Fund and/or TCAP shall:

- a. Supply the instructor(s) to teach the Program.
- b. Provide curriculum and teaching methodologies based on the Multi-Craft Core Curriculum ("MC3") developed by North America's Building Trades Unions, enroll participants in the MC3 portal, and provide certification of MC3 completion.
- c. Provide first aid/CPR training and certification of completion.
- d. Provide the OSHA 10-hour training course and certification of completion.

The District and/or PGAE shall:

- a. Provide the facility(ies) and instructional space, instructional tools (including a computer and projector), basic school supplies, and internet access.
- b. Conduct recruitment, including: (1) listing in PGAE brochure, (2) highlighted placement on PGAE website, (3) promotion in PGAE consortium, (4) distribution of flyers to all partners including the Monterey County Office of Education, Monterey County Workforce Development Board, Pacific Grove Adult Education, and the local Chamber of Commerce; (5) promotion on Pacific Grove Adult Education marketing and social media accounts; and (6) inclusion in other outreach events.
- c. Target outreach to women and populations historically underrepresented in the construction trades.
- d. Maintain and protect the copyrighted MC3 curriculum.

III. CURRICULUM CONFIDENTIALITY


PGAE agrees to protect the confidentiality of the MC3 curriculum, and will not misuse the curriculum or allow it to be disseminated to any third parties other than for its intended use within the Program. PGAE acknowledges that if they breach this Memorandum with respect to protecting the confidentiality of the MC3 curriculum, the Training Fund and TCAP may suffer serious monetary damages for which they may seek reimbursement from PGAE.

IV. TERM AND AMENDMENT

This Memorandum shall be in effect for a period of one year beginning June 25, 2019. At the conclusion of the one-year period, this Memorandum may be extended by common written consent of both parties. This Memorandum represents the entire understanding of both parties with respect to this partnership. Any modifications to this Memorandum must be in writing and signed by the Parties.

Memorandum of Understanding between PGAE and the
Monterey-Santa Cruz Building Trades Council Training & Education Fund

**MONTEREY-SANTA CRUZ BUILDING TRADES COUNCIL TRAINING &
EDUCATION FUND and THE TRI-COUNTY APPRENTICESHIP PREPARATION
PROGRAM**


Name: ANDY HARTMANN
Title: PRESIDENT

PACIFIC GROVE ADULT EDUCATION

Name:
Title:

Memorandum of Understanding between PGAE and the
Monterey-Santa Cruz Building Trades Council Training & Education Fund

Tri-County Apprenticeship Preparation 2019

Pacific Grove Adult School

1025 Lighthouse Ave. Room 1
Pacific Grove, CA 93950
Monterey County

Consent Agenda Item MM

June 2019							July 2019							August 2019						
Su	Mo	Tu	We	Th	Fr	Sa	Su	Mo	Tu	We	Th	Fr	Sa	Su	Mo	Tu	We	Th	Fr	Sa
						1		1	2	3	4	5	6					1	2	3
2	3	4	5	6	7	8	7	8	9	10	11	12	13	4	5	6	7	8	9	10
9	10	11	12	13	14	15	14	15	16	17	18	19	20	11	12	13	14	15	16	17
16	17	18	19	20	21	22	21	22	23	24	25	26	27	18	19	20	21	22	23	24
23	24	25	26	27	28	29	28	29	30	31				25	26	27	28	29	30	31
30																				

September 2019							October 2019							November 2019						
Su	Mo	Tu	We	Th	Fr	Sa	Su	Mo	Tu	We	Th	Fr	Sa	Su	Mo	Tu	We	Th	Fr	Sa
1	2	3	4	5	6	7			1	2	3	4	5						1	2
8	9	10	11	12	13	14	6	7	8	9	10	11	12	3	4	5	6	7	8	9
15	16	17	18	19	20	21	13	14	15	16	17	18	19	10	11	12	13	14	15	16
22	23	24	25	26	27	28	20	21	22	23	24	25	26	17	18	19	20	21	22	23
29	30						27	28	29	30	31			24	25	26	27	28	29	30

December 2019							January 2020							February 2020						
Su	Mo	Tu	We	Th	Fr	Sa	Su	Mo	Tu	We	Th	Fr	Sa	Su	Mo	Tu	We	Th	Fr	Sa
1	2	3	4	5	6	7				1	2	3	4							1
8	9	10	11	12	13	14	5	6	7	8	9	10	11	2	3	4	5	6	7	8
15	16	17	18	19	20	21	12	13	14	15	16	17	18	9	10	11	12	13	14	15
22	23	24	25	26	27	28	19	20	21	22	23	24	25	16	17	18	19	20	21	22
29	30	31					26	27	28	29	30	31		23	24	25	26	27	28	29

Tuesday & Wednesday 5:00-9:00pm
Saturday 8:00-4:30pm

Instructor: Jose Mendez

Graduation **October 1, 2019**

☒ Consent
☐ Information/Discussion
☐ Action/Discussion

SUBJECT: Contract for Services with Ruben Parra for Bus Driver Training

DATE: June 20, 2019

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

RECOMMENDATION:

The District Business Office recommends that the Board review and approve the contract for services with Ruben Parra for bus driver training for 2019-20.

BACKGROUND:

The District provides on-going instruction and training for school bus drivers. Mr. Parra provides these professional services for our employees, as required by law.

INFORMATION:

Ruben Parra will provide instruction and training in the safe operation of school buses to our District school bus drivers for the 2019-2020 fiscal year.

FISCAL IMPACT:

Fund 1 General Fund- Transportation \$6,000 for the 2019-20 fiscal year.

435 Hillcrest Avenue

Pacific Grove, CA 93950

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

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

RUBEN PARRA for services rendered as specified below.**1. Scope of Service:**To provide: Bus driver in-service, behind the wheel training, and documentation as required by the California Highway Patrol and Department of Education.**2. Evaluation and/or expected outcome(s)**(continue on attached page if needed):Training for school bus drivers as required every year by law**3. Length of the Contract:**

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

July 1, 2019 through June 30, 2020 as needed

4. Financial Consideration:

Consultant to be paid at the rate of:

\$75/hour

Not to exceed the sum of \$6,000.

School Funding Source: 01-0000-0-0000-3600-5800-00-000-7900-0720

Consultant _____

Address _____

Signed _____ Date _____

☒ District Employee☒ Independent Consultant *

Signed _____ Date _____

Site/Program Administrator – (Check appropriate box below)

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

Signed _____ Date _____

Director of Human Resources

Signed _____ Date _____

Assistant Superintendent

ALL SIGNATURES MUST BE OBTAINED BEFORE SERVICES ARE PROVIDED.***Independent Consultant** must sign and submit a W-9 to District prior to providing service.

Contract for Services Criteria

Consent Agenda Item NN

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

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

District/Site Administrator

Date

- ☒ Consent
☐ Information/Discussion
☐ Action/Discussion

SUBJECT: Memorandum of Understanding between Pacific Grove Unified School District and Carmel Unified School District for the Placement of Students with Disabilities in Special Day Classes for 2019-20 School Year

DATE: June 20, 2019

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

RECOMMENDATION:

The District Administration recommends that the Board review and approve the Memorandum of Understanding between Pacific Grove Unified School District and Carmel Unified School District for the placement of students with disabilities in Special Day Classes for 2019-2020.

BACKGROUND:

Carmel Unified School District initially placed students in our Special Day Classes beginning in the 2016-17 school year and would like to continue to develop this partnership in order to expand placement options for their students with special needs.

INFORMATION:

By entering into this Memorandum of Understanding with Carmel Unified School District (CUSD) we will create economy of scale and offset the cost of operating our special classes. The acceptance of students will be on a case by case basis and require renewal every school year through the Individual Education Plan (IEP) process. Inter-district transfer paperwork is not required for placement.

An Individual Service Agreement (ISA) is created for each student that details the cost of tuition, and related services (Occupational Therapy, Physical Therapy, Speech Therapy) and the cost of Extended School Year (ESY). If a student requires transportation and/or bus rider, CUSD is responsible to provide this directly. If a student requires a one-to-one paraprofessional a Pacific Grove Unified School District employee will be assigned and CUSD will be billed on the student's ISA.

FISCAL IMPACT:

The revenue offsets the General Fund contribution to Special Education.

Projected revenue dependent on Individual Service Agreements:

Tuition per student \$40,000

Tuition ESY \$5,000

Speech Therapy \$90.00 an hour

Occupational Therapy \$90.00 an hour

Physical Therapy \$90.00 an hour



Monterey County Special Education Local Plan

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Agreement for Regional Operation of Special Education Programs

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

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

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

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

1. Period Of Agreement

This Agreement is effective for the period beginning July 1, 2019 and ending June 30, 2020. This Agreement may be renewed at the end of that period. This agreement may be amended by mutual consent of the parties.

2. Purpose Of Agreement

This Agreement governs the maintenance of a system for delivery of specified services to individuals with exceptional needs whose primary disability is any of the following Visually Impaired, Deaf/Hard of Hearing, Autism Spectrum Disorder, Orthopedically Impaired, Intellectually Disabled, Emotionally Disturbed, Speech or Language Impairment, Physical Therapy, Mental Retardation and Therapeutic Intervention who reside within the SELPA, and in accordance with the requirements of Education Code Section 56300 et seq.



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

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

3. Definitions

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

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

4. Compliance Assurances

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

5. Individual Services Agreement

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

6. Responsibilities of the LEA of Operation

The PGUSD, as the LEA of operation, shall be responsible for the following:



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- a. Implementation of the procedures for referrals, placements, IEP reviews, and reevaluations as specified in Part II, Chapter 8 of the *Monterey County SELPA Procedural Handbook*;
 - b. Administrative support for the purposes of developing and implementing the regional program;
 - c. Preparation of all required federal, state and local reports, and related accounting services;
 - d. Provision of classrooms and other facilities as required to appropriately house the programs and classes;
 - e. Identifying which students intend to participate in ESY no later than April 30 and notifying the LEA of residence prior to May 10 regarding student intent to participate in ESY;
 - f. Initiating an ISA for each student to be served for both the regular school year and the extended school year and presenting the proposed ISA(s) to the district of residence for approval;
 - g. Providing for the coordination of investigation and response to compliance and due process complaints; and
 - h. Provision of food services to pupils attending regional programs conducted hereunder consistent with food services provided to all students within the LEA of operation.
7. Responsibilities Of The LEA Of Residence

The LEA of residence is responsible for the following:

- a. Implementation of the procedures for referrals, placements, IEP reviews, and reevaluations as specified in chapter 8 of the *Monterey County SELPA Procedural Handbook, Administrative Procedures*;
- b. Arranging and providing for special transportation for those pupils with exceptional needs who are enrolled in classes conducted hereunder;
- c. Signing and returning all ISAs for both the regular school year and ESY to the district of operation by the due date specified by the LEA of operation;



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- d. Cooperation and collaboration with the LEA of operation in investigating and responding to compliance and due process complaints; and
 - e. Retaining ultimate authority and responsibility for the provision of educational programs and services to its pupils regardless of who provides the programs and services.
8. Suspensions And Expulsions

When a student is being considered for disciplinary action that may result in a change of placement (suspension in excess of 10 days or expulsion), the LEA of operation shall notify the LEA of residence immediately. The LEA of operation will complete the manifestation determination, review or revise a behavior plan, if appropriate, and schedule an IEP team meeting to review the manifestation determination and behavior plan. Beginning on the 11th day of suspension, the LEA of residence will offer an alternative interim placement pending the outcome of any expulsion hearing. The LEA of residence will hold the expulsion hearing within 30 days. If the student is expelled, the LEA of residence must provide for the student's educational needs during the period of expulsion

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

9. Payment For Services

Regional Programs Operated by Monterey County Office of Education

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

Regional Programs Operated by a District

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

Special Class



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

Related Services

The operating expense for each related service provider assigned to the regional class shall be calculated (including salaries, benefits, specialized materials and equipment, personnel development, travel and conference, mileage).

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

Individual Services

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

Using the three methods identified above, the LEA of operation will invoice each LEA of residence on a ☐ monthly, ☐ quarterly, or ☒ semi-annual basis. The LEA of operations shall provide the LEA of residence with the projected excess cost billback in the Individual Service Agreement for each student. Two times per year, the amount per student will be adjusted to reflect student exits and entries, changes in services required by the IEP, and actual expenditures for special classes and individual services. Adjustments to the billback charge for any of these reasons shall be pro-rated based on a daily per student rate. Final adjustments required following the last regular invoice of the school year must be submitted prior to September 30 of the subsequent year. Backup for adjusted costs will include relevant IEP pages or entry and exit dates. The LEA of



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residence shall remit payment to the LEA of operation within 30 days.

10. Hold Harmless and Indemnification

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

11. Insurance

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

12. Dispute Resolution

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

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

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

1. The dissatisfied party shall issue a written request for formal dispute resolution as described herein. The written request shall include a description of the concerns to be addressed, with sufficient specificity as to permit the receiving party to clearly comprehend the disagreement and to formulate a response to the disagreement. The written request shall be submitted to the SELPA Executive Director.



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2. Within 5 days of receipt of the request, the SELPA Executive Director will request that a mediator be appointed. Mediation shall be offered through a neutral individual or agency as determined appropriate by the Monterey County SELPA Executive Director and acceptable to all parties. The SELPA shall be considered a participating party. Costs for mediation shall be assessed equally between all participating parties.
3. If the parties are unable to resolve their disagreement through mediation, the parties will request binding arbitration. Request for appointment of an arbitrator shall be made within 15 days following conclusion of the mediation process.

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

13. Severability/Waiver

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

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

Executed this _____ day of _____, 2019

Carmel Unified School District
LEA OF OPERATION

Pacific Grove Unified School District
LEA OF RESIDENCE

By:

By:

Steve Gonzalez

Clare Davies



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Typed or Printed Name

Typed or Printed Name____

Signature

Signature

Carmel Unified Superintendent

Pacific Grove Unified Superintendent

Date: _____

Date: _____

- ☒ Consent
☐ Information/Discussion
☐ Action/Discussion

SUBJECT: Acceptance of Measure A Security Camera Project – Alternate #4 District Office, Maintenance Buildings

DATE: June 20, 2019

PERSON(S) RESPONSIBLE: Bruce Cates, Director of Technology

RECOMMENDATION:

The District Administration recommends that the Board review and approve the security camera project Additive Alternate #4, cameras for the Pacific Grove District Office.

BACKGROUND:

During initial discussion of the Measure A Bond, district site safety and security cameras were identified as a priority. The school sites need additional cameras to assist with the investigation of incidences of vandalism, discipline and intrusion. This installation option will complete the original security camera project as designed.

INFORMATION:

The original sealed bids were received on Tuesday, October 6, 2015, at the District Office. The District received five bids with a base bid and four alternates. The base bid includes the High School, Middle School and Forest Grove. The bid documents specified that the low bidder will be awarded the remaining of the bid alternates as funding came available. At the October 29, 2015 Board of Trustees Meeting only the base bid was approved and staff is seeking approval for the next phase of the project. The following is a breakdown of the base bids submitted:

Surveillance Grid	\$243,977.48
EKC Enterprises, Inc.	\$248,800.00
I Tech Solutions	\$250,000.00
Walsh Electronics	\$256,642.00 *
Electronic Innovations	\$413,482.09 *

See attached Bid Results Form.

* Submitted wrong bid form.

The apparent low bid was submitted by Surveillance Grid of Morgan Hill, CA, with a base bid amount of \$243,977. *Their Bid Proposal Form is attached. The base bid has been accepted and services have been delivered.*

Now we are following up on alternate bids. Alternate #4 provides cameras for the District Office, Maintenance Buildings, associated parking areas and the east end of the PG Middle School field. The original plan was quoted at \$15,529.13. At the district's request, we are upgrading one camera to a higher resolution to provide a view of the PG Middle School ball-wall. The revised quote is \$16,516.78. *The quote is attached.*

FISCAL IMPACT:

Funding is part of the Fund 21 Measure A Technology Bond at a cost of \$987.65 which is the original Alternate #4 bid of \$15,529.13 to \$16,516.78, based on an upgrade of one camera.

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:

SURVEILLANCE GRID INTEGRATION, INC.

Contractor's License #984043

CONTRACTOR	SOCIAL SECURITY NUMBER OR BUSINESS ID #		
18450 Technology Drive, Ste. B	Morgan Hill	Ca	95037-2822

MAILING ADDRESS	CITY	STATE	ZIP
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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 or after July 2, 2019 and shall be completed on or before October, 31, 2019.
- B. CONTRACTOR understands and agrees that CONTRACTOR and CONTRACTOR'S employees are not employees of the DISTRICT and are not entitled to benefits of any kind or nature normally provided employees of the DISTRICT and/or to which DISTRICT employees are normally entitled, including, but not limited to, State Unemployment Compensation or Workers' Compensation. CONTRACTOR shall assume full responsibility for payment of all Federal, State and local taxes or contribution including Unemployment Insurance, Social Security, and Income Taxes with respect to CONTRACTOR'S employees.
- C. CONTRACTOR shall furnish, at CONTRACTOR'S own expense, all labor, materials equipment and other items necessary to carry out the terms of this Agreement.
- D. In the performance of the work herein contemplated, CONTRACTOR is an independent contractor, with the authority to control and direct the performance of the details of the work, DISTRICT being interested only in the results obtained.
- E. CONTRACTOR agrees to defend, indemnify and hold harmless the DISTRICT, its Board of Trustees, employees and agents from any and all liability or loss arising in any way out of CONTRACTOR'S negligence in the performance of this Agreement, including but not limited to any claim due to injury and/or damage sustained by CONTRACTOR, and/or the CONTRACTOR'S employees or agents.

AGREEMENT FOR CONTRACTOR SERVICES (continued)

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

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

Provide all services, materials, labor, supplies and equipment as per Bid Proposal form for the Security Camera Project at Community High School School, Additive Alternate #4, attached hereto and made a part hereof.

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 our 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:

Original Bid for District Office Phase is \$15,529.13 with an upgrade for one high resolution camera for an additional \$987.65. Total Contract \$16,516.78

Source of Funds: Fund 21 Technology Bond Measure A

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

1) Monthly - in accordance with provision of services.

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 _____, 2019.

For the Site/Program:

For the Contractor:

Site/Program Administrator Date

Name

For the District:

Title

Director of Human Resources Date

Date

Assistant Superintendent Date

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

Assistant Superintendent

Date

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

BID PROPOSAL FORM**SECTION 004000R1****PAGE 1****GENERAL**

Sealed bids will be received until Tuesday October 6th 2015, at Two PM O'clock, (2:00PM), at the office of the Pacific Grove Unified School District of the at the office of the Assistant Superintendent of Business, located at 435 Hillcrest Avenue, Pacific Grove, California 93950 USA.

The work is broken out and bid for each site as a standalone bid amount package, with the Middle School being the priority base bid, and all other sites being additive alternates to the project to establish all of the server equipment and networking connections for all sites. Funding will be applied in the priority as established by PGUSD, however the Middle Schools and High Schools are top priority for the "work" to be accomplished at each site for the implementation of the CCTV cameras. The District has set aside up to \$250,000.00 (Two Hundred Fifty Thousand Dollars) for the implementation of this work. Projects/sites will be awarded in the following priority up to the budget amount:

1. Pacific Grove Middle School
2. Pacific Grove High School
3. Forest Grove School
4. Robert Down School
5. Community High School
6. Adult Education
7. District Office

Lowest bid shall be calculated as follows: The lowest total of the bid prices on the base contract and those additive or deductive items that when taken in order from a specifically identified list of those items in the solicitation(bid), and added to, or subtracted from, the base contract, are less than, or equal to, the funding amount. **Lowest bidder shall be determined by the aggregate total of base bid pricing for Middle School, High School and Forest Grove School, and funded as the various amounts are applied from the allocated amount of \$250,000.00. The projects will be funded complete for each site funding permitting, to a single contractor.**

TO THE HONORABLE BOARD OF EDUCATION OF PACIFIC GROVE UNIFIED SCHOOL DISTRICT OF MONTEREY COUNTY.

In compliance with the advertisement calling for bids for the DISTRICT WIDE CCTV SECURITY SURVEILLANCE Project, for District wide CCTV Systems and connections at schools for Pacific Grove Unified School District of Monterey County in accordance with plans and specifications for the same prepared by The Trinity Group, Inc., and on file in the office of the Pacific Grove Unified School District, the undersigned hereby proposes and agrees to furnish all labor, materials, equipment, mechanical workmanship, transportation, services within the construction timeline for the construction and completion of said work, in strict accordance with said plans and specifications for the individual site project sums of:

the DISTRICT WIDE CCTV SECURITY CAMERA PROJECT,
Project # 15-01CCTV-R1

Bid Amount (Dollars)

BASE BID PROJECT**PACIFIC GROVE MIDDLE SCHOOL – STAND ALONE PROJECT BID**

Pacific Grove Middle School Security Camera Surveillance project for the Pacific Grove Unified School District per plans and specifications as developed by The Trinity Group, Inc. – all work related to Pacific Grove Middle School

\$ 122,297.16

BASE BID PROJECT

PACIFIC GROVE HIGH SCHOOL – STAND ALONE PROJECT BID

Pacific Grove High School Security Camera Surveillance project for the Pacific Grove Unified School District per plans and specifications as developed by The Trinity Group, Inc. – all work related to Pacific Grove High School

\$ 84,011.55

BASE BID PROJECT

FOREST GROVE ELEMENTARY SCHOOL – STAND ALONE PROJECT BID

Forest Grove Elementary School Security Camera Surveillance project for the Pacific Grove Unified School District per plans and specifications as developed by The Trinity Group, Inc. – all work related to Forest Grove Elementary School

\$ 37,668.78

TOTAL BID AMOUNT OF “BASE BID PROJECTS” LISTED ABOVE. SITES WILL BE AWARDED ON MAXIMUM FUNDING AMOUNT OF \$250,000, WHICH MAY INCLUDE UP TO ALL THREE PROJECTS SHOULD FUNDING PERMIT. FUNDING WILL BE ALLOCATED IN THE ORDER OF MIDDLE SCHOOL, HIGH SCHOOL AND OTHER SITES AS FUNDING PERMITS. ADDITIVE ALTERNATES MAY OR MAY NOT BE FUNDED ACCORDING TO FUNDS ALLOCATION

\$ 243,977.48

ADDITIVE ALTERNATE #1

ROBERT DOWN ELEMENTARY SCHOOL – STAND ALONE PROJECT BID

Robert Down Elementary School Security Camera Surveillance project for the Pacific Grove Unified School District per plans and specifications as developed by The Trinity Group, Inc. – all work related to Robert Down Elementary School

\$ 49,908.27

ADDITIVE ALTERNATE #2

PACIFIC GROVE COMMUNITY HIGH SCHOOL – STAND ALONE PROJECT BID

Pacific Grove Community High School Security Camera Surveillance project for the Pacific Grove Unified School District per plans and specifications as developed by The Trinity Group, Inc. – all work related to Pacific Grove Community High School

\$ 14,200

Community High School Additive Alternates

Camera #1 - Additive Alternate 2A

\$ 1950

Camera #2 - Additive Alternate 2B

\$ 1950

Camera #3 - Additive Alternate 2C

\$ 1950

Camera #4 - Additive Alternate 2D

\$ 1950

Camera #5 - Additive Alternate 2E

\$ 1950

Camera #6 - Additive Alternate 2F

\$ 1950

Camera #7 - Additive Alternate 2G

\$ 1950

Camera #8 - Additive Alternate 2H

\$ 1950

Additive Alternate “2I”

Additive Alternate consisting of **conduits and infrastructure** as indicated on plans for conduit extension and addition of IDF (oval note tag work on plans)

\$ 9265

ADDITIVE ALTERNATE #3

PACIFIC GROVE ADULT SCHOOL – STAND ALONE PROJECT BID

Pacific Grove Adult School Security Camera Surveillance project for the Pacific Grove Unified School District per plans and specifications as developed by The Trinity Group, Inc. – all work related to Pacific Grove Adult School

\$ 26,697.64

ADDITIVE ALTERNATE #4**PACIFIC GROVE DISTRICT OFFICE – STAND ALONE PROJECT BID**

Pacific Grove District Office Security Camera Surveillance project for the Pacific Grove Unified School District per plans and specifications as developed by The Trinity Group, Inc. – all work related to Pacific District Office

\$ 15,529.13

A bid bond duly executed by the bidder as principal and a corporation authorized to do business in the State of California as surety, naming the Pacific Grove Unified School District of Monterey County as obligee, or cash or a cashier's check or certified check, certified without qualification, drawn on a solvent bank of the State of California, or on a national bank doing business in the State of California in the amount of ten per cent (10%) of the total bid, and made payable to the Pacific Grove Unified School District of Monterey County, is enclosed herewith, subject to all of the conditions stated in said advertisement and in said specifications.

The undersigned has inspected the site of the proposed work and has carefully examined the plans and specifications and acknowledges their sufficiency and has carefully examined the form of agreement which he/she will be required to sign should he/she be the successful bidder, and in that event will execute the contract for this work and will perform all of the terms, covenants, and conditions of said contract within the time and in the manner set forth in said plans and specifications, Information to Bidders, and General Conditions.

It is understood that this proposal is based upon completion of the work covered by the plans and specifications **not later than 120 calendar days from "Notice to Proceed"**.

Any printed matter on any letter or paper enclosed herewith is not to be considered a part of this bid and the undersigned agrees that such printed matter shall be entirely disregarded and notwithstanding such printed matter that the bid is a bid to perform the work or is a bid to furnish the labor and materials and all other things required by the plans and specifications, strictly within the specified time and in accordance with the plans and specifications. Fax bids are not acceptable.

The undersigned has inspected the site of the proposed work and has carefully examined the plans and specifications and acknowledges their sufficiency and has carefully examined the form of agreement which he/she will be required to sign should he/she be the successful bidder, and in that event will execute the contract for this work and will perform all of the terms, covenants, and conditions of said contract within the time and in the manner set forth in said plans and specifications, Information to Bidders, and General Conditions.

Listed hereunder is the name of each subcontractor and the location of the place of business of each subcontractor who will perform work or labor or render service to the undersigned in or about the construction of the work or improvement herein before described and the portion of said work which will be done by each such contractor, if the contract for the said construction work or improvement is awarded to the undersigned:

PORTION OF WORK

BID PROPOSAL FORM

Section 004000R1

Page 4

NAME OF SUBCONTRACTOR	PLACE OF BUSINESS	TO BE PERFORMED
1. PTSE	6011 South Street St. B. Livermore CA 94551	Fiber Build out
2. Network focus Inc	555 Bryant St. #309 Palo Alto, CA 94301	IDF Planning Build out
3.		
4.		
5.		
6.		
7.		
8.		
9.		
10.		

The undersigned is licensed by the Contractors State License Board of the State of California to perform the work herein before described and holds (current valid license attached):

State Contractors License No. 984043

Classification: C-10

License Expiration Date: 5-30-2017

The undersigned declares under penalty of perjury that the statements and representations made in this bid are true and correct.

Name of Bidder: Surveillance GRID Integration Inc.

Signature: [Signature]

Address of Bidder: 18434 Technology Dr.

City: Woburn Hill State: CA. Zip: 95037

Phone Number (408) 504 - 3222 Fax Number (408) 528 - 9277

NO BID IS VALID UNLESS SIGNED BY THE PERSON MAKING THE BID.

BIDDER ACKNOWLEDGES RECEIPT OF:

Addendum No. 1, Dated: 9/18/2015 Addendum No. 3, Dated: 1/1/

Addendum No. 2, Dated: 10/1/2015 Addendum No. 4, Dated: 1/1/



18450 Technology Drive Suite B
Morgan Hill, CA. 95037
408-504-3222

Estimate

Date	Estimate #
5/30/2019	1152

Name / Address

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

		Terms	Project		
		Due on receipt	DISTRICT OFFICE		
Item	Description	Qty	Rate	Total	
	DISTRICT OFFICE (ORIGINAL QUOTE \$15,925)				
	CAMERAS and LICENSES				
HAN XND-8020R	5MP 30 FPS 3.7mm lens 97.3 degree FOV, H.265, WDR, IR	7	589.38714	4,125.71T	
HAN PNV-9080R	IR vandal outdoor dome camera, 4K (12MP Max), triple codec	1	1,142.45	1,142.45T	
	H.265/H.264/MJPEG with WiseStream technology, 4.5~10mm motorized V/F, 120dB WDR, defocus detection, IR to 131'				
EVIP-01	Single IP camera license	8	151.125	1,209.00	
HAN SBV-158g	Vandal Dome Back Box	8	63.1125	504.90T	
	Category Sub-total			6,982.06	
	STRUCTURED CABLING				
Conduit	Miscellaneous Conduit and Wire Mold	50	2.048	102.40T	
CAT-6	Cat6 Cable	500	0.399	199.50T	
	Category Sub-total			301.90	
	NETWORKING				
HP 2930F	8 Port 10/100/1000 PoE+ 2SFP ports	2	855.75	1,711.50T	
	Category Sub-total			1,711.50	
	INSTALLATION				
Install - EE3	Prevailing Wage: Comm installer	57	120.00	6,840.00	
	Category Sub-total			6,840.00	
		Subtotal		\$15,835.46	
		Sales Tax (8.75%)		\$681.32	
		Total		\$16,516.78	

- ☒ Consent
☐ Information/Discussion
☐ Action/Discussion

SUBJECT: Contract for Services with Surveillance Grid at Pacific Grove Middle School

DATE: June 20, 2019

PERSON(S) RESPONSIBLE: Ralph Gómez Porras, Superintendent;
Matthew Binder, Director of Educational Technology;
Sean Roach, Pacific Grove Middle School Principal;
Jason Tovani, Pacific Grove Middle School Assistant Principal

RECOMMENDATION:

The District Administration recommends the Board review and approve the urgent contract for services with Surveillance Grid for surveillance cameras paid for by Measure A Expenditures at Pacific Grove Middle School.

BACKGROUND:

Pacific Grove Middle School (PGMS) currently has 26 cameras operating on the Surveillance Grid software. These cameras are an effective and reliable tool for use in the investigation of campus incidents, including vandalism, fights, bullying and theft. Countless incidents have been resolved with this footage.

Administration believes more cameras are needed. PGMS placed five additional cameras on the Jan/Feb 2018 Measure A Request list, but the item was removed to be purchased at a later time.

INFORMATION:

Director of Educational Technology Matthew Binder recommended this early expenditure for Measure A funds given the urgent need of cameras. Superintendent Porras approves of the early expenditure based on the urgent need to have these cameras purchased and installed prior to the start of the 2019/20. The Superintendent and Assistant Superintendent have the authority to approve Measure A expenditures prior to the Tech Committee approve if there is an urgent or emergent need.

There are three areas that have a high volume of student traffic or monitor entrances/exits that are currently “blind spots.” These are high priority for student and staff safety. PGMS administration needs to add the same level of security to these locations as in the rest of campus, prior to the start of the ‘19-‘20 school year. The three locations are:

- 1) The downstairs hallway and lockers outside classrooms 10, 11, 12 & 13. This will be the 6th grade hall in 19-20. (All 6th graders’ lockers will be in this hallway.)
- 2) Upstairs hallway and entrance to the Office, Library, and classrooms 21, 22, 23 and 24.
- 3) Breezeway (exterior) between the gym and the main building, to monitor entry/exit to/from the gym, main building, and girls’ locker room/bathroom.

FISCAL IMPACT:

\$4,170.59 of hardware and installation, to be purchased from Fund 21 for the Jan/Feb 2020 Measure A Expenditure.

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:

SURVEILLANCE GRID INTEGRATION, INC.

Contractor's License #984043

CONTRACTOR	SOCIAL SECURITY NUMBER OR BUSINESS ID #		
18434 Technology Drive, Ste. B	Morgan Hill	CA	95037
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 or after July 1, 2019, and shall be completed on or before December 30, 2019.
- B. CONTRACTOR understands and agrees that CONTRACTOR and CONTRACTOR'S employees are not employees of the DISTRICT and are not entitled to benefits of any kind or nature normally provided employees of the DISTRICT and/or to which DISTRICT employees are normally entitled, including, but not limited to, State Unemployment Compensation or Workers' Compensation. CONTRACTOR shall assume full responsibility for payment of all Federal, State and local taxes or contribution including Unemployment Insurance, Social Security, and Income Taxes with respect to CONTRACTOR'S employees.
- C. CONTRACTOR shall furnish, at CONTRACTOR'S own expense, all labor, materials equipment and other items necessary to carry out the terms of this Agreement.
- D. In the performance of the work herein contemplated, CONTRACTOR is an independent contractor, with the authority to control and direct the performance of the details of the work, DISTRICT being interested only in the results obtained.
- E. CONTRACTOR agrees to defend, indemnify and hold harmless the DISTRICT, its Board of Trustees, employees and agents from any and all liability or loss arising in any way out of CONTRACTOR'S negligence in the performance of this Agreement, including but not limited to any claim due to injury and/or damage sustained by CONTRACTOR, and/or the CONTRACTOR'S employees or agents.

AGREEMENT FOR CONTRACTOR SERVICES (continued)

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

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

Provide all services, materials, labor, supplies and equipment as per
Estimate #1154 dated 6/6/19.

Also known as Project: Middle School New Cameras

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 our 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:

Total project not to exceed \$4,170.59

Source of Funds: Fund 21 - Technology Bond Measure A

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

1) Monthly - in accordance with provision of services.

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 _____, 2019

For the Site/Program:

For the Contractor:

Site/Program Administrator Date

Name

For the District:

Title

Director of Human Resources Date

Date

Assistant Superintendent Date

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

Assistant Superintendent

Date

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



18450 Technology Drive Suite B
Morgan Hill, CA. 95037
408-504-3222

Estimate

Date	Estimate #
6/6/2019	1154

Name / Address

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

		Terms	Project		
		Due on receipt	Middle School New Cameras		
Item	Description	Qty	Rate	Total	
HAN-QND-6070R HAN XNV-L6080R	SCOPE OF WORK: Install 3 SVGD supplied 2 megapixel CAMERAS with new ExacqVision License (2 indoor and 1 outdoor) , run CAT 6 cable from IDF to new camera location, install Conduit/wall mold on exterior exposed surfaces. Terminate CAT 6 cable in punch down block, Use 1 foot jumper to connect Punch down block to PGUSD Supplied PoE Switch. Test camera and optimize views per PGUSD approval.				
	CAMERA AND LICENSES				
	2MP 30FPS Indoor varifocal 103' to 32' FOV H.264	2	267.55	535.10T	
	IR outdoor vandal dome camera, 2MP, Full HD(1080p) @60fps, motorized Varifocal-focal lens 4.3x (2.8~12mm) (119.5°~27.9°), triple codec H.265/H.264/MJPEG with WiseStream II technology, 150dB WDR, high powered IR LEDs range of 164', true D/N, defog detection, PoE, IP67, IK10, NEMA 4X,	1	688.00	688.00T	
EVIP-01	Single IP camera license	3	153.07667	459.23	
	Category Sub-total			1,682.33	
	INSTALLATION				
CAT-6	Cat6 Cable and Connectors	450	0.38	171.00T	
Conduit	Conduit and Wiremold	45	2.56	115.20T	
Install - EE3	Prevailing Wage: Comm installer	16	120.00	1,920.00	
TRAVEL	Trip Charge	1	150.00	150.00	
	Category Sub-total			2,356.20	
		Subtotal \$4,038.53			
		Sales Tax (8.75%) \$132.06			
		Total \$4,170.59			

- ☐ Consent
☐ Information/Discussion
☒ Action/Discussion

SUBJECT: Adoption of the District Budget for 2019-20

DATE: June 20, 2019

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

RECOMMENDATION:

The District Administration recommends that the Board review and adopt the District 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, 2019 Special Board Workshop and with some minor adjustments at the Public Hearing at the June 6, 2019 Board meeting. No budget changes for the final 2019-20 Budget Adoption.

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 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. The statement of reasons was included at the Public Hearing on June 6, 2019, and it is part of the budget packet for the final Adopted Budget.

FISCAL IMPACT:

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

Pacific Grove Unified School District

District Budget

2019-20



June 20, 2019

435 Hillcrest Avenue, Pacific Grove, California 93950 - (831) 646-6510 - www.pgusd.org

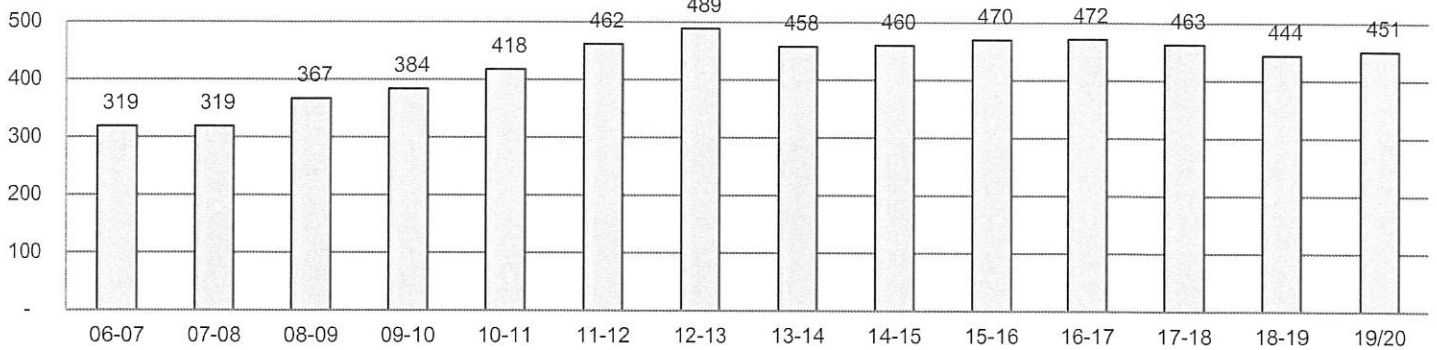
Enrollment - CBEDS

	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%

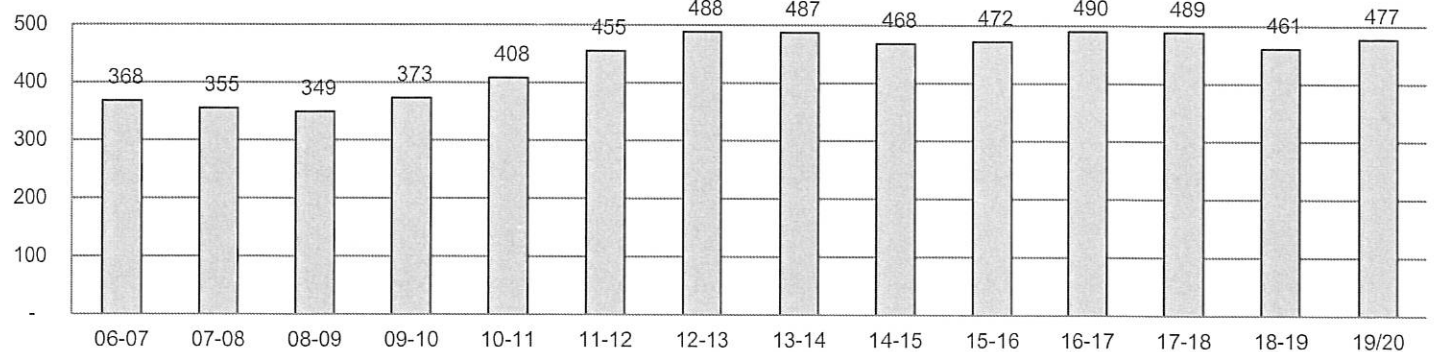
Forest Grove Enrollment



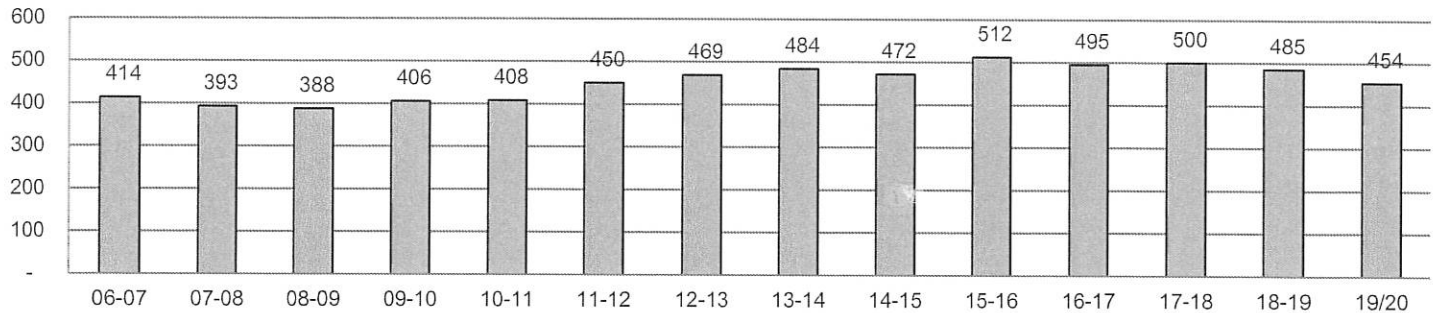
Robert Down

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%

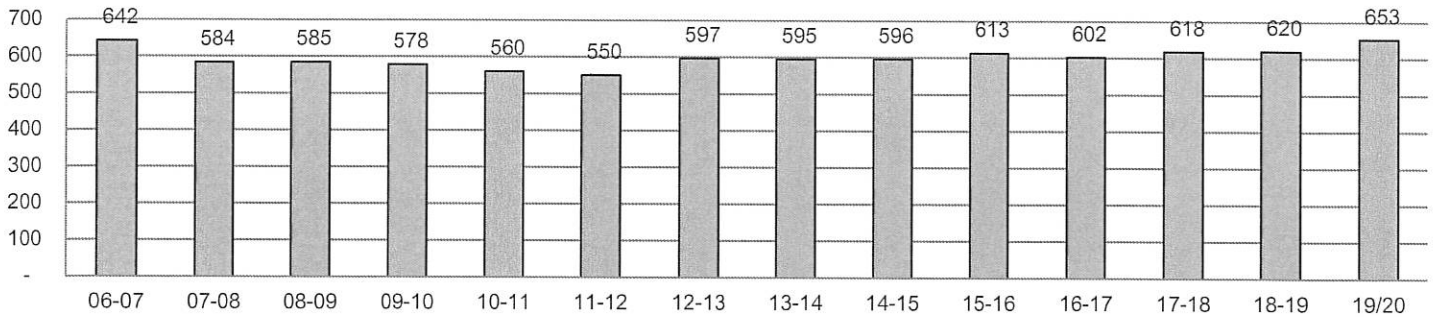
Robert Down Enrollment



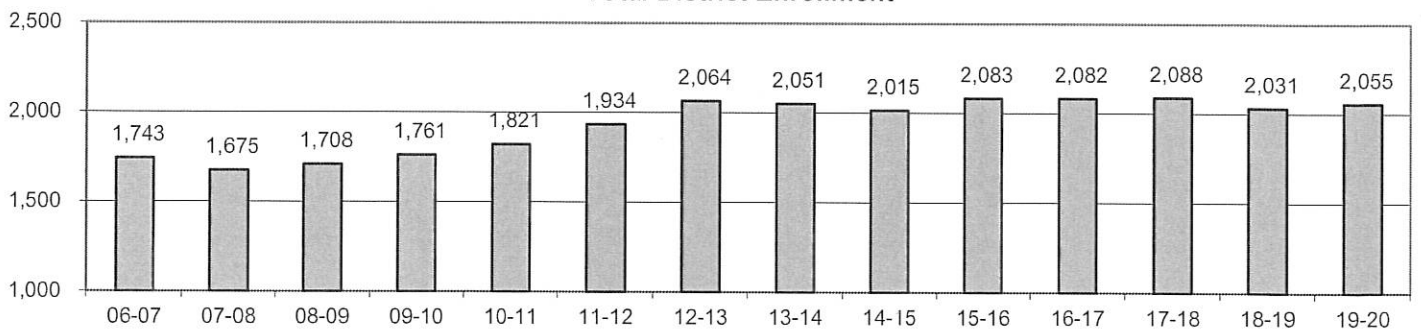
	2012-13		2013-14		2014-15		2015-16		2016-17		2017-18		2018-19		2019-20	
	actual		actual		actual		actual		actual		actual		actual		estimate	
	CBEDS	%	CBEDS	%	CBEDS	%	CBEDS	%	CBEDS	%	CBEDS	%	CBEDS	%	CBEDS	%
Middle School																
6	150	9.5%	174	6.1%	153	-0.6%	188	16.0%	151	3.4%	155	5.4%	174	9.4%	135	0.7%
7	162	8.0%	162	8.0%	163	-6.3%	164	7.2%	186	-1.1%	161	6.6%	144	-7.1%	174	0.0%
8	157	6.1%	148	-8.6%	156	-3.7%	160	-1.8%	158	-3.7%	184	-1.1%	167	3.7%	145	0.7%
Total	469	4.2%	484	3.2%	472	-2.5%	512	8.5%	495	-3.3%	500	1.0%	485	-3.0%	454	-6.4%
change	19	4.2%	15	3.2%	(12)	-2.5%	40	8.5%	(17)	-3.3%	5	1.0%	(15)	-3.0%	(31)	-6.4%

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%	168	0.6%
10	155	6.2%	167	-3.5%	151	-1.3%	155	-3.1%	152	-7.3%	170	0.0%	150	-11.2%	186	1.1%
11	153	1.3%	140	-9.7%	151	-9.6%	147	-2.6%	138	-11.0%	144	-5.3%	148	-12.9%	151	0.7%
12	116	-9.4%	135	-11.8%	134	-4.3%	147	-2.6%	142	-3.4%	135	-2.2%	138	-4.2%	148	0.0%
Total	597		595		596		613		602		618		620		653	
change	47	8.5%	(2)	-0.3%	1	0.2%	17	2.9%	(11)	-1.8%	16	2.7%	2	0.3%	33	5.3%

High School Enrollment

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

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
Old Rate	8.25%	8.25%	8.25%	8.25%	8.25%	8.25%	8.25%	8.25%	8.25%
Cert Payroll Cost	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
New Rate	10.73%	12.58%	14.43%	16.28%	18.13%	19.10%	19.10%	19.10%	19.10%
Cert Payroll Cost	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
Addtl Cost	348,895	654,714	993,010	1,372,404	1,705,909	1,901,889	1,930,922	1,988,849	2,048,515
compared to old rate									
Addtl Cost	322,630	305,820	338,296	379,393	333,506	195,980	29,033	57,928	59,665

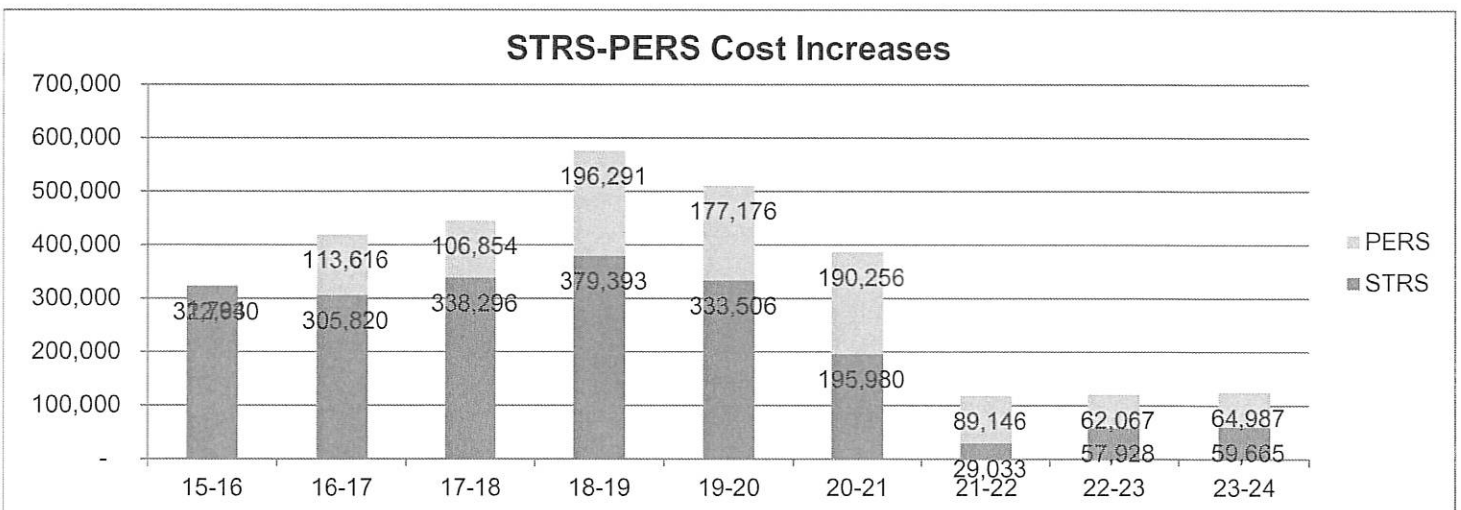
compared to prior year

PERS	15-16	16-17	17-18	18-19	19-20	20-21	21-22	22-23	23-24
Old Rate	11.44%	11.44%	11.44%	11.44%	11.44%	11.44%	11.44%	11.44%	11.44%
Class Payroll Cost	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
New Rate	11.85%	13.89%	15.53%	18.062%	20.733%	23.40%	24.50%	25.00%	25.50%
Class Payroll Cost	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)									
Addtl Cost	20,494	134,109	240,963	437,254	614,430	804,686	893,832	955,899	1,020,886
compared to old rate									
Addtl Cost	1,794	113,616	106,854	196,291	177,176	190,256	89,146	62,067	64,987

compared to prior year

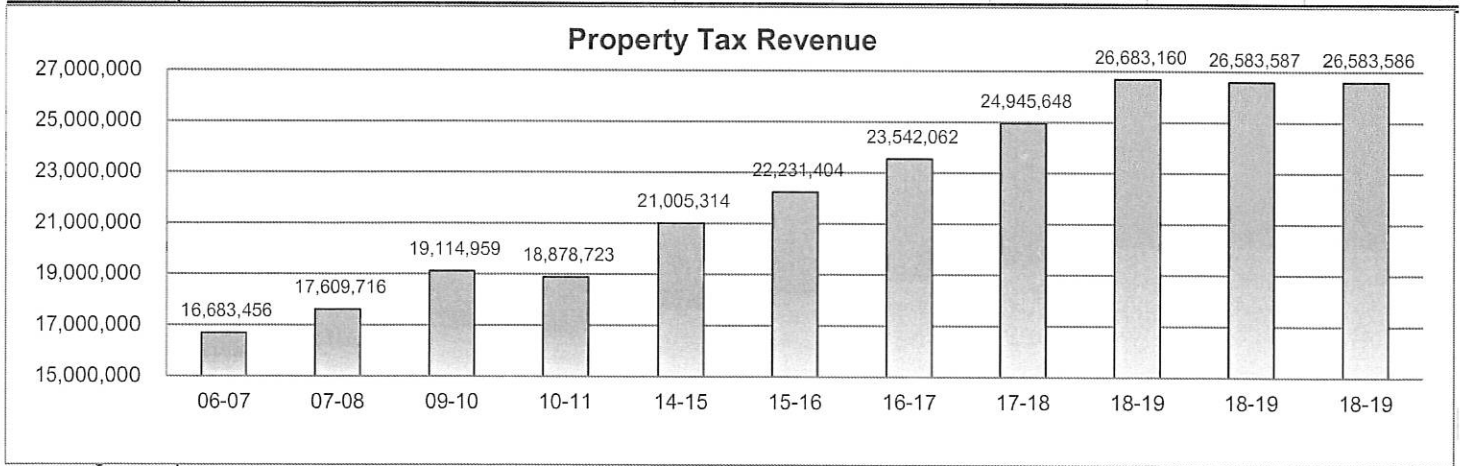
STRS-PERS	15-16	16-17	17-18	18-19	19-20	20-21	21-22	22-23	23-24
Combined	369,388	788,823	1,233,973	1,809,658	2,320,339	2,706,575	2,824,753	2,944,748	3,069,400
Compared to old rate									
Combined	324,423	419,435	445,150	575,685	510,681	386,236	118,179	119,995	124,652

compared to prior year



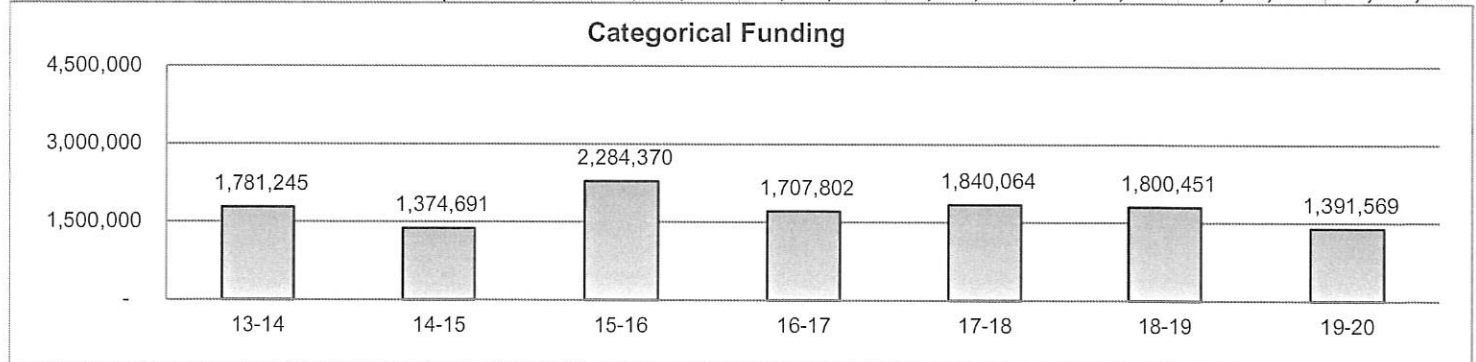
Property Tax Revenue

	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	2018-19	2019-20
	actual	actual	actual	actual	Adopted Bdgt.	2nd Interim	Actuals to Date	estimate
July	-	-	-	-	-	-	-	-
Year-to-Date	-	-	-	-	-	-	-	-
August	-	-	-	-	-	-	-	-
Year-to-Date	-	-	-	-	-	-	-	-
September	68,361	75,436	49,319	56,920	60,335	81,929	81,929	85,821
Year-to-Date	68,361	75,436	49,319	56,920	60,335	81,929	81,929	85,821
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	85,821
November	48,234	49,334	42,682	46,407	49,191	943,522	943,522	988,340
Year-to-Date	116,595	893,280	884,168	921,332	976,611	1,025,451	1,025,451	1,074,160
December	11,957,966	11,634,319	12,688,993	13,648,659	14,467,578	13,591,740	13,591,740	14,237,346
Year-to-Date	12,074,561	12,527,599	13,573,161	14,569,991	15,444,189	14,617,191	14,617,191	15,311,507
percent change	6.06%	3.75%	8.35%	7.34%	6.00%	0.32%	0.32%	4.75%
January	209,642	527,542	307,376	755,156	800,466	870,933	880,650	912,302
Year-to-Date	12,284,203	13,055,141	13,880,538	15,325,147	16,244,655	15,488,124	15,497,841	16,223,809
percent change	4.68%	6.28%	6.32%	10.41%	6.00%	1.06%	1.13%	4.68%
February	532,513	555,779	601,451	1,459,505	1,547,075	1,683,268	719,652	1,763,223
Year-to-Date	12,816,716	13,610,920	14,481,989	16,784,652	17,791,730	17,171,392	16,217,492	17,987,032
percent change	4.64%	6.20%	6.40%	15.90%	6.00%	2.30%	-3.38%	10.91%
March	414,021	519,125	502,464	5,135	5,443	5,923	560,829	6,204
Year-to-Date	13,230,737	14,130,045	14,984,452	16,789,787	17,797,173	17,177,315	16,778,321	17,993,236
percent change	4.53%	6.80%	6.05%	12.05%	6.00%	2.31%	-0.07%	7.24%
April	7,278,329	7,632,400	8,041,076	7,665,157	8,141,843	8,840,336	9,268,101	9,260,252
Year-to-Date	20,509,066	21,762,445	23,025,529	24,454,944	25,939,016	26,017,651	26,046,422	27,253,488
percent change	3.53%	6.11%	5.80%	6.21%	6.07%	6.39%	6.51%	4.63%
May	77,114	58,025	83,677	72,178	88,697	83,244	102,453	87,198
Year-to-Date	20,586,180	21,820,470	23,109,205	24,527,122	26,027,713	26,100,895	26,148,876	27,340,687
percent change	2.61%	6.00%	5.91%	6.14%	6.12%	6.42%	6.61%	4.56%
June	419,134	410,934	432,856	418,526	655,447	482,692	434,710	505,620
Year-to-Date	21,005,314	22,231,404	23,542,062	24,945,648	26,683,160	26,583,587	26,583,586	27,846,306
percent change	3.56%	5.84%	5.90%	5.96%	6.97%	6.57%	6.57%	4.75%
Total	21,005,314	22,231,404	23,542,062	24,945,648	26,683,160	26,583,587	26,583,586	27,846,306
Inc (Dec)	722,293	1,226,089	1,310,658	1,403,586	1,737,512	1,637,939	1,637,938	1,262,720
percent change	3.56%	5.84%	5.90%	5.96%	6.97%	6.57%	6.57%	4.75%



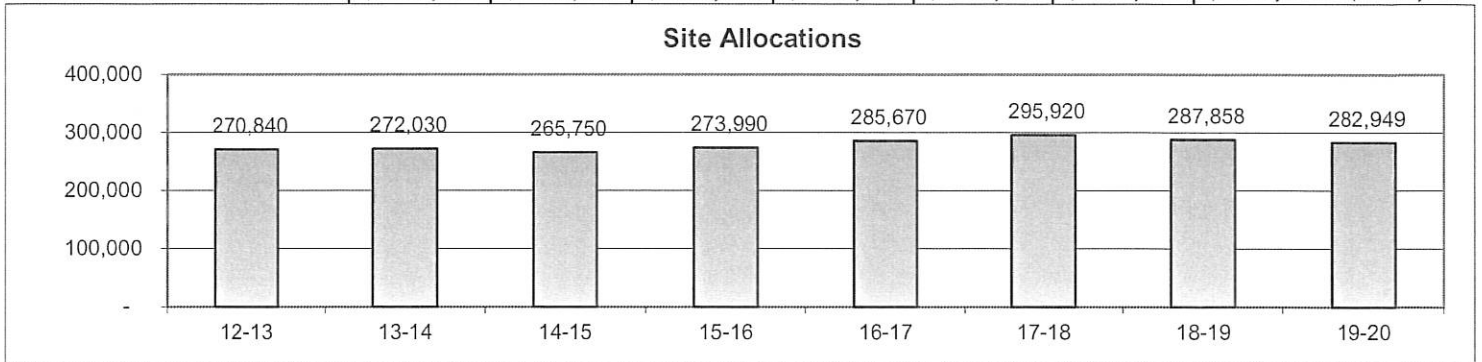
Categoricals

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	-
Total		1,781,245	1,374,691	2,284,370	1,707,802	1,840,064	1,800,451	1,391,569



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
Forest Grove								
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
Initial Allocation	\$ 64,480	\$ 64,870	\$ 53,380	\$ 55,575	\$ 61,830	\$ 62,875	\$ 62,740	\$ 61,246
Enrollment (actual CBEDS)	489	458	460	470	472	463	448	437
Final Allocation	\$ 63,570	\$ 59,540	\$ 59,800	\$ 61,100	\$ 63,720	\$ 64,820	\$ 62,740	\$ 61,246
Increase (Decrease)	\$ (910)	\$ (5,330)	\$ 6,420	\$ 5,525	\$ 1,890	\$ 1,945	\$ -	\$ -
Robert Down								
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
Initial Allocation	\$ 63,180	\$ 67,860	\$ 56,830	\$ 58,045	\$ 61,830	\$ 66,406	\$ 64,098	\$ 64,777
Enrollment (actual CBEDS)	488	487	468	472	490	489	458	463
Final Allocation	\$ 63,440	\$ 63,310	\$ 60,840	\$ 61,360	\$ 66,150	\$ 68,460	\$ 64,098	\$ 64,777
Increase (Decrease)	\$ 260	\$ (4,550)	\$ 4,011	\$ 3,315	\$ 4,320	\$ 2,054	\$ -	\$ -
Middle School								
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
Initial Allocation	\$ 59,150	\$ 66,690	\$ 58,788	\$ 59,033	\$ 66,960	\$ 67,900	\$ 64,505	\$ 61,653
Enrollment (actual CBEDS)	469	484	472	512	495	500	461	440
Final Allocation	\$ 60,970	\$ 62,920	\$ 61,360	\$ 66,560	\$ 66,825	\$ 70,000	\$ 64,505	\$ 61,653
Increase (Decrease)	\$ 1,820	\$ (3,770)	\$ 2,572	\$ 7,527	\$ (135)	\$ 2,100	\$ -	\$ -
High School								
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
Initial Allocation	\$ 75,530	\$ 81,640	\$ 68,558	\$ 72,865	\$ 79,785	\$ 83,924	\$ 90,579	\$ 88,677
Enrollment (actual CBEDS)	597	595	596	613	602	618	647	633
Final Allocation	\$ 77,610	\$ 77,350	\$ 77,480	\$ 79,690	\$ 81,270	\$ 86,520	\$ 90,579	\$ 88,677
Increase (Decrease)	\$ 2,080	\$ (4,290)	\$ 8,922	\$ 6,825	\$ 1,485	\$ 2,596	\$ -	\$ -
Community High School								
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
Initial Allocation	\$ 5,000	\$ 6,600	\$ 7,590	\$ 5,957	\$ 4,690	\$ 5,936	\$ 5,936	\$ 6,596
Enrollment (actual CBEDS)	21	27	19	16	23	18	17	19
Final Allocation	\$ 5,250	\$ 8,910	\$ 6,270	\$ 5,280	\$ 7,705	\$ 6,120	\$ 5,936	\$ 6,596
Increase (Decrease)	\$ 250	\$ 2,310	\$ (1,320)	\$ (677)	\$ 3,015	\$ 184	\$ -	\$ -
Total Final Allocations	\$ 270,840	\$ 272,030	\$ 265,750	\$ 273,990	\$ 285,670	\$ 295,920	\$ 287,858	\$ 282,949



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
Categorical Funding	3,015,012	1,781,245	1,374,691	2,284,370	1,707,802	1,840,064	1,800,451	1,391,569
change	(561,044)	(1,233,767)	(406,554)	909,679	(576,568)	132,262	(39,613)	(408,882)
Enrollment (CBEDS)	2,064	2,051	2,015	2,083	2,082	2,088	2,031	2,055
change	130	(13)	(36)	68	(1)	6	(57)	24
Staffing	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	-
Class Size	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)	-
Step-and-Column Costs	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)	-	80,665
Health Care Plan (single)	573.67	679.28	692.87	727.51	749.00	801.00	851.00	902.06
change	16.2%	18.4%	2.0%	5.0%	3.0%	6.9%	6.2%	6.0%
Site Allocations	270,840	272,030	265,750	273,990	285,670	295,920	287,858	282,949
change	12,196	1,190	(6,280)	8,240	11,680	10,250	(8,062)	(4,909)
Property Tax Revenue	19,407,223	20,283,021	21,005,314	22,231,404	23,542,062	24,945,648	26,583,586	27,846,306
change	342,236	875,798	722,293	1,226,089	1,310,658	1,403,586	1,637,938	1,262,720
Contrib to Rest. Program	4,485,081	4,321,146	3,773,938	3,845,174	4,236,292	4,480,719	5,343,772	5,266,866
change	(594,918)	(163,935)	(547,208)	71,236	391,118	244,428	863,052	(76,906)
Mandated Costs	59,186	71,314	133,812	1,033,242	445,293	293,305	443,730	79,086
change	25,362	12,128	62,498	899,430	(587,949)	(151,988)	150,425	(364,644)
Bus Ridership	291	299	288	326	233	253	196	196
change	(7)	8	(11)	38	(93)	20	(57)	-
Meals Served	107,209	111,579	111,672	123,629	122,102	123,336	121,516	121,516
change	10,985	4,370	93	11,957	(1,527)	1,234	(1,820)	-
Free and Reduced Meals	20.8%	18.0%	19.8%	19.3%	16.5%	20.0%	19.1%	19.1%
change	0.9%	-2.8%	1.8%	-0.5%	-2.9%	3.5%	-0.9%	0.0%
General Fund Reserve %	13.3%	12.4%	12.5%	16.7%	17.4%	12.6%	9.0%	9.3%
change	-5.0%	-1.0%	0.1%	4.2%	0.7%	-4.8%	-3.6%	0.3%
Surplus (Deficit)	(870,946)	262,613	241,697	1,607,862	58,291	(739,727)	(1,095,339)	59,861
change	(617,367)	1,133,559	(20,916)	1,366,165	(1,549,571)	(798,018)	(355,612)	1,155,200
Ongoing Salary Increase	2.00%	2.25%	2.25%	3.50%	3.50%	3.50%	3.20%	0.00%
One-time Salary Increase	2.00%							
STRS Employer %	8.00%	8.25%	8.88%	10.73%	12.58%	14.43%	16.28%	18.13%
Cost	1,023,443	1,077,240	1,127,512	2,575,674	2,961,704	3,502,696	4,017,467	4,012,715
change	(83,007)	53,797	50,272	1,448,162	386,031	540,992	514,771	(4,752)
PERS Employer %	11.42%	11.44%	11.77%	11.80%	13.90%	15.53%	18.06%	20.73%
Cost	661,554	456,473	478,676	544,430	673,279	810,393	1,092,627	1,265,855
change	27,792	(205,081)	22,203	65,754	128,849	137,114	282,234	173,228
Ending Fund Balances								
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
Total Ending Fund Balances	9,460,356	5,924,287	7,050,315	7,759,749	9,708,550	8,602,769	6,027,748	5,332,448

Fund 1 - General Fund

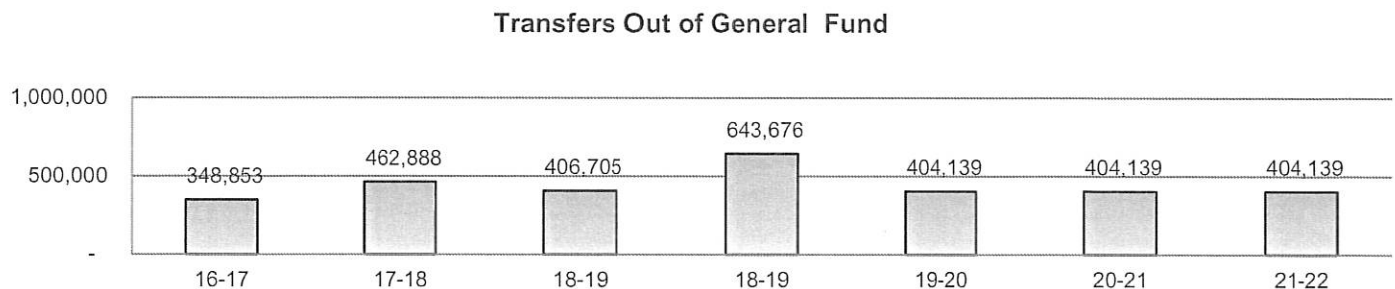
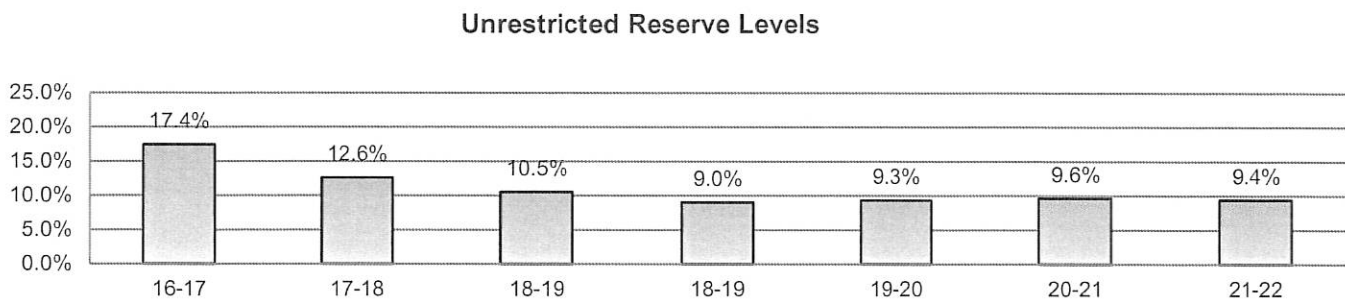
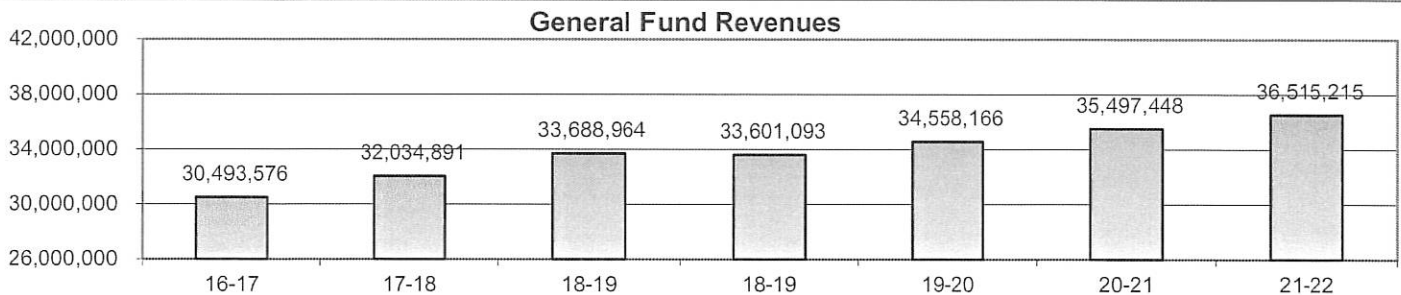
	5.90%	5.96%	6.87%	6.57%	4.75%	4.00%	3.50%
	2016-17	2017-18	2018-19	2018-19	2019-20	2020-21	2021-22
	Actual	Audited Actuals	First Interim	Second Interim	Adopted Budget	Estimate	Estimate
Beginning Fund Balance - Rest	498,525	724,568	446,664	446,664	330,390	-	-
Beginning Fund Balance - Unre	4,742,364	4,663,312	4,151,404	4,151,404	3,192,068	3,582,319	3,508,312
Beginning Fund Balance	5,240,889	5,387,880	4,598,068	4,598,068	3,522,458	3,582,319	3,508,312
Revenues:							
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
Total Revenues	30,493,576	32,034,891	33,688,964	33,601,093	34,558,166	35,497,448	36,515,215
percent change	2.0%	5.1%	5.2%	-0.2%	2.8%	2.9%	5.7%
Expenditures:							
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
Total Expenditures	30,435,285	32,774,619	34,250,815	34,696,432	34,498,305	35,571,455	36,514,220
percent change	7.6%	7.7%	4.5%	1.6%	-0.6%	2.4%	5.8%
Surplus (Deficit)	58,291	(739,727)	(561,851)	(1,095,339)	59,861	(74,007)	995
Transfers In (Out)							
	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)	-	-	-
Net Transfers In (Out)	88,699	(50,864)	(184,333)	(184,333)	(75,880)	(75,880)	(75,880)
Ending Fund Balance	5,387,880	4,597,288	3,851,885	3,318,396	3,582,319	3,508,312	3,509,307
Components of Ending Fund Balance							
a Nonspendable - Revolving	5,000	5,000	5,000	5,000	5,000	5,000	5,000
b Restricted (restricted carryov	91,810	446,664	219,383	164,641	348,892	65,640	65,640
c Committed							
d Assigned							
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					
e 3% Resv for Econ Uncertain	926,824	1,015,438	1,033,054	1,046,423	1,034,949	1,069,420	1,097,703
Unassigned/Unappropriated							
subtotal Unrestricted Reserve	5,291,070	4,146,403	3,627,502	3,148,754	3,228,427	3,437,672	3,438,667
Undesignated Resv Percent	17.4%	12.6%	10.5%	9.0%	9.3%	9.6%	9.4%
Ending Fund Balance	5,387,880	4,598,067	3,851,885	3,318,395	3,582,319	3,508,312	3,509,307

Revenues - 8000

Action/Discussion Item A

		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
LCFF Sources:	8000							
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)	-	-	-	-	-
Prop 30/Rev Limit subtotal		2,889,020	2,902,868	2,911,836	2,911,836	2,891,396	2,891,396	2,891,396
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	-	-	-	-	-
Property Tax subtotal		23,542,061	24,945,648	26,683,161	26,583,586	27,846,307	28,960,159	29,973,765
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)
Total LCFF Sources		25,912,303	27,410,041	29,346,173	29,009,627	30,382,346	31,496,198	32,509,804
percent change		4.0%	5.8%	7.1%	-1.1%	4.7%	4.0%	7.0%
Federal Sources:	8100							
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
Total Federal Sources		614,403	795,584	684,079	679,550	655,066	659,196	663,357
percent change		-6.1%	29.5%	-14.0%	-0.7%	-3.6%	-3.4%	0.6%
State Sources:	8300							
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	-	-	-
Total State Sources		2,354,635	2,245,339	2,346,876	2,479,404	2,095,006	1,916,306	1,916,306
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	Action/Discussion Item A Estimate	Estimate
Local Sources:	8600							
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		-	-	-	-	-	-
Total Local Sources		1,612,235	1,583,927	1,311,836	1,432,512	1,425,748	1,425,748	1,425,748
percent change		18.4%	-1.8%	-17.2%	9.2%	-0.5%	-6.5%	0.0%
Total Revenues - Restricted		3,282,845	3,155,869	3,382,967	3,493,925	3,477,188	3,302,618	3,306,779
Total Revenues - Unrestricted		27,210,731	28,879,023	30,305,997	30,107,168	31,080,978	32,194,830	33,208,436
Total Revenues		30,493,576	32,034,891	33,688,964	33,601,093	34,558,166	35,497,448	36,515,215
percent change		2.0%	5.1%	5.2%	-0.3%	2.8%	2.9%	2.9%

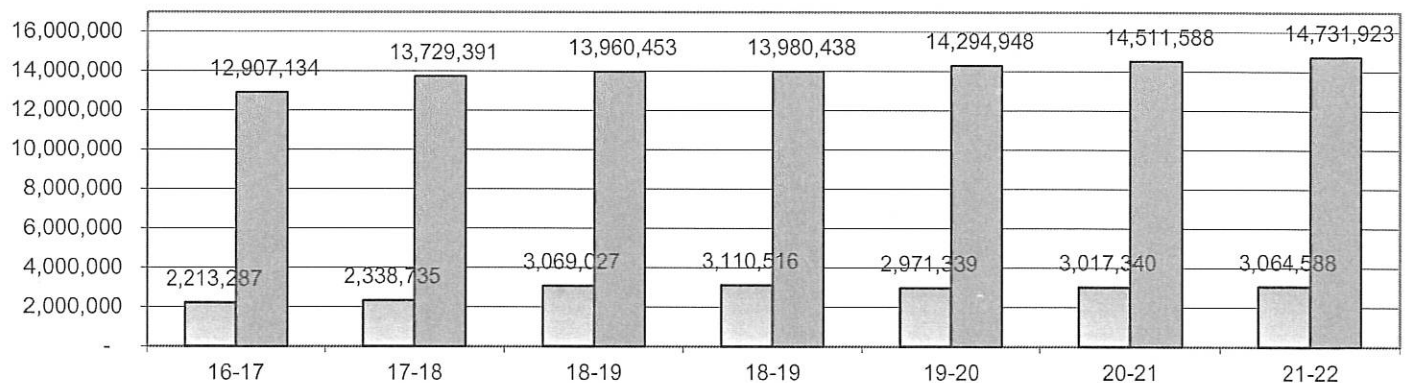


Certificated Salaries - 1000

Action/Discussion Item A

		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
Teacher Salaries	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
Total Teacher Salaries		11,738,725	12,592,216	13,204,691	13,246,966	13,403,877	13,614,290	13,828,034
Substitute Teachers	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
Total Substitute Teachers		269,177	277,655	265,637	277,665	241,704	242,913	244,127
Teachers Hourly	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
Total Teachers Hourly		88,422	107,134	143,388	150,097	173,880	174,610	175,483
Teachers Stipends	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
Total Teachers Stipends		164,674	140,302	120,253	115,753	97,613	98,214	98,705
Pupil Support	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
Total Pupil Support		1,203,979	1,199,356	1,424,468	1,424,468	1,449,150	1,471,902	1,495,011
Pupil Support Hrly & sul 1210/1230								
Restricted		-	-	-	-	-	-	-
Unrestricted		-	1,215	400	400	-	-	-
Total Pupil Support Hourly		-	1,215	400	400	-	-	-
Supervisors and Administration								
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
Total Supervisors and Admin		1,655,443	1,732,296	1,750,368	1,755,329	1,786,565	1,813,502	1,841,654
Other Certificated								
Restricted	1900	-	-	-	-	-	-	-
Unrestricted	1960	-	17,953	120,275	120,276	113,498	113,498	113,498
Total Other Certificated		-	17,953	120,275	120,276	113,498	113,498	113,498
Total Restricted		2,213,287	2,338,735	3,069,027	3,110,516	2,971,339	3,017,340	3,064,588
Total Unrestricted		12,907,134	13,729,391	13,960,453	13,980,438	14,294,948	14,511,588	14,731,923
Total Certificated Salaries		15,120,421	16,068,126	17,029,480	17,090,953	17,266,287	17,528,928	17,796,512
percent change		7.5%	6.3%	6.0%	0.4%	1.0%	1.1%	3.1%

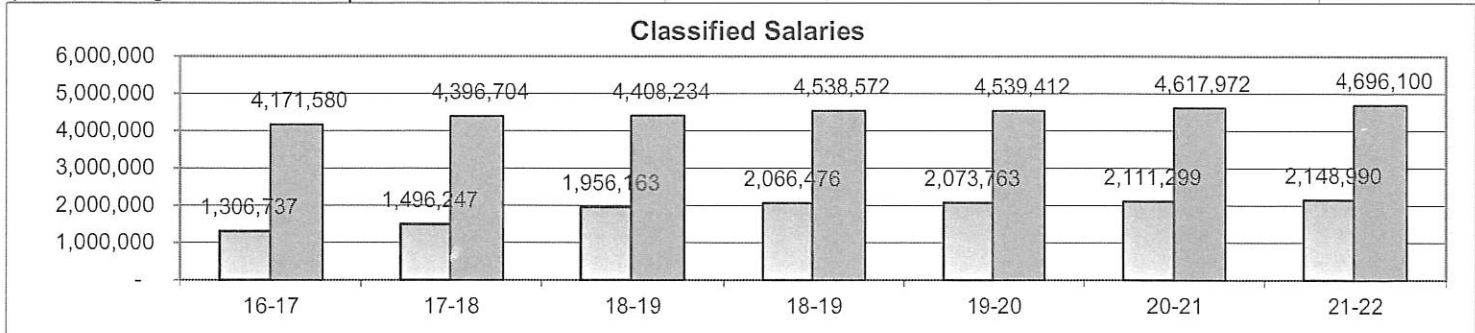
Certificated Salaries



Classified Salaries - 2000

Action/Discussion Item A

		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
Instructional Aides	2000							
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
Total Instructional Aides		1,071,665	1,055,254	1,643,618	1,670,808	1,934,481	1,969,495	2,005,143
Instr. Aides Subs	2000							
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
Total Instructional Aides		-	63,866	17,200	271,715	180,066	180,966	181,871
Instr. Aides Hourly	2000							
Restricted	2230	-	30,867	33,079	300	150	674	687
Unrestricted		-	44,385	23,529	49,539	53,600	54,761	55,656
Total Instructional Aides		-	75,251	56,608	49,839	53,750	55,435	56,343
Support Salaries								
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
Total Support Salaries		2,008,372	2,144,206	2,086,560	2,050,465	1,890,584	1,924,804	1,959,643
Support Overtime								
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
Total Support Overtime		57,600	44,406	86,895	107,944	55,959	56,972	58,003
Supervisors & Administrators								
Restricted	2300	-	-	-	-	-	-	-
Unrestricted		510,983	510,343	518,824	518,434	534,711	543,106	551,633
Total Supervisors & Administ		510,983	510,343	518,824	518,434	534,711	543,106	551,633
Board of Trustees								
Restricted	2360	-	-	-	-	-	-	-
Unrestricted		24,440	7,680	10,000	12,549	9,480	9,480	9,480
Total Board of Trustees		24,440	7,680	10,000	12,549	9,480	9,480	9,480
Clerical & Office								
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
Total Clerical & Office		1,374,109	1,397,369	1,484,388	1,481,169	1,493,937	1,520,977	1,548,507
Clerical & Office Hourly/Overtime								
Restricted	2450	-	-	-	-	-	-	-
Unrestricted		9,917	27,085	8,231	20,408	5,000	5,000	5,000
Total Clerical & Office Hourly		9,917	27,085	8,231	20,408	5,000	5,000	5,000
Other Classified Salaries								
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
Total Other Classified Salaries		382,432	316,394	402,234	421,718	455,207	463,035	469,468
Total Restricted		1,306,737	1,496,247	1,956,163	2,066,476	2,073,763	2,111,299	2,148,990
Total Unrestricted		4,171,580	4,396,704	4,408,234	4,538,572	4,539,412	4,617,972	4,696,100
Total Classified Salaries		5,478,317	5,892,951	6,364,397	6,605,049	6,613,175	6,729,271	6,845,090
percent change		8.3%	7.6%	8.0%	3.8%	0.1%	1.4%	1.7%

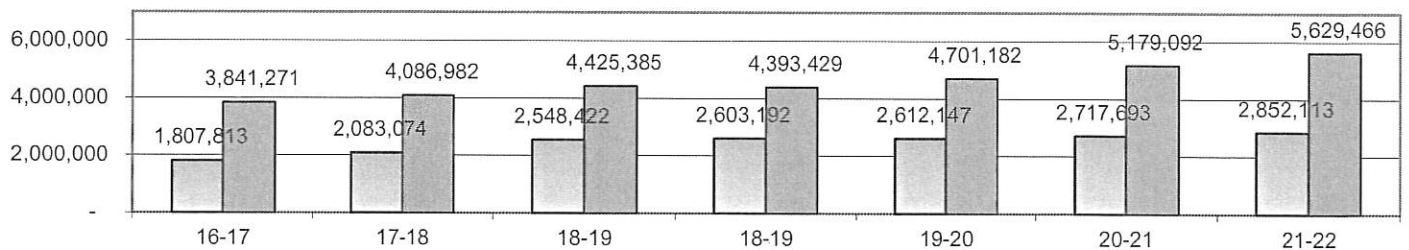


Employee Benefits - 3000

Action/Discussion Item A

		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
STRS								
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
Total STRS		2,961,704	3,502,696	4,020,859	4,017,467	4,012,715	4,316,895	4,665,508
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%
PERS								
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
Total PERS		673,279	810,393	1,047,764	1,092,627	1,265,855	1,456,236	1,663,083
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%
Social Security - Medicare								
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
Total Social Security - Medica		565,697	619,897	656,187	664,153	695,825	768,959	781,699
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%
Health and Welfare								
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
Total Health and Welfare		1,093,944	823,193	834,968	658,152	638,041	648,147	658,377
SUI								
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
Total SUI		10,791	10,952	11,742	11,818	14,791	12,129	12,321
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%
Workers Comp								
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
Total Workers Comp		327,712	385,837	384,844	387,252	382,241	390,557	396,730
Experience Mod Rate		0.935	1.942	1.650	1.650	1.610	1.610	1.610
Other Benefits								
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
Total Workers Comp		15,957	17,088	17,443	165,153	303,861	303,861	303,861
Total Restricted		1,807,813	2,083,074	2,548,422	2,603,192	2,612,147	2,717,693	2,852,113
Total Unrestricted		3,841,271	4,086,982	4,425,385	4,393,429	4,701,182	5,179,092	5,629,466
Total Employee Benefits		5,649,084	6,170,056	6,973,807	6,996,621	7,313,329	7,896,784	8,481,579
percent change		13.1%	9.2%	13.0%	0.3%	4.5%	6.2%	7.4%

Employee Benefits

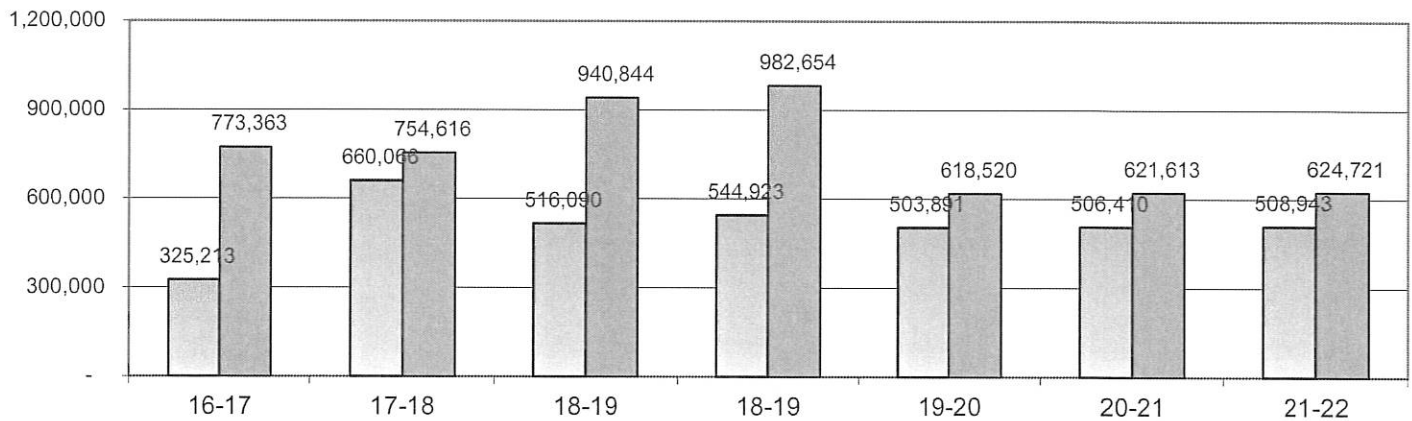


Books and Supplies - 4000

Action/Discussion Item A

		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
Books and Supplies								
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
Total Books and Supplies		244,562	205,455	252,308	252,308	149,000	149,745	150,494
Books and Reference Materials								
Restricted	4200	-	-	-	-	-	-	-
Unrestricted		25,693	31,798	84,066	82,372	20,921	21,026	21,131
Total Books and Reference Materials		25,693	31,798	84,066	82,372	20,921	21,026	21,131
Materials and Supplies								
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
Total Materials and Supplies		814,162	1,167,991	1,064,852	1,134,507	931,948	936,608	941,291
Noncapitalized Equipment								
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
Total Noncapitalized Equipment		14,159	9,437	55,708	58,390	20,542	20,645	20,748
Total Restricted		325,213	660,066	516,090	544,923	503,891	506,410	508,943
Total Unrestricted		773,363	754,616	940,844	982,654	618,520	621,613	624,721
Total Books and Supplies		1,098,576	1,414,682	1,456,934	1,527,577	1,122,411	1,128,023	1,133,663
percent change		3.7%	28.8%	3.0%	4.8%	-26.5%	20.5%	0.5%

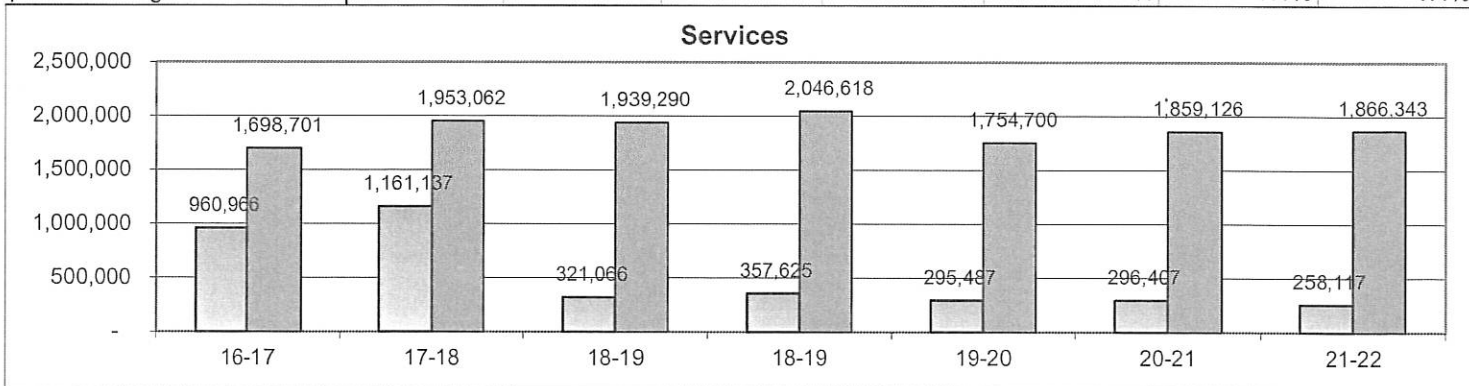
Books and Supplies



Services and Other - 5000

Action/Discussion Item A

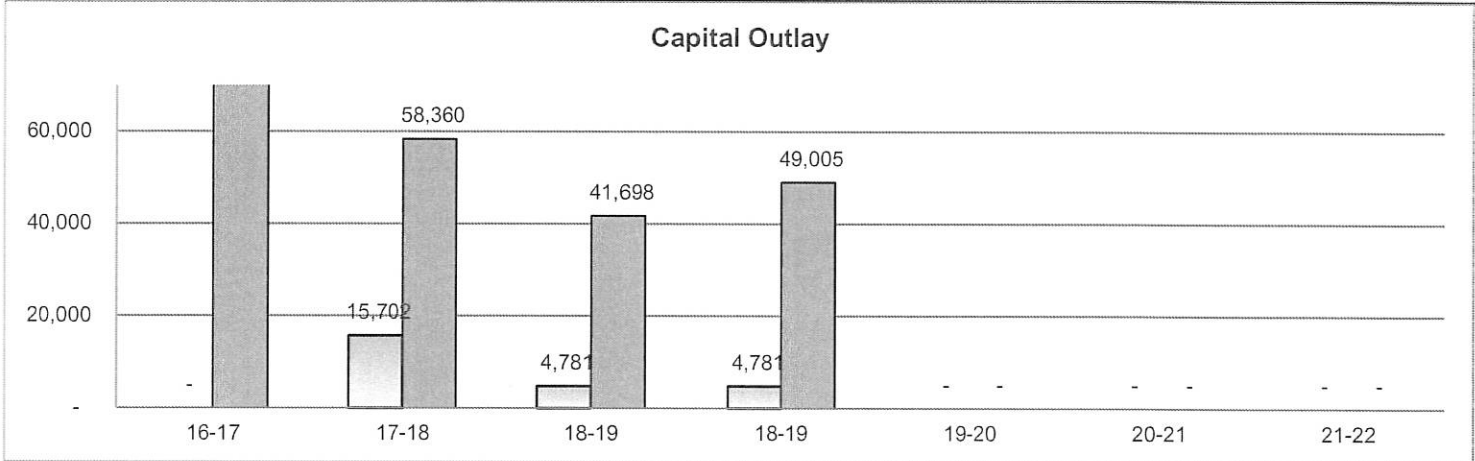
		2016-17	2017-18	2018-19	2018-19	2019-20	2020-21	2021-22
		Actual	Audited Act.	First Interim	Second Int.	Adopted Bdgt	Estimate	Estimate
Travel and Conferences								
Restricted	5200	30,749	41,234	27,746	44,331	45,299	45,525	45,753
Unrestricted		63,819	48,892	93,966	94,152	65,782	66,111	66,441
Total Travel and Conferences		94,568	90,127	121,712	138,484	111,081	111,636	112,195
Dues and Memberships								
Restricted	5300	-	-	-	-	-	-	-
Unrestricted		36,793	16,478	26,440	27,329	36,087	36,267	36,449
Total Dues and Memberships		36,793	16,478	26,440	27,329	36,087	36,267	36,449
Insurance								
Restricted	5450	-	-	-	-	-	-	-
Unrestricted		197,508	204,617	183,451	219,750	241,725	258,646	276,751
Total Insurance		197,508	204,617	183,451	219,750	241,725	258,646	276,751
Utilities								
Restricted	5500	-	-	-	-	-	-	-
Unrestricted		712,695	753,588	781,143	781,143	827,700	860,808	895,240
Total Utilities		712,695	753,588	781,143	781,143	827,700	860,808	895,240
Rentals, Leases & Repairs								
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
Total Rental Leases & Repairs		180,396	200,785	186,597	210,687	178,632	180,418	182,223
Direct Costs								
Restricted	5710	-	-	-	-	-	-	-
Unrestricted		-	-	-	-	-	-	-
Total Direct Costs		-	-	-	-	-	-	-
Professional/Consulting Services								
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
Total Professional/Consulting		1,378,648	1,788,908	888,796	954,060	593,336	646,303	559,534
Communications								
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
Total Communications		45,853	45,747	54,946	55,280	42,820	43,248	43,681
Postage								
Restricted	5930	-	780	-	40	780	-	-
Unrestricted		13,207	13,170	17,271	17,471	18,026	18,206	18,388
Total Postage		13,207	13,950	17,271	17,511	18,806	18,206	18,388
Total Restricted		960,966	1,161,137	321,066	357,625	295,487	296,407	258,117
Total Unrestricted		1,698,701	1,953,062	1,939,290	2,046,618	1,754,700	1,859,126	1,866,343
Total Services and Other		2,659,667	3,114,199	2,260,356	2,404,243	2,050,187	2,155,533	2,124,460
percent change		13.0%	17.1%	-27.4%	6.4%	-14.7%	-7.1%	-1.4%



Capital Outlay - 6000

Action/Discussion Item A

		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
Capital Outlay	6400							
Restricted			15,702	4,781	-	-	-	-
Unrestricted		165,635	45,831	-	-	-	-	-
Total Capital Outlay		165,635	61,533	4,781	-	-	-	-
Other Capital	6500							
Restricted			-	-	4,781	-	-	-
Unrestricted		12,529	12,529	41,698	49,005	-	-	-
Total Other Capital		12,529	12,529	41,698	53,785	-	-	-
Total Restricted		-	15,702	4,781	4,781	-	-	-
Total Unrestricted		178,164	58,360	41,698	49,005	-	-	-
Total Capital Outlay		178,164	74,062	46,479	53,785	-	-	-
percent change		213.4%	-58.4%	-37.2%	15.7%	-100.0%	-100.0%	#DIV/0!

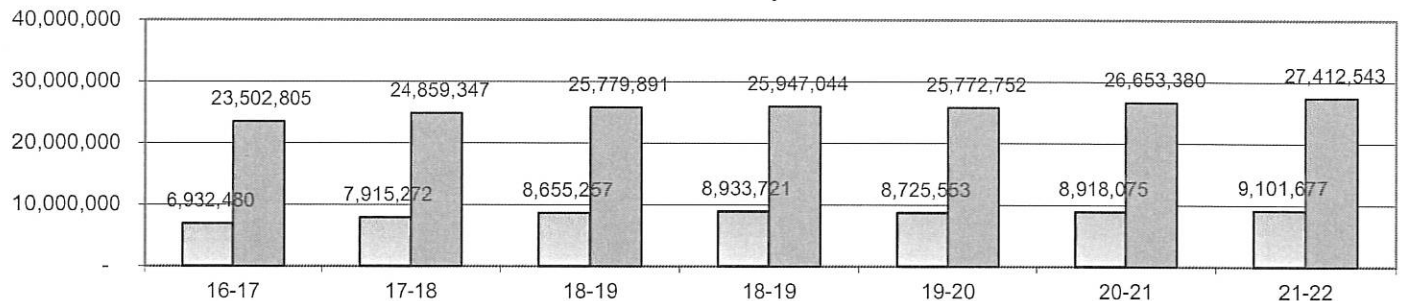


Other Outgo - 7000

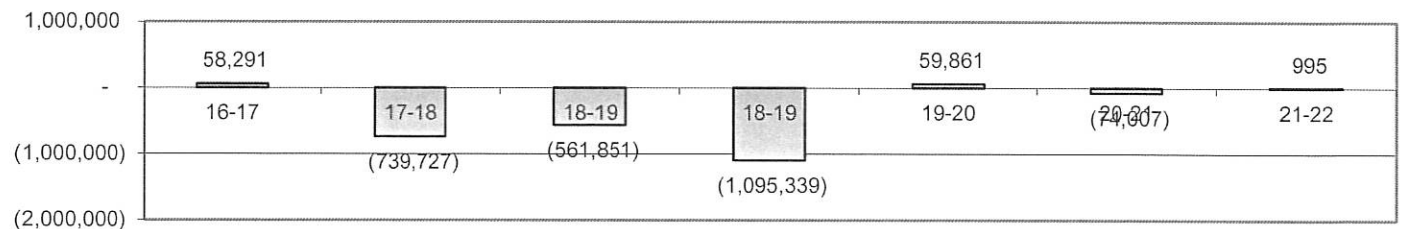
Action/Discussion Item A

		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
State Special Schools								
Restricted	7130		-	-	-	-	-	-
Unrestricted			-	-	-	-	-	-
Total		-	-	-	-	-	-	-
Other Tuition								
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
Total		218,558	62,215	143,902	152,743	154,476	154,476	154,476
Indirect Costs								
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)
Total		-	-	-	-	-	-	-
Indirect Costs								
Restricted	7350		-	-	-	-	-	-
Unrestricted		(21,672)	(21,672)	(24,540)	(134,540)	(97,440)	(97,440)	(97,440)
Total		(21,672)	(21,672)	(24,540)	(134,540)	(97,440)	(97,440)	(97,440)
Debt Service - Interest								
Restricted	7439		-	-	-	-	-	-
Unrestricted		54,170	-	-	-	-	-	-
Total		54,170	-	-	-	-	-	-
Debt Service - Principal								
Restricted	7600		-	-	-	-	-	-
Unrestricted			-	184,333	184,333	75,880	75,880	75,880
Total		-	-	184,333	184,333	75,880	75,880	75,880
Total Restricted		318,463	160,311	239,708	246,208	268,926	268,926	268,926
Total Unrestricted		(67,407)	(119,768)	63,987	(43,672)	(136,010)	(136,010)	(136,010)
Total Other Outgo		251,056	40,543	303,695	202,536	132,916	132,916	132,916
TOTAL EXPENDITURES		30,435,285	32,774,619	34,435,148	34,880,765	34,498,305	35,571,455	36,514,220

Total General Fund Expenditures



Surplus (Deficit) Spending



Fund 11 - Adult Education Fund

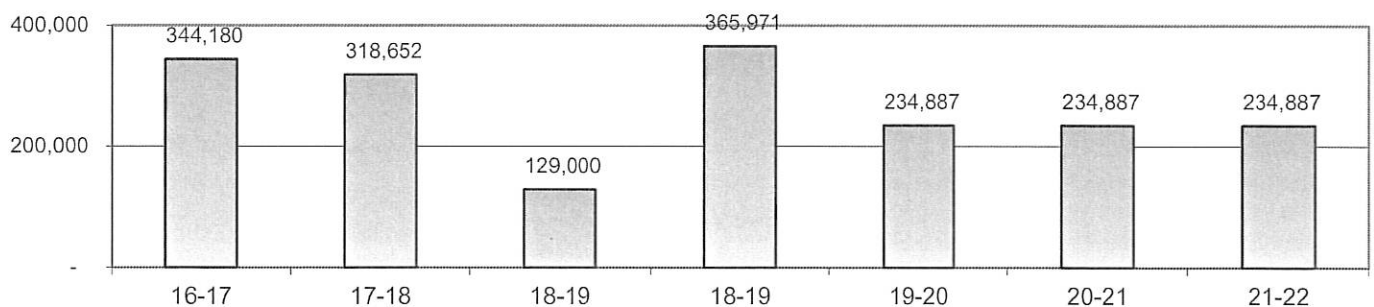
	2016-17	2017-18	2018-19	2018-19	2019-20	2020-21	2021-22
	Actual	Audited Actuals	First Interim	Second Interim	Adopted Budget	Estimate	Estimate
Beginning Fund Balance	774,914	1,693,433	2,336,590	2,336,590	1,477,887	1,343,317	1,232,849
Revenues:							
Revenue Limit Sources 8000	344,180	318,652	129,000	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
Total Revenues	2,279,942	2,748,654	1,869,097	2,288,198	1,875,666	1,876,166	1,876,166
Expenditures:							
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		
Total Expenditures	1,361,423	2,105,497	2,486,876	2,729,360	2,010,236	1,986,634	2,014,068
Surplus (Deficit)	918,518	643,157	(617,779)	(441,162)	(134,570)	(110,468)	(137,902)
Transfers In - Fund 1 8900							
Ending Fund Balance	1,693,433	2,336,590	1,718,812	1,895,429	1,343,317	1,232,849	1,094,947

Components of Ending Fund Balance:

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							
Ending Fund Balance	1,693,433	2,336,590	1,718,812	1,895,429	1,343,317	1,232,849	1,094,947

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



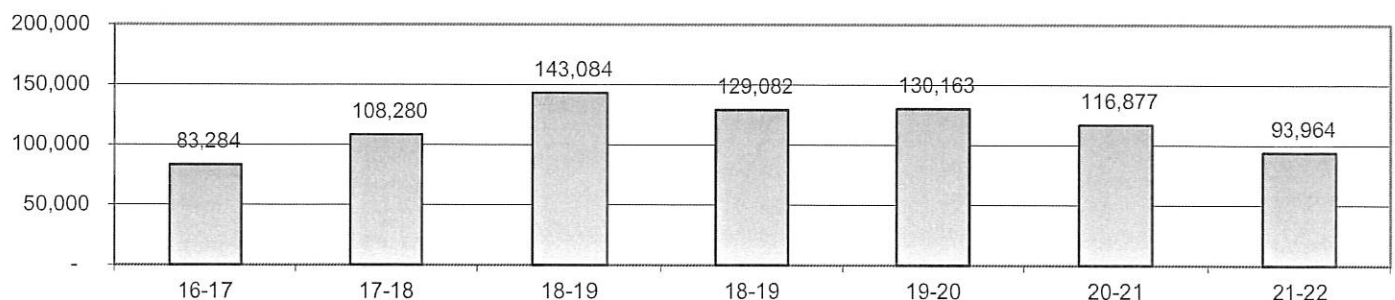
Fund 12 - Child Development Fund

	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
Beginning Fund Balance	63,531	83,284	108,280	108,280	129,082	130,163	116,877
Revenues:							
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
Total Revenues	517,567	510,590	552,038	552,038	527,018	528,000	528,000
Expenditures:							
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
Total Expenditures	497,814	485,594	517,234	531,236	525,937	541,286	550,913
Surplus (Deficit)	19,753	24,997	34,804	20,802	1,081	(13,286)	(22,913)
Transfers In from Fund 8900							
Ending Fund Balance	83,284	108,280	143,084	129,082	130,163	116,877	93,964

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							
Ending Fund Balance	83,284	108,280	143,084	129,082	130,163	116,877	93,964

Fund 12 - Ending Fund Balance

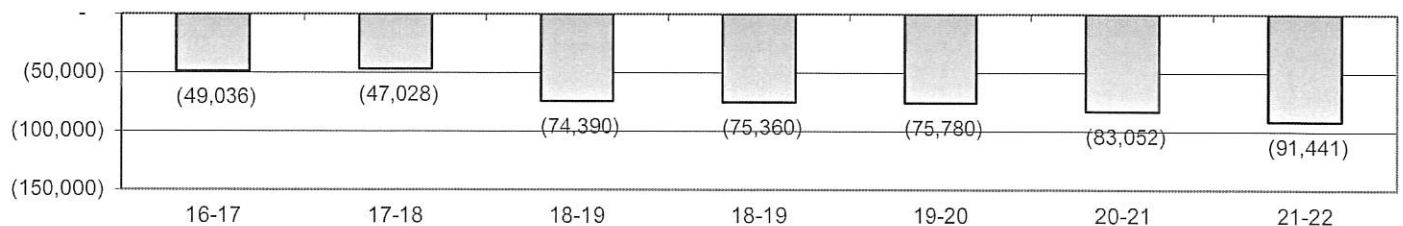
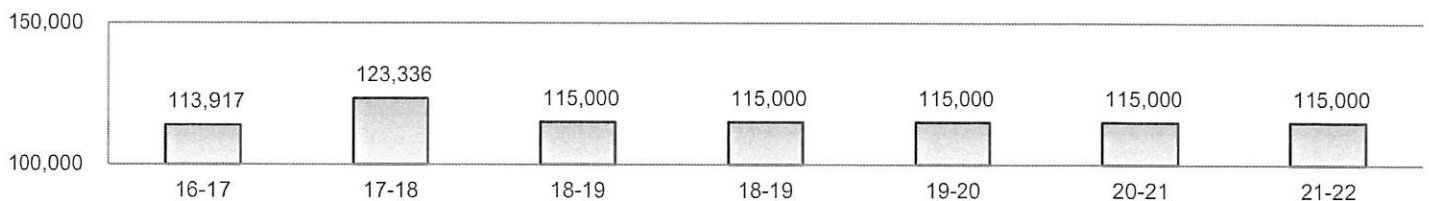


Fund 13 - Cafeteria Fund

	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
Beginning Fund Balance	8,680	9,929	13,766	13,765	13,765	13,865	6,693
Revenues:							
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
Total Revenues	586,753	614,836	598,326	598,326	586,600	591,600	591,600
Expenditures:							
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							
Total Expenditures	635,789	661,863	672,716	673,686	662,380	674,652	683,041
Surplus (Deficit)	(49,036)	(47,028)	(74,390)	(75,360)	(75,780)	(83,052)	(91,441)
Transfers In - General F 8900	50,285	50,864	67,309	67,309	75,880	75,880	75,880
Ending Fund Balance	9,929	13,766	6,685	5,714	13,865	6,693	(8,868)

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							
Ending Fund Balance	9,929	13,765	6,685	5,714	13,865	6,693	(8,868)

Fund 13 - Surplus (Deficit)

Meals Served


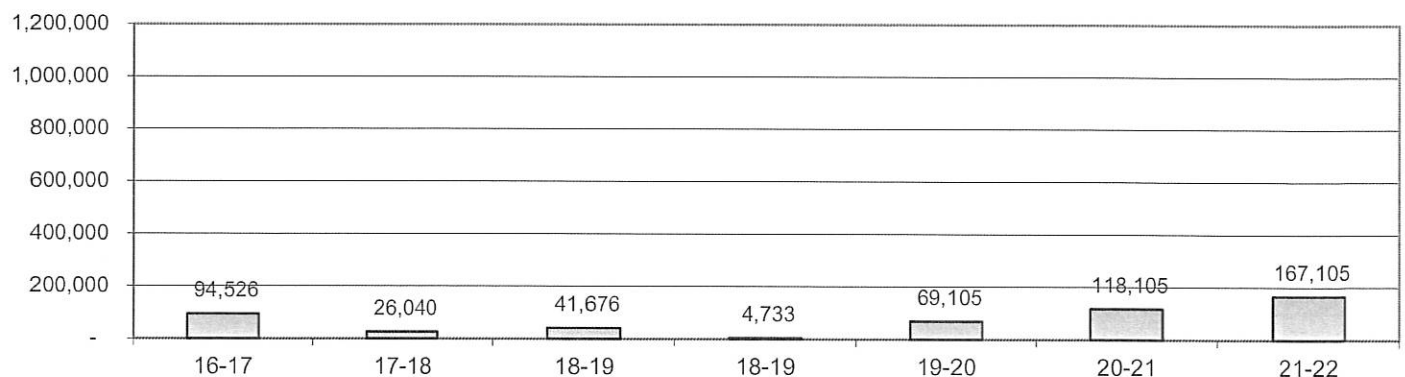
Fund 14 - Deferred Maintenance Fund

	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
Beginning Fund Balance	380,180	94,526	26,040	26,040	4,733	69,105	118,105
Revenues:							
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
Total Revenues	96,320	93,774	94,372	93,672	94,372	94,000	94,000
Expenditures:							
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							
Total Expenditures	381,975	162,260	78,737	114,979	30,000	45,000	45,000
Surplus (Deficit)	(285,655)	(68,486)	15,635	(21,307)	64,372	49,000	49,000
Transfers In (Out) - to G 8900							
Ending Fund Balance	94,526	26,040	41,676	4,733	69,105	118,105	167,105

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							
Ending Fund Balance	94,526	26,040	41,676	4,733	69,105	118,105	167,105

Fund 14 - Ending Fund Balance



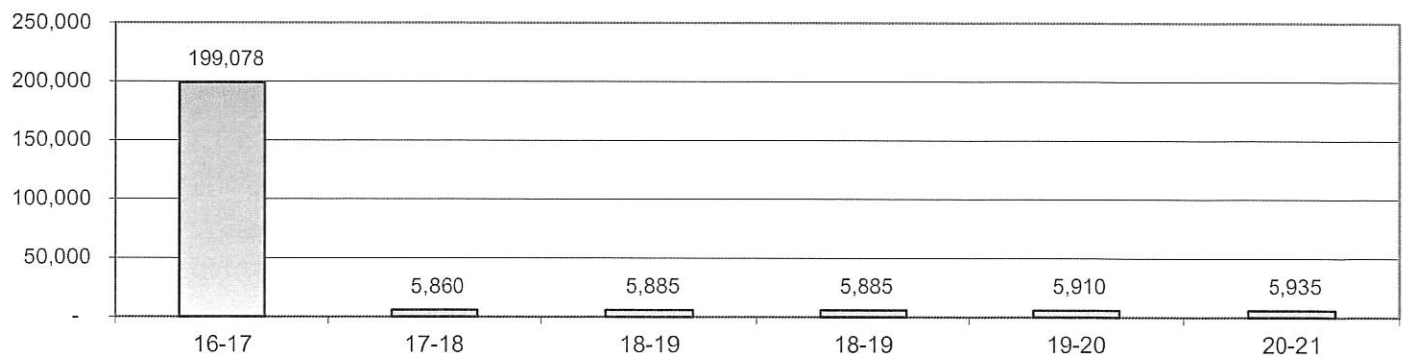
Fund 20 - Postemployment Benefits Fund

	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
Beginning Fund Balance	177,493	199,078	5,860	5,860	5,885	5,910	5,935
Revenues:							
Revenue Limit Sources 8000							
Federal Revenue 8100							
Other State Revenue 8300							
Other Local Revenue 8600	2,160	1,782	25	25	25	25	25
Total Revenues	2,160	1,782	25	25	25	25	25
Expenditures:							
Certificated Salaries 1000							
Classified Salaries 2000							
Employee Benefits 3000							
Supplies 4000							
Services 5000							
Capital Outlay 6000							
Other Outgo 7100							
Indirect Costs 7300							
Total Expenditures	-	-	-	-	-	-	-
Surplus (Deficit)	2,160	1,782	25	25	25	25	25
Transfers In (Out) - from 8900	19,426	(195,000)					
Ending Fund Balance	199,078	5,860	5,885	5,885	5,910	5,935	5,960

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							
Ending Fund Balance	199,078	5,860	5,885	5,885	5,910	5,935	5,960

Fund 20 - Ending Fund Balance



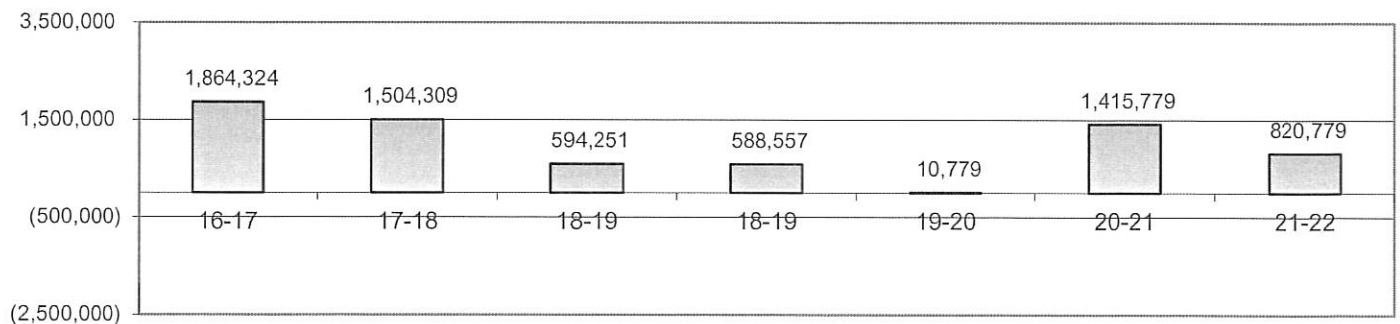
Fund 21 - Building Fund (Education Technology)

	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
Beginning Fund Balance	542,106	1,864,324	1,504,309	1,504,309	655,779	10,779	1,415,779
Revenues:							
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
Total Revenues	2,076,395	22,929	5,000	6,394	5,000	2,005,000	5,000
Expenditures:							
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							
Total Expenditures	754,177	382,944	915,058	922,146	650,000	600,000	600,000
Surplus (Deficit)	1,322,218	(360,015)	(910,058)	(915,752)	(645,000)	1,405,000	(595,000)
Transfers In (Out) 8900							
Ending Fund Balance	1,864,324	1,504,309	594,251	588,557	10,779	1,415,779	820,779

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							
Ending Fund Balance	1,864,324	1,504,309	594,251	588,557	10,779	1,415,779	820,779

Fund 21 - Ending Fund Balance



Fund 40 - Capital Outlay Projects Fund

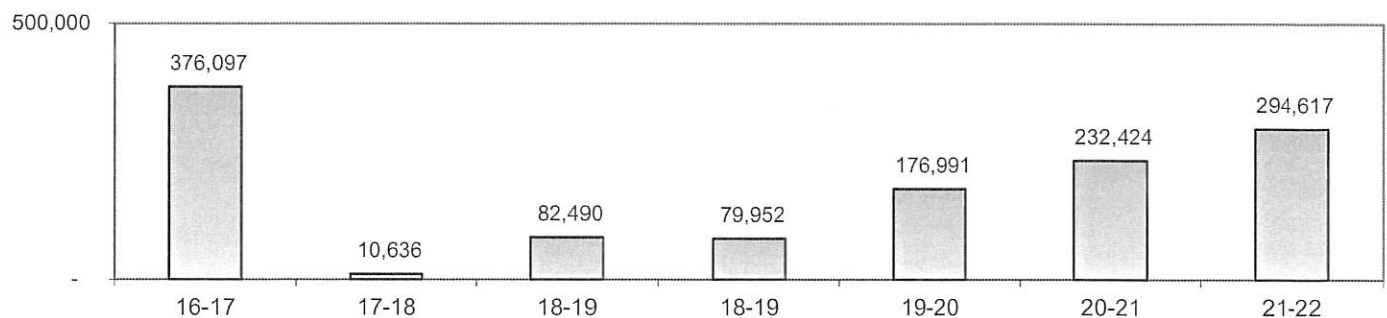
	2016-17	2017-18	2018-19	2018-19	2019-20	2020-21	2021-22
	Actual	Audited Actuals	First Interim	Second Interim	Adopted Budget	Estimate	Estimate
Beginning Fund Balance	571,955	376,097	10,636	10,636	118,121	176,991	232,424
Revenues:							
Revenue Limit Sources 8000							
Federal Revenue 8100							
Other State Revenue 8300							
Other Local Revenue 8600	285,922	904,725	220,770	220,770	218,770	225,333	232,093
Total Revenues	285,922	904,725	220,770	220,770	218,770	225,333	232,093
Expenditures:							
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	-	-	-	-	-	-
Total Expenditures	481,781	1,465,187	265,939	268,477	159,900	169,900	169,900
Surplus (Deficit)	(195,858)	(560,462)	(45,170)	(47,707)	58,870	55,433	62,193
Transfers In (Out) 8900		195,000	117,024	117,024			
Ending Fund Balance	376,097	10,636	82,490	79,952	176,991	232,424	294,617

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							
Ending Fund Balance	376,097	10,636	82,490	79,952	176,991	232,424	294,617

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		2019-20 Budget	Objects 9780/9789/9790
Form	Fund		
01	General Fund		Form 01
17	Special Reserve Fund for Other Than Capital Outlay Projects		Form 17
Total Assigned and Unassigned Ending Fund Balances		\$0.00	
District Standard Reserve Level		3%	Form 01CS Line 10B-4
Less District Minimum Reserve for Economic Uncertainties			Form 01CS Line 10B-7
Remaining Balance to Substantiate Need		\$0.00	

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 scchool 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
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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.

Action/Discussion Item A

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%

Action/Discussion Item A

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)	
E. NET INCREASE (DECREASE) IN FUND BALANCE (C + D4)			(959,336.52)	(116,274.08)	(1,075,610.60)	41,360.00	18,501.00	59,861.00	-105.6%
F. FUND BALANCE, RESERVES									
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%

Action/Discussion Item A

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				

Action/Discussion Item A

			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%

Action/Discussion Item A

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%
OTHER STATE REVENUE									
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%

Action/Discussion Item A

			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							
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%

Action/Discussion Item A

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%

Action/Discussion Item A

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%

Action/Discussion Item A

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
A. REVENUES					
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. EXPENDITURES					
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%
C. EXCESS (DEFICIENCY) OF REVENUES OVER EXPENDITURES BEFORE OTHER FINANCING SOURCES AND USES (A5 - B9)			(858,703.72)	(134,570.00)	-84.3%
D. OTHER FINANCING SOURCES/USES					
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
E. NET INCREASE (DECREASE) IN FUND BALANCE (C + D4)			(858,703.72)	(134,570.00)	-84.3%
F. FUND BALANCE, RESERVES					
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
G. ASSETS					
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		
H. DEFERRED OUTFLOWS OF RESOURCES					
1) Deferred Outflows of Resources		9490	0.00		
2) TOTAL, DEFERRED OUTFLOWS			0.00		
I. LIABILITIES					
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		
J. DEFERRED INFLOWS OF RESOURCES					
1) Deferred Inflows of Resources		9690	0.00		
2) TOTAL, DEFERRED INFLOWS			0.00		
K. FUND EQUITY					
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
LCFF SOURCES					
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%
FEDERAL REVENUE					
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%
OTHER STATE REVENUE					
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
OTHER LOCAL REVENUE					
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%
TOTAL, OTHER LOCAL REVENUE			418,724.75	145,000.00	-65.4%
TOTAL, REVENUES			2,090,012.02	1,875,666.00	-10.3%

Description	Resource Codes	Object Codes	2018-19 Estimated Actuals	2019-20 Budget	Percent Difference
CERTIFICATED SALARIES					
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%
CLASSIFIED SALARIES					
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%
EMPLOYEE BENEFITS					
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%
BOOKS AND SUPPLIES					
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
SERVICES AND OTHER OPERATING EXPENDITURES					
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%
CAPITAL OUTLAY					
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%
OTHER OUTGO (excluding Transfers of Indirect Costs)					
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
OTHER OUTGO - TRANSFERS OF INDIRECT COSTS					
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
INTERFUND TRANSFERS					
INTERFUND TRANSFERS IN					
Other Authorized Interfund Transfers In		8919	0.00	0.00	0.0%
(a) TOTAL, INTERFUND TRANSFERS IN			0.00	0.00	0.0%
INTERFUND TRANSFERS OUT					
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%
OTHER SOURCES/USES					
SOURCES					
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%
USES					
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%
CONTRIBUTIONS					
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%
TOTAL, OTHER FINANCING SOURCES/USES (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
A. REVENUES					
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. EXPENDITURES					
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%
C. EXCESS (DEFICIENCY) OF REVENUES OVER EXPENDITURES BEFORE OTHER FINANCING SOURCES AND USES (A5 - B9)			20,801.85	1,081.00	-94.8%
D. OTHER FINANCING SOURCES/USES					
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
E. NET INCREASE (DECREASE) IN FUND BALANCE (C + D4)			20,801.85	1,081.00	-94.8%
F. FUND BALANCE, RESERVES					
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
G. ASSETS					
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)		
H. DEFERRED OUTFLOWS OF RESOURCES					
1) Deferred Outflows of Resources		9490	0.00		
2) TOTAL, DEFERRED OUTFLOWS			0.00		
I. LIABILITIES					
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		
J. DEFERRED INFLOWS OF RESOURCES					
1) Deferred Inflows of Resources		9690	0.00		
2) TOTAL, DEFERRED INFLOWS			0.00		
K. FUND EQUITY					
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
FEDERAL REVENUE					
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%
OTHER STATE REVENUE					
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%
OTHER LOCAL REVENUE					
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
CERTIFICATED SALARIES					
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%
CLASSIFIED SALARIES					
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%
EMPLOYEE BENEFITS					
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%
BOOKS AND SUPPLIES					
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
SERVICES AND OTHER OPERATING EXPENDITURES					
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%
CAPITAL OUTLAY					
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%
OTHER OUTGO (excluding Transfers of Indirect Costs)					
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%
OTHER OUTGO - TRANSFERS OF INDIRECT COSTS					
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%
TOTAL, EXPENDITURES			531,236.15	525,937.00	-1.0%

Description	Resource Codes	Object Codes	2018-19 Estimated Actuals	2019-20 Budget	Percent Difference
INTERFUND TRANSFERS					
INTERFUND TRANSFERS IN					
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%
INTERFUND TRANSFERS OUT					
Other Authorized Interfund Transfers Out		7619	0.00	0.00	0.0%
(b) TOTAL, INTERFUND TRANSFERS OUT			0.00	0.00	0.0%
OTHER SOURCES/USES					
SOURCES					
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%
USES					
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%
CONTRIBUTIONS					
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%
TOTAL, OTHER FINANCING SOURCES/USES (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
A. REVENUES					
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. EXPENDITURES					
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%
C. EXCESS (DEFICIENCY) OF REVENUES OVER EXPENDITURES BEFORE OTHER FINANCING SOURCES AND USES (A5 - B9)			(92,086.00)	(75,780.00)	-17.7%
D. OTHER FINANCING SOURCES/USES					
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
E. NET INCREASE (DECREASE) IN FUND BALANCE (C + D4)			0.00	100.00	New
F. FUND BALANCE, RESERVES					
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
G. ASSETS					
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)		
H. DEFERRED OUTFLOWS OF RESOURCES					
1) Deferred Outflows of Resources		9490	0.00		
2) TOTAL, DEFERRED OUTFLOWS			0.00		
I. LIABILITIES					
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		
J. DEFERRED INFLOWS OF RESOURCES					
1) Deferred Inflows of Resources		9690	0.00		
2) TOTAL, DEFERRED INFLOWS			0.00		
K. FUND EQUITY					
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
FEDERAL REVENUE					
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%
OTHER STATE REVENUE					
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%
OTHER LOCAL REVENUE					
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
CERTIFICATED SALARIES					
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%
CLASSIFIED SALARIES					
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%
EMPLOYEE BENEFITS					
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%
BOOKS AND SUPPLIES					
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
SERVICES AND OTHER OPERATING EXPENDITURES					
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%
CAPITAL OUTLAY					
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%
OTHER OUTGO (excluding Transfers of Indirect Costs)					
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%
OTHER OUTGO - TRANSFERS OF INDIRECT COSTS					
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%
TOTAL, EXPENDITURES			673,686.00	662,380.00	-1.7%

Description	Resource Codes	Object Codes	2018-19 Estimated Actuals	2019-20 Budget	Percent Difference
INTERFUND TRANSFERS					
INTERFUND TRANSFERS IN					
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%
INTERFUND TRANSFERS OUT					
Other Authorized Interfund Transfers Out		7619	0.00	0.00	0.0%
(b) TOTAL, INTERFUND TRANSFERS OUT			0.00	0.00	0.0%
OTHER SOURCES/USES					
SOURCES					
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%
USES					
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%
CONTRIBUTIONS					
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%
TOTAL, OTHER FINANCING SOURCES/USES (a - b + c - d + e)			92,086.00	75,880.00	-17.6%

Resource	Description	2018-19	2019-20
		Estimated Actuals	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
A. REVENUES					
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. EXPENDITURES					
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%
C. EXCESS (DEFICIENCY) OF REVENUES OVER EXPENDITURES BEFORE OTHER FINANCING SOURCES AND USES (A5 - B9)			(21,307.26)	64,372.00	-402.1%
D. OTHER FINANCING SOURCES/USES					
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
E. NET INCREASE (DECREASE) IN FUND BALANCE (C + D4)			(21,307.26)	64,372.00	-402.1%
F. FUND BALANCE, RESERVES					
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
G. ASSETS					
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		
H. DEFERRED OUTFLOWS OF RESOURCES					
1) Deferred Outflows of Resources		9490	0.00		
2) TOTAL, DEFERRED OUTFLOWS			0.00		
I. LIABILITIES					
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)		
J. DEFERRED INFLOWS OF RESOURCES					
1) Deferred Inflows of Resources		9690	0.00		
2) TOTAL, DEFERRED INFLOWS			0.00		
K. FUND EQUITY					
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
LCFF SOURCES					
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%
OTHER STATE REVENUE					
All Other State Revenue					
		8590	0.00	0.00	0.0%
TOTAL, OTHER STATE REVENUE			0.00	0.00	0.0%
OTHER LOCAL REVENUE					
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
CLASSIFIED SALARIES					
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%
EMPLOYEE BENEFITS					
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%
BOOKS AND SUPPLIES					
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
SERVICES AND OTHER OPERATING EXPENDITURES					
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%
CAPITAL OUTLAY					
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%
OTHER OUTGO (excluding Transfers of Indirect Costs)					
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
INTERFUND TRANSFERS					
INTERFUND TRANSFERS IN					
Other Authorized Interfund Transfers In		8919	0.00	0.00	0.0%
(a) TOTAL, INTERFUND TRANSFERS IN			0.00	0.00	0.0%
INTERFUND TRANSFERS OUT					
Other Authorized Interfund Transfers Out		7619	0.00	0.00	0.0%
(b) TOTAL, INTERFUND TRANSFERS OUT			0.00	0.00	0.0%
OTHER SOURCES/USES					
SOURCES					
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%
USES					
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%
CONTRIBUTIONS					
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%
TOTAL, OTHER FINANCING SOURCES/USES (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
A. REVENUES					
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. EXPENDITURES					
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%
C. EXCESS (DEFICIENCY) OF REVENUES OVER EXPENDITURES BEFORE OTHER FINANCING SOURCES AND USES (A5 - B9)			25.00	25.00	0.0%
D. OTHER FINANCING SOURCES/USES					
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
E. NET INCREASE (DECREASE) IN FUND BALANCE (C + D4)			25.00	25.00	0.0%
F. FUND BALANCE, RESERVES					
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
G. ASSETS					
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		
H. DEFERRED OUTFLOWS OF RESOURCES					
1) Deferred Outflows of Resources		9490	0.00		
2) TOTAL, DEFERRED OUTFLOWS			0.00		
I. LIABILITIES					
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		
J. DEFERRED INFLOWS OF RESOURCES					
1) Deferred Inflows of Resources		9690	0.00		
2) TOTAL, DEFERRED INFLOWS			0.00		
K. FUND EQUITY					
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
OTHER LOCAL REVENUE					
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%
TOTAL, OTHER LOCAL REVENUE			25.00	25.00	0.0%
TOTAL, REVENUES			25.00	25.00	0.0%

Description	Resource Codes	Object Codes	2018-19 Estimated Actuals	2019-20 Budget	Percent Difference
INTERFUND TRANSFERS					
INTERFUND TRANSFERS IN					
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%
INTERFUND TRANSFERS OUT					
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%
OTHER SOURCES/USES					
SOURCES					
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%
USES					
Transfers of Funds from Lapsed/Reorganized LEAs		7651	0.00	0.00	0.0%
(d) TOTAL, USES			0.00	0.00	0.0%
CONTRIBUTIONS					
Contributions from Restricted Revenues		8990	0.00	0.00	0.0%
(e) TOTAL, CONTRIBUTIONS			0.00	0.00	0.0%
TOTAL, OTHER FINANCING SOURCES/USES (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
A. REVENUES					
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. EXPENDITURES					
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%
C. EXCESS (DEFICIENCY) OF REVENUES OVER EXPENDITURES BEFORE OTHER FINANCING SOURCES AND USES (A5 - B9)			(848,529.99)	(645,000.00)	-24.0%
D. OTHER FINANCING SOURCES/USES					
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
E. NET INCREASE (DECREASE) IN FUND BALANCE (C + D4)			(848,529.99)	(645,000.00)	-24.0%
F. FUND BALANCE, RESERVES					
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
G. ASSETS					
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		
H. DEFERRED OUTFLOWS OF RESOURCES					
1) Deferred Outflows of Resources		9490	0.00		
2) TOTAL, DEFERRED OUTFLOWS			0.00		
I. LIABILITIES					
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		
J. DEFERRED INFLOWS OF RESOURCES					
1) Deferred Inflows of Resources		9690	0.00		
2) TOTAL, DEFERRED INFLOWS			0.00		
K. FUND EQUITY					
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
FEDERAL REVENUE					
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%
OTHER STATE REVENUE					
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%
OTHER LOCAL REVENUE					
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
CLASSIFIED SALARIES					
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%
EMPLOYEE BENEFITS					
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%
BOOKS AND SUPPLIES					
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%
SERVICES AND OTHER OPERATING EXPENDITURES					
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%
TOTAL, SERVICES AND OTHER OPERATING EXPENDITURES			180,372.80	100,000.00	-44.6%
CAPITAL OUTLAY					
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%
TOTAL, CAPITAL OUTLAY			100,000.00	100,000.00	0.0%
OTHER OUTGO (excluding Transfers of Indirect Costs)					
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%
TOTAL, OTHER OUTGO (excluding Transfers of Indirect Costs)			0.00	0.00	0.0%
TOTAL, EXPENDITURES			854,924.26	650,000.00	-24.0%

			2018-19	2019-20	Percent
Description	Resource Codes	Object Codes	Estimated Actuals	Budget	Difference
INTERFUND TRANSFERS					
INTERFUND TRANSFERS IN					
Other Authorized Interfund Transfers In		8919	0.00	0.00	0.0%
(a) TOTAL, INTERFUND TRANSFERS IN			0.00	0.00	0.0%
INTERFUND TRANSFERS OUT					
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
OTHER SOURCES/USES					
SOURCES					
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%
USES					
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%
CONTRIBUTIONS					
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%
TOTAL, OTHER FINANCING SOURCES/USES (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
A. REVENUES					
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. EXPENDITURES					
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%
C. EXCESS (DEFICIENCY) OF REVENUES OVER EXPENDITURES BEFORE OTHER FINANCING SOURCES AND USES (A5 - B9)			(9,538.79)	58,869.00	-717.2%
D. OTHER FINANCING SOURCES/USES					
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
E. NET INCREASE (DECREASE) IN FUND BALANCE (C + D4)			107,485.21	58,869.00	-45.2%
F. FUND BALANCE, RESERVES					
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
G. ASSETS					
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		
H. DEFERRED OUTFLOWS OF RESOURCES					
1) Deferred Outflows of Resources		9490	0.00		
2) TOTAL, DEFERRED OUTFLOWS			0.00		
I. LIABILITIES					
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		
J. DEFERRED INFLOWS OF RESOURCES					
1) Deferred Inflows of Resources		9690	0.00		
2) TOTAL, DEFERRED INFLOWS			0.00		
K. FUND EQUITY					
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
FEDERAL REVENUE					
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%
OTHER STATE REVENUE					
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%
OTHER LOCAL REVENUE					
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
CLASSIFIED SALARIES					
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%
EMPLOYEE BENEFITS					
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%
BOOKS AND SUPPLIES					
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
SERVICES AND OTHER OPERATING EXPENDITURES					
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%
CAPITAL OUTLAY					
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%
OTHER OUTGO (excluding Transfers of Indirect Costs)					
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%

Description	Resource Codes	Object Codes	2018-19 Estimated Actuals	2019-20 Budget	Percent Difference
INTERFUND TRANSFERS					
INTERFUND TRANSFERS IN					
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%
INTERFUND TRANSFERS OUT					
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
OTHER SOURCES/USES					
SOURCES					
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%
USES					
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%
CONTRIBUTIONS					
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%
TOTAL, OTHER FINANCING SOURCES/USES (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
A. REVENUES					
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. EXPENDITURES					
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%
C. EXCESS (DEFICIENCY) OF REVENUES OVER EXPENDITURES BEFORE OTHER FINANCING SOURCES AND USES (A5 - B9)			0.00	0.00	0.0%
D. OTHER FINANCING SOURCES/USES					
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
E. NET INCREASE (DECREASE) IN FUND BALANCE (C + D4)			0.00	0.00	0.0%
F. FUND BALANCE, RESERVES					
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
G. ASSETS					
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		
H. DEFERRED OUTFLOWS OF RESOURCES					
1) Deferred Outflows of Resources		9490	0.00		
2) TOTAL, DEFERRED OUTFLOWS			0.00		
I. LIABILITIES					
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		
J. DEFERRED INFLOWS OF RESOURCES					
1) Deferred Inflows of Resources		9690	0.00		
2) TOTAL, DEFERRED INFLOWS			0.00		
K. FUND EQUITY					
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
FEDERAL REVENUE					
All Other Federal Revenue		8290	0.00	0.00	0.0%
TOTAL, FEDERAL REVENUE			0.00	0.00	0.0%
OTHER STATE REVENUE					
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%
TOTAL, OTHER STATE REVENUE			0.00	0.00	0.0%
OTHER LOCAL REVENUE					
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%
TOTAL, OTHER LOCAL REVENUE			0.00	0.00	0.0%
TOTAL, REVENUES			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
INTERFUND TRANSFERS					
INTERFUND TRANSFERS IN					
Other Authorized Interfund Transfers In		8919	0.00	0.00	0.0%
(a) TOTAL, INTERFUND TRANSFERS IN			0.00	0.00	0.0%
INTERFUND TRANSFERS OUT					
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%
OTHER SOURCES/USES					
SOURCES					
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%
USES					
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%
CONTRIBUTIONS					
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%
TOTAL, OTHER FINANCING SOURCES/USES (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
A. DISTRICT						
1. Total District Regular ADA 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
2. Total Basic Aid Choice/Court Ordered Voluntary Pupil Transfer Regular ADA 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)						
3. Total Basic Aid Open Enrollment Regular ADA 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)						
4. Total, District Regular ADA (Sum of Lines A1 through A3)	1,908.87	1,926.01	1,926.01	1,928.00	1,928.00	1,928.00
5. District Funded County Program ADA						
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]						
g. Total, District Funded County Program ADA (Sum of Lines A5a through A5f)	1.70	0.00	0.00	1.70	1.70	1.70
6. TOTAL DISTRICT ADA (Sum of Line A4 and Line A5g)	1,910.57	1,926.01	1,926.01	1,929.70	1,929.70	1,929.70
7. Adults in Correctional Facilities						
8. Charter School ADA (Enter Charter School ADA using Tab C. Charter School ADA)						

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

Action/Discussion Item A

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	6,298,359.94	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

Action/Discussion Item A

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)

Action/Discussion Item A

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:			1000-7143, 7300-7439 minus 8000-8699	
1. Expenditures to cover deficits for food services (Funds 13 and 61) (If negative, then zero)	All	All		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
Section III - MOE Calculation (For data collection only. Final determination will be done by CDE)	Total	Per ADA
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 www.cde.ca.gov/fg/ac/ic)

(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.

A. Indirect costs incurred in the current year (Part III, Line A8)	<u>1,995,944.04</u>
B. Carry-forward adjustment from prior year(s)	
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>
C. Carry-forward adjustment for under- or over-recovery in the current year	
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>
D. Preliminary carry-forward adjustment (Line C1 or C2)	<u>(369,151.48)</u>
E. Optional allocation of negative carry-forward adjustment over more than one year	
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>
F. Carry-forward adjustment used in Part III, Line A9 (Line D minus amount deferred if Option 2 or Option 3 is selected)	<u>(123,050.49)</u>

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

Action/Discussion Item A

27 66134 0000000
Form L

Description	Object Codes	Lottery: Unrestricted (Resource 1100)	Transferred to Other Resources for Expenditure	Lottery: Instructional Materials (Resource 6300)*	Totals
A. AMOUNT AVAILABLE FOR THIS FISCAL YEAR					
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. EXPENDITURES AND OTHER FINANCING USES					
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
C. ENDING BALANCE					
(Must equal Line A6 minus Line B12)	979Z	1,215,201.10	0.00	0.00	1,215,201.10
D. COMMENTS:					

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.

Action/Discussion Item A

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)						
A. REVENUES AND OTHER FINANCING SOURCES						
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. EXPENDITURES AND OTHER FINANCING USES						
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				4,539,412.00		4,617,972.00
a. Base Salaries				78,560.00		78,128.00
b. Step & Column Adjustment						
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
C. NET INCREASE (DECREASE) IN FUND BALANCE						
(Line A6 minus line B11)		41,360.00		274,882.97		994.00
D. FUND BALANCE						
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

Action/Discussion Item A

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)
E. AVAILABLE RESERVES						
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.

Action/Discussion Item A

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)						
A. REVENUES AND OTHER FINANCING SOURCES						
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. EXPENDITURES AND OTHER FINANCING USES						
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
C. NET INCREASE (DECREASE) IN FUND BALANCE						
(Line A6 minus line B11)		18,501.00		(348,890.97)		0.00
D. FUND BALANCE						
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

Action/Discussion Item A

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)
E. AVAILABLE RESERVES						
1. General Fund						
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.)						
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)						
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.						

Action/Discussion Item A

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)
(Enter projections for subsequent years 1 and 2 in Columns C and E; current year - Column A - is extracted)						
A. REVENUES AND OTHER FINANCING SOURCES						
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. EXPENDITURES AND OTHER FINANCING USES						
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
C. NET INCREASE (DECREASE) IN FUND BALANCE						
(Line A6 minus line B11)		59,861.00		(74,008.00)		994.00
D. FUND BALANCE						
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

Action/Discussion Item A

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)
E. AVAILABLE RESERVES						
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%
F. RECOMMENDED RESERVES						
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						
Other Sources/Uses Detail					0.00	0.00		
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		Indirect Costs - Interfund		Interfund	Interfund	Due From	Due To
	Transfers In 5750	Transfers Out 5750	Transfers In 7350	Transfers Out 7350	Transfers In 3900-3929	Transfers Out 7600-7629	Other Funds 3310	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						
Other Sources/Uses Detail					0.00	0.00		
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								

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				
Total ADA	2,075	1,996	3.8%	Not Met
Second Prior Year (2017-18)				
District Regular	2,012	1,990		
Charter School				
Total ADA	2,012	1,990	1.1%	Not Met
First Prior Year (2018-19)				
District Regular	1,981	1,926		
Charter School		0		
Total ADA	1,981	1,926	2.8%	Not Met
Budget Year (2019-20)				
District Regular	1,928			
Charter School	0			
Total ADA	1,928			

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				
Total Enrollment	2,102	2,078	1.1%	Not Met
Second Prior Year (2017-18)				
District Regular	2,084	2,091		
Charter School				
Total Enrollment	2,084	2,091	N/A	Met
First Prior Year (2018-19)				
District Regular	2,094	2,035		
Charter School				
Total Enrollment	2,094	2,035	2.8%	Not Met
Budget Year (2019-20)				
District Regular	2,055			
Charter School				
Total Enrollment	2,055			

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	
Total ADA/Enrollment	1,984	2,078	95.5%
Second Prior Year (2017-18)			
District Regular	1,981	2,091	
Charter School			
Total ADA/Enrollment	1,981	2,091	94.7%
First Prior Year (2018-19)			
District Regular	1,909	2,035	
Charter School	0		
Total ADA/Enrollment	1,909	2,035	93.8%
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			
Total ADA/Enrollment	1,928	2,055	93.8%	Met
1st Subsequent Year (2020-21)				
District Regular	1,928	2,055		
Charter School				
Total ADA/Enrollment	1,928	2,055	93.8%	Met
2nd Subsequent Year (2021-22)				
District Regular	1,928	2,055		
Charter School				
Total ADA/Enrollment	1,928	2,055	93.8%	Met

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%
2. District's Other Revenues and Expenditures Standard Percentage Range (Line 1, plus/minus 10%):	-9.81% to 10.19%	-10.00% to 10.00%	-10.00% to 10.00%
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
Federal Revenue (Fund 01, Objects 8100-8299) (Form MYP, Line A2)			
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.

Other State Revenue (Fund 01, Objects 8300-8599) (Form MYP, Line A3)			
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.

Other Local Revenue (Fund 01, Objects 8600-8799) (Form MYP, Line A4)			
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.

Books and Supplies (Fund 01, Objects 4000-4999) (Form MYP, Line B4)			
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 ¹ 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

¹ 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 reserves¹ as a percentage of total expenditures and other financing uses² 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%
District's Deficit Spending Standard Percentage Levels (Line 3 times 1/3):	1.0%	1.1%	1.0%

¹Available 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.

²A 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 ¹	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

¹ 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 ² (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				

² 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 reserves¹ for any of the budget year or two subsequent fiscal years are not less than the following percentages or amounts² as applied to total expenditures and other financing uses³:

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

¹ 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.

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

³ 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):

- b. Special Education Pass-through Funds
(Fund 10, resources 3300-3499 and 6500-6540, objects 7211-7213 and 7221-7223)

Budget Year (2019-20)	1st Subsequent Year (2020-21)	2nd Subsequent Year (2021-22)
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%
District's Reserve Standard (Section 10B, Line 7):	1,034,949.15	1,067,143.68	1,095,426.63
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
1a. Contributions, Unrestricted General Fund (Fund 01, Resources 0000-1999, Object 8980)				
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
1b. Transfers In, General Fund *				
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
1c. Transfers Out, General Fund *				
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 commitments¹ 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.

¹ 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

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?

If Yes, amount of new costs included in the budget and MYPs

If Yes, explain the nature of the new costs:

No		
----	--	--

--

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

SUBJECT: Adoption of the Local Control Accountability Plan and Federal Addendum 2019-20

DATE: June 20, 2019

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

RECOMMENDATION:

The District Administration recommends that the Board review and adopt the Local Control Accountability Plan (LCAP) and LCAP Federal Addendum 2019-20.

BACKGROUND:

Pursuant to Education Code 42103, the Pacific Grove Unified School District held a public hearing on June 6, 2019 regarding the Local Control Accountability Plan (LCAP). Copies of the LCAP were available for public viewing 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

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"> 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 	<p>The base program includes:</p> <ol style="list-style-type: none"> 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. 	<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
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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 20, 2019 Page 20 of 106		402

Actions/Services	Actions/Services	Expenditures	Expenditures
<p>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.</p>	<p>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.</p>	<p>1000-1999: Certificated Personnel Salaries Supplemental \$20,400</p>	<p>High school counselor .2 FTE 1000-1999: Certificated Personnel Salaries General Fund-Supplemental \$16,879</p>

Analysis

Complete a copy of the following table for each of the LEA's goals from the prior year LCAP. Duplicate the table as needed. Use actual annual measurable outcome data, including performance data from the LCFF Evaluation Rubrics, as applicable.

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

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 develop 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>

		Action/Discussion Item B		
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

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2019-20 Actions/Services

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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/ServicesSelect 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

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.

2018-2019 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

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

2018-19 Actions/Services

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/ServicesSelect 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.

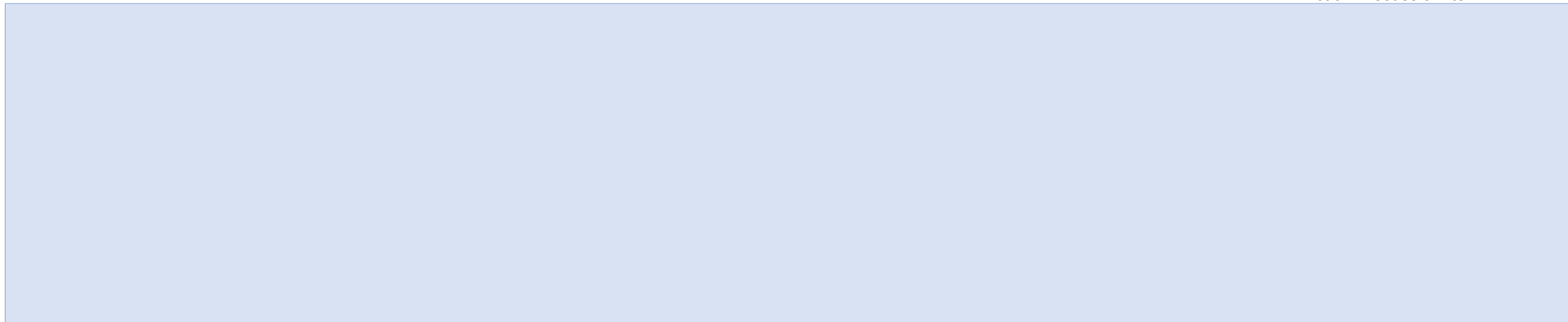
To support our English learners at the elementary grades, we have two certificated English Language Development (ELD) teachers who provide additional classroom supports to enhance language acquisition as well as provide the social/emotional supports to ensure students and families are connected to the 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.

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

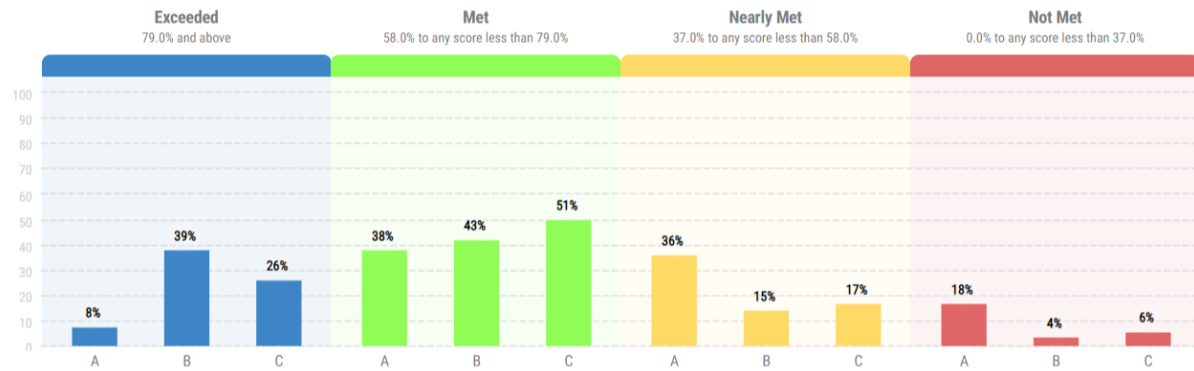
Multiple Assessment Summary

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 8 ELA Interim Orange 2018-2019 Online Only
B – Inspect Grade 8 ELA Interim Green 2018-2019 Online Only
C – Inspect Grade 8 ELA Interim Pink 2018-2019 Online Only

Grade 8: 2018-19 Interim Formative Assessment (IFA) Results: Math IFA-1/Fall vs. IFA-2/Winter

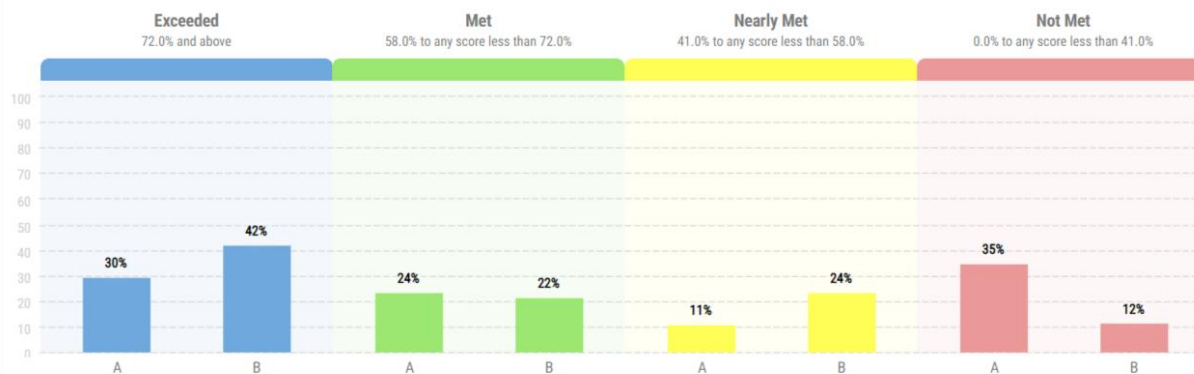
Multiple Assessment Summary

Site: Pacific Grove USD
Grade: All
Teacher: All Teachers

Roster Date
Control Panel (05-22-2019)

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 – PGMS Grade 8 Math IFA-1 (2018-19)
B – PGMS Grade 8 Math IFA-2 (2018-19)

Grade 7: 2018-19 Interim Formative Assessment (IFA) Results: ELA Orange/Fall vs. Green/Winter vs. Pink/Spring

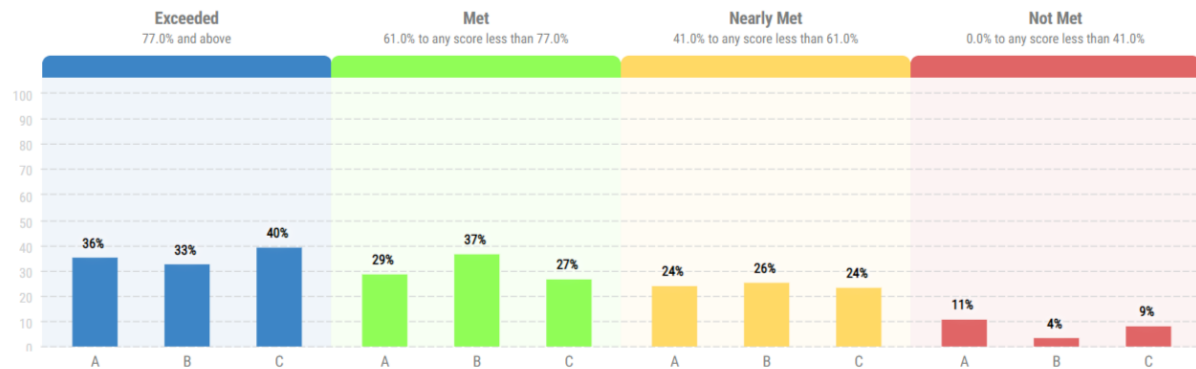
Multiple Assessment Summary

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

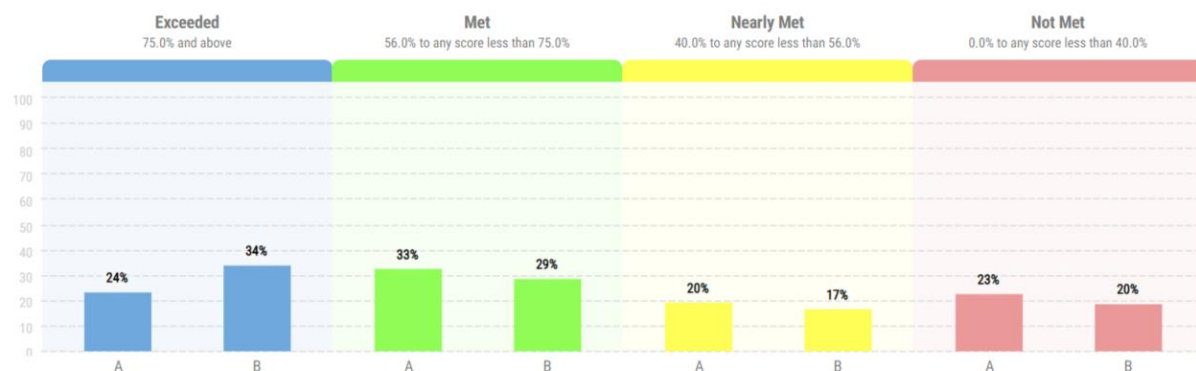
Multiple Assessment Summary

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

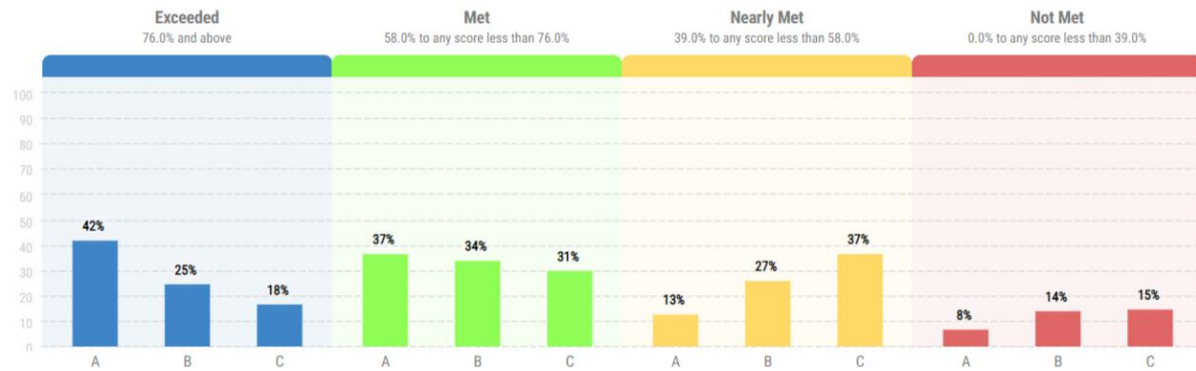
Multiple Assessment Summary

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

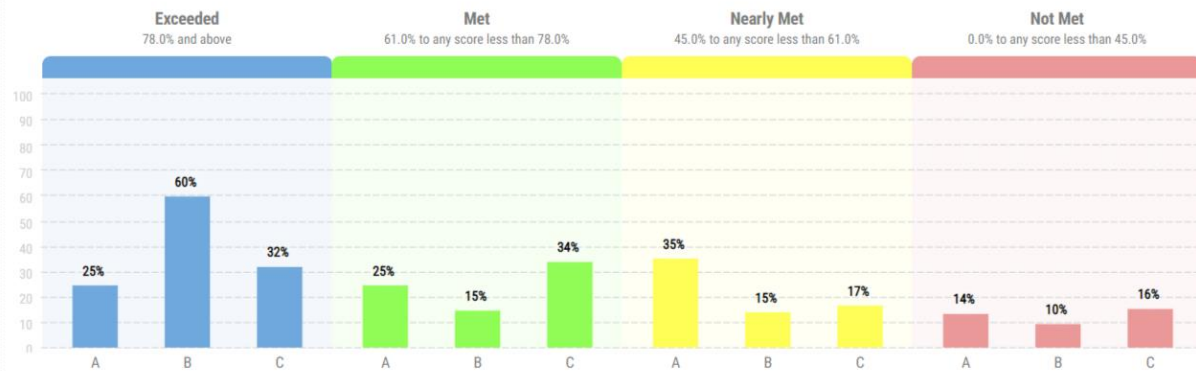
Multiple Assessment Summary

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

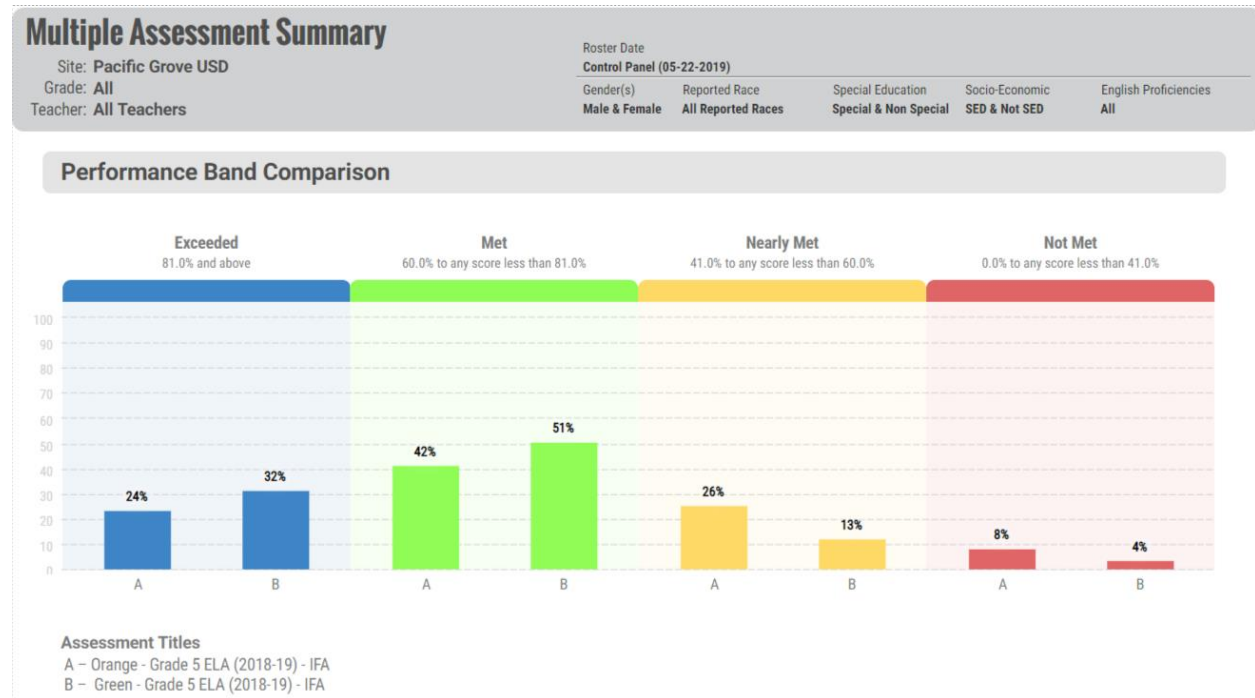
Performance Band Comparison



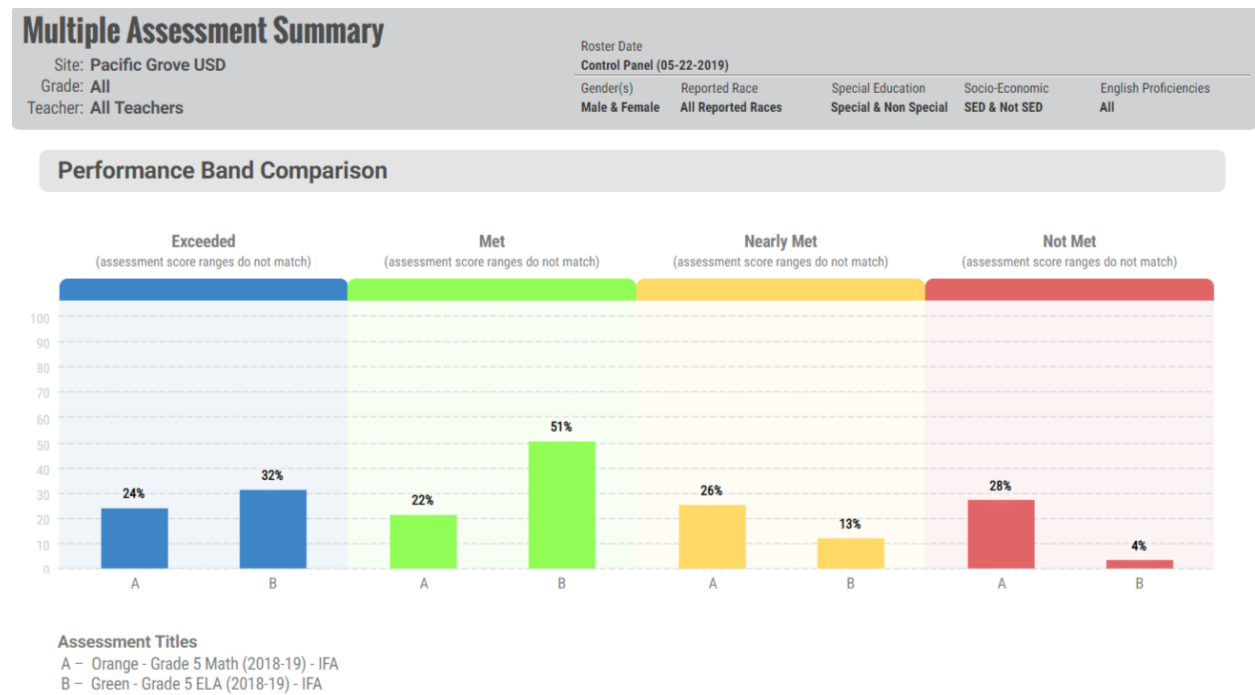
Assessment Titles

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 & Female

Reported Race

All Reported Races

Special Education

Special & Non Special

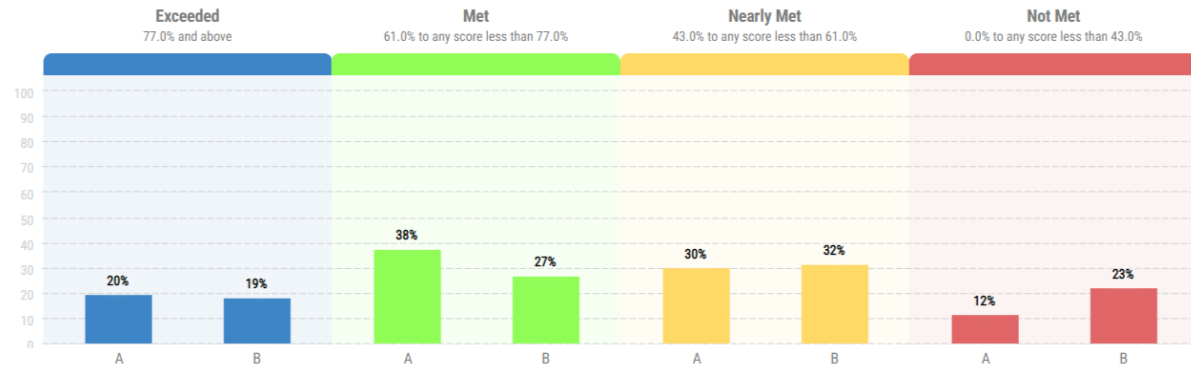
Socio-Economic

SED & Not SED

English Proficiencies

All

Performance Band Comparison



Assessment Titles

A - Orange - Grade 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 & Female

Reported Race

All Reported Races

Special Education

Special & Non Special

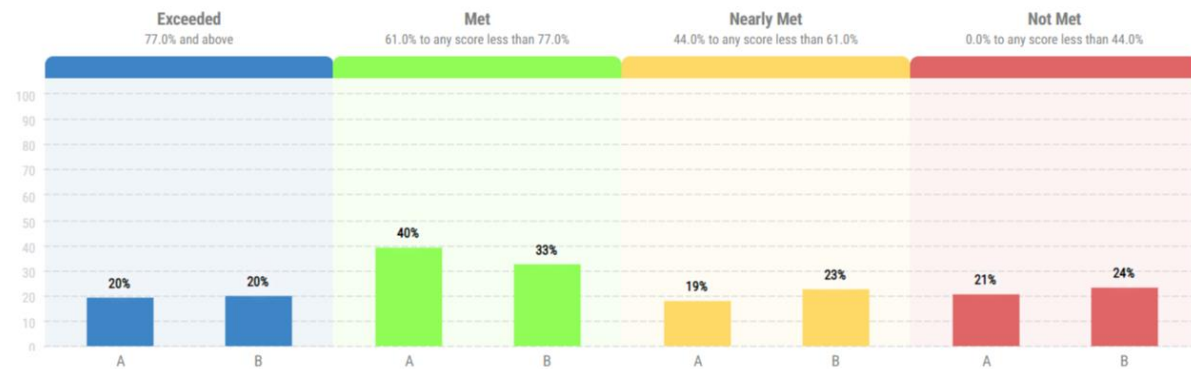
Socio-Economic

SED & Not SED

English Proficiencies

All

Performance Band Comparison



Assessment Titles

A - Orange - Grade 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

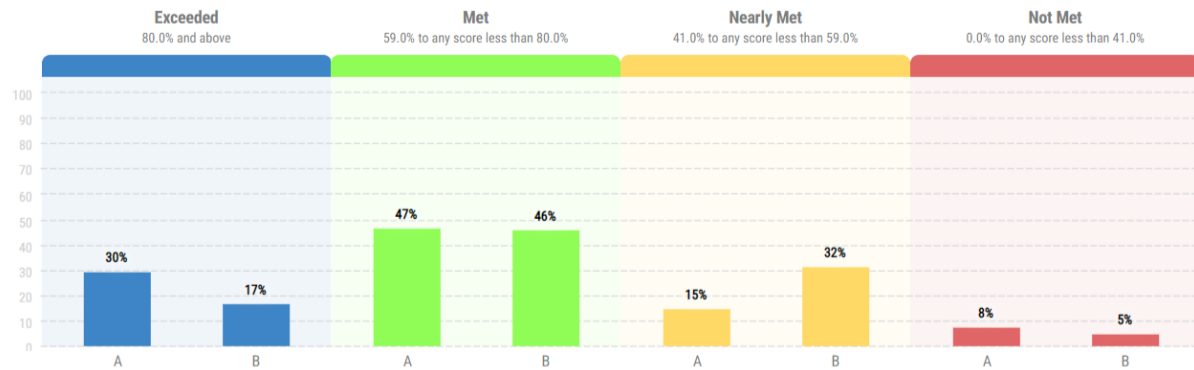
Socio-Economic

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

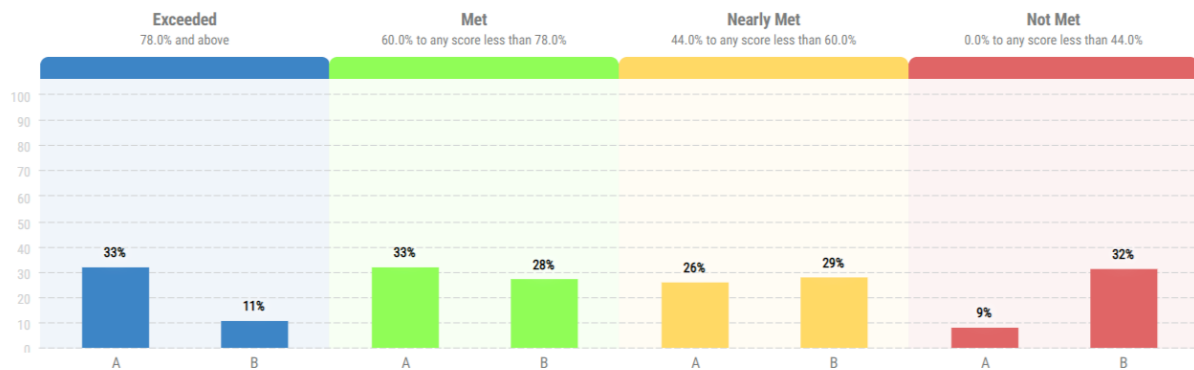
Socio-Economic

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)

Male & Female

Reported Race

All Reported Races

Special Education

Special & Non Special

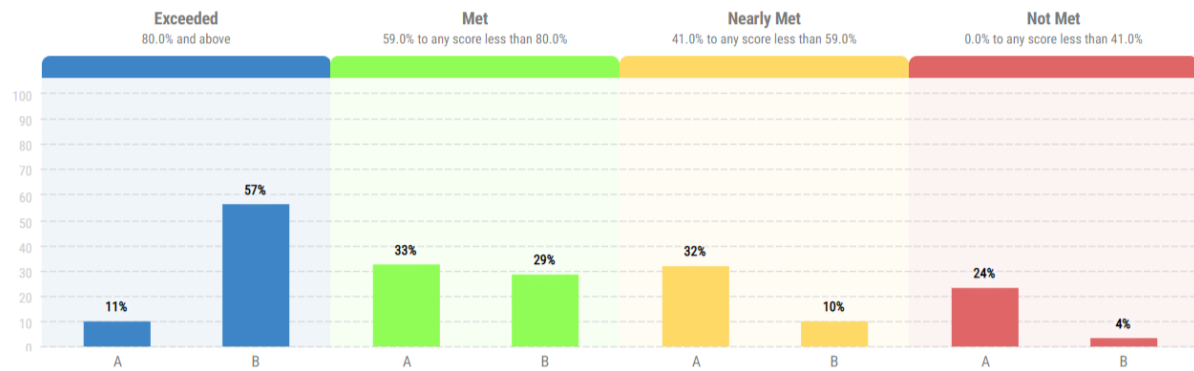
Socio-Economic

SED & Not SED

English Proficiencies

All

Performance Band Comparison



Assessment Titles

A - Orange - Grade 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)

Male & Female

Reported Race

All Reported Races

Special Education

Special & Non Special

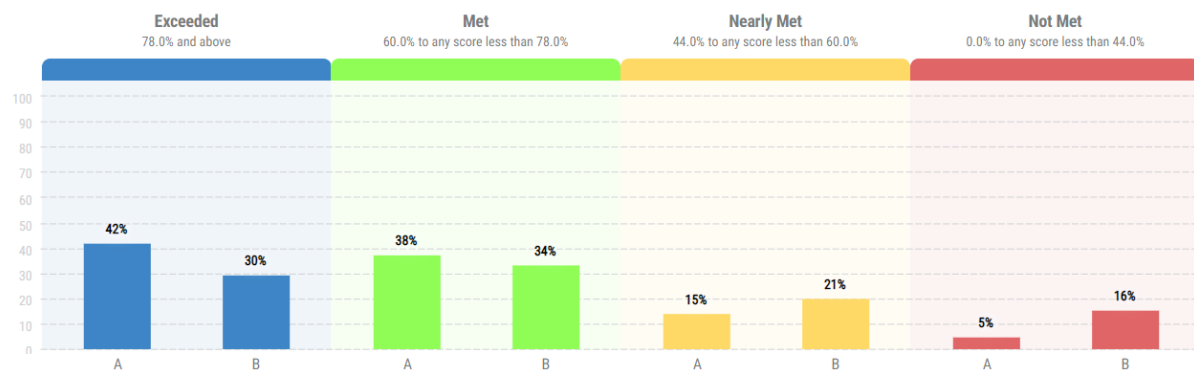
Socio-Economic

SED & Not SED

English Proficiencies

All

Performance Band Comparison



Assessment Titles

A - Orange - Grade 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

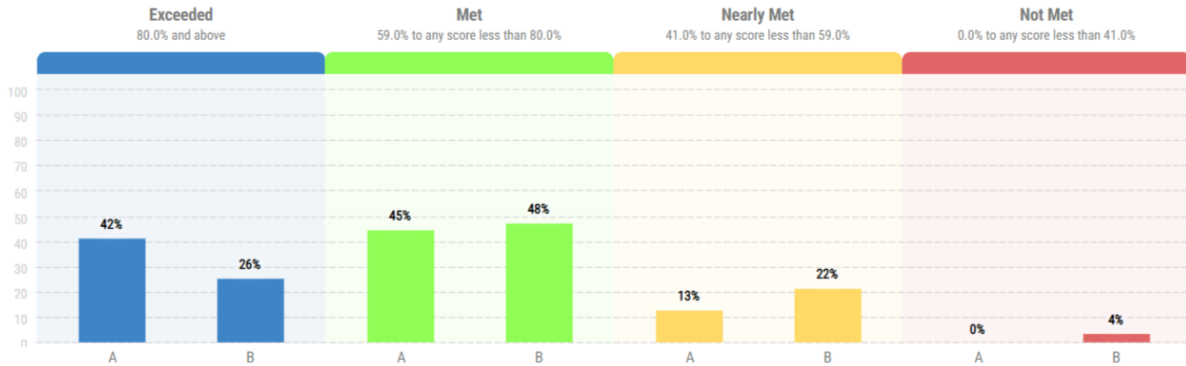
Socio-Economic

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

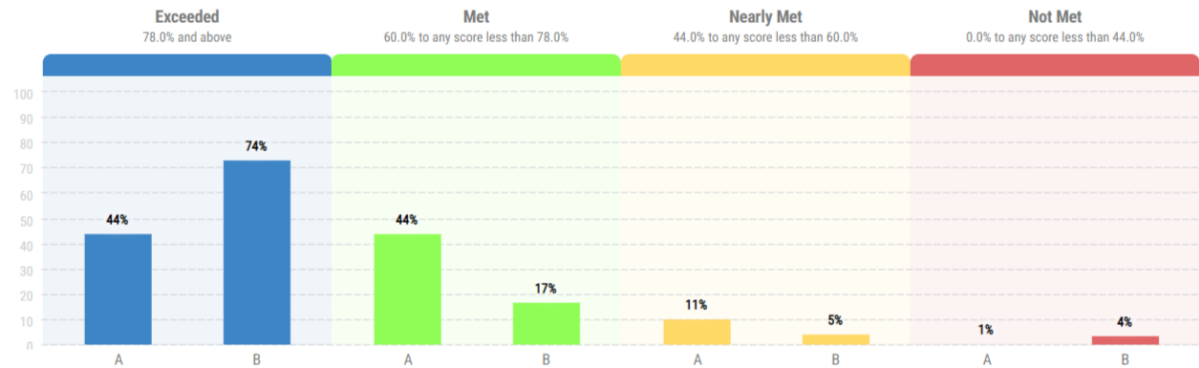
Socio-Economic

SED & Not SED

English Proficiencies

All

Performance Band Comparison

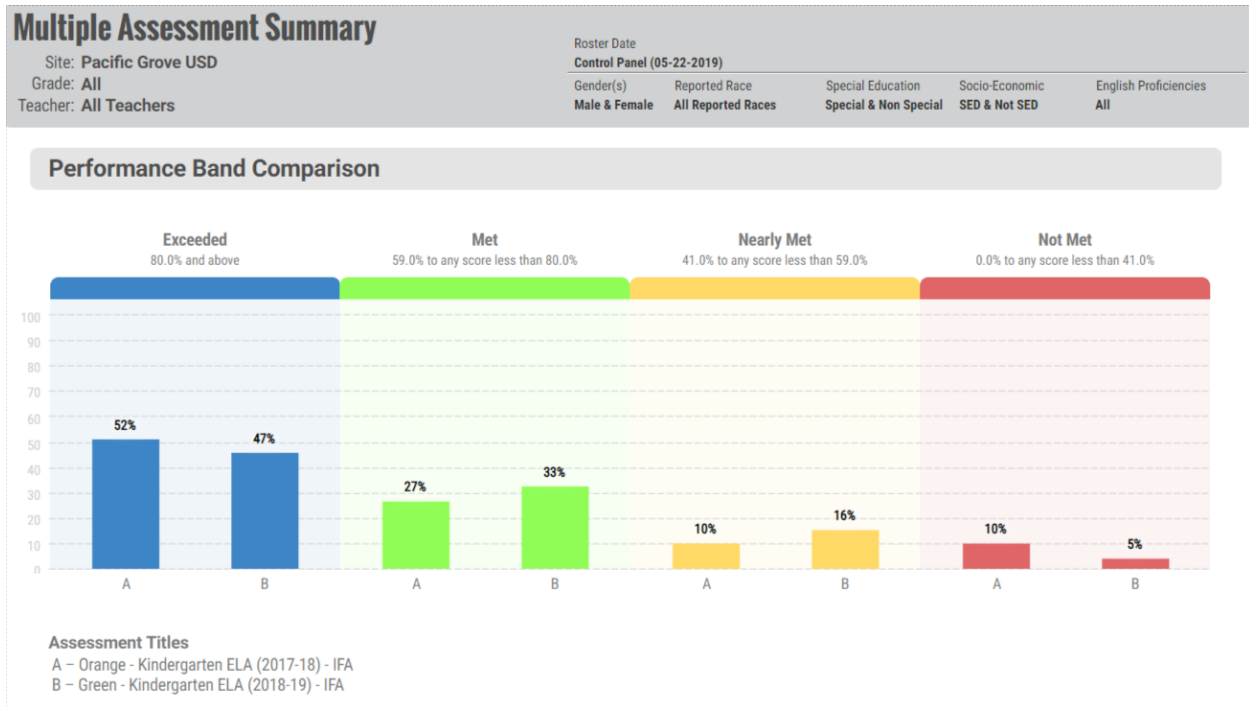


Assessment Titles

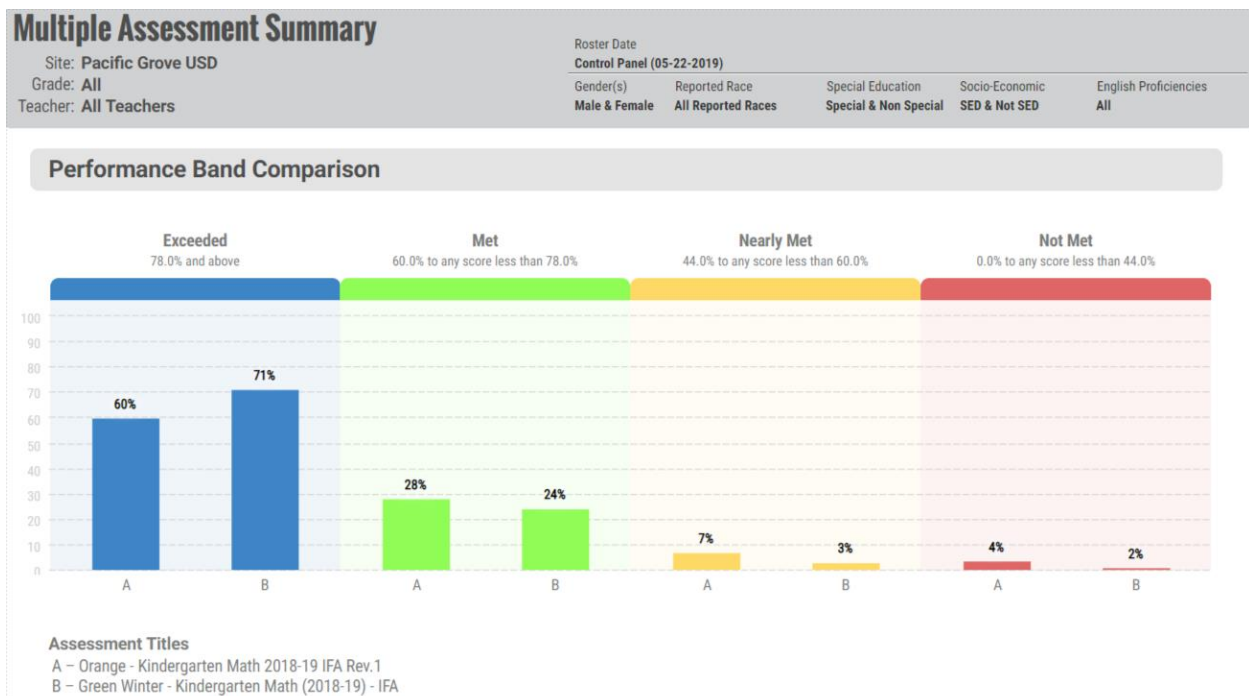
A - Orange - Grade 1 Math (2018-19) - IFA

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

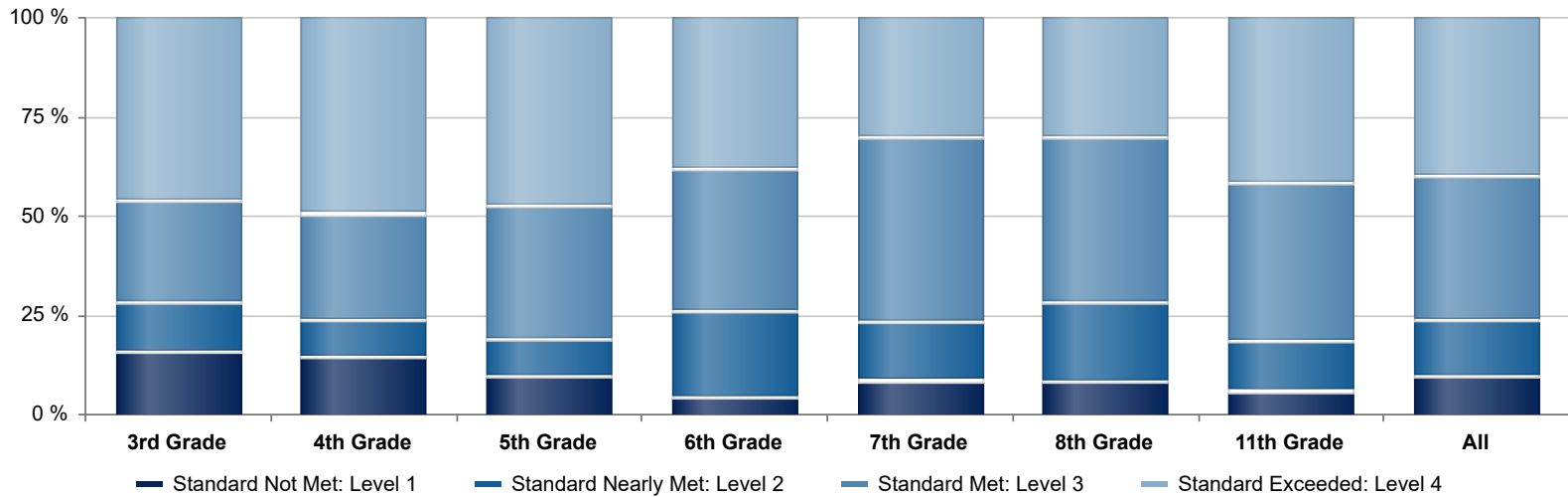
To learn more about the results displayed below, please visit [Understanding Results](#) page.

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	149	149	163	151	160	187	151	1,110


Achievement Level	3rd Grade	4th Grade	5th Grade	6th Grade	7th Grade	8th Grade Action/Discussion Item B	11th Grade	All
# of Students Tested ⓘ	145	139	159	150	155	180	142	1,070
# of Students With Scores ⓘ	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 ⓘ	46.90 %	50.36 %	48.43 %	38.67 %	30.32 %	30.56 %	42.25 %	40.65 %
Standard Met: Level 3 ⓘ	25.52 %	26.62 %	33.33 %	36.00 %	47.10 %	41.67 %	40.14 %	36.07 %
Standard Nearly Met: Level 2 ⓘ	11.72 %	8.63 %	8.81 %	21.33 %	14.19 %	19.44 %	11.97 %	13.93 %
Standard Not Met: Level 1 ⓘ	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 ⓘ	44.14 %	49.64 %	44.03 %	47.33 %	44.52 %	40.00 %	50.70 %	45.51 %
	Near Standard ⓘ	39.31 %	38.85 %	45.91 %	40.67 %	43.23 %	43.33 %	42.25 %	42.06 %
	Below Standard ⓘ	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 ⓘ	41.38 %	46.76 %	57.86 %	49.66 %	47.74 %	42.22 %	57.75 %	48.92 %
	Near Standard ⓘ	39.31 %	41.01 %	33.33 %	40.27 %	45.81 %	49.44 %	34.51 %	40.79 %
	Below Standard ⓘ	19.31 %	12.23 %	8.81 %	10.07 %	6.45 %	8.33 %	7.75 %	10.29 %

LISTENING: How well do students understand spoken information?

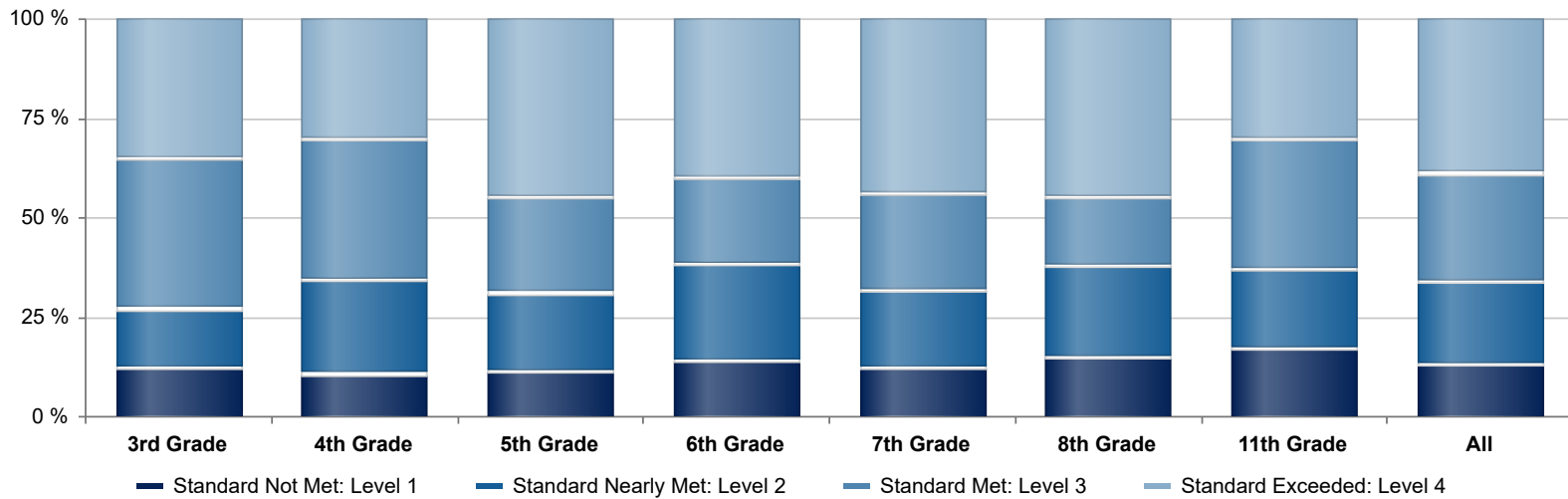
	Area Performance Level	3rd Grade	4th Grade	5th Grade	6th Grade	7th Grade	8th Grade	11th Grade	All
	Above Standard ⓘ	35.86 %	35.25 %	37.11 %	38.67 %	17.42 %	28.33 %	32.39 %	31.96 %
	Near Standard ⓘ	54.48 %	58.99 %	58.49 %	55.33 %	74.84 %	64.44 %	60.56 %	61.21 %
	Below Standard ⓘ	9.66 %	5.76 %	4.40 %	6.00 %	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.

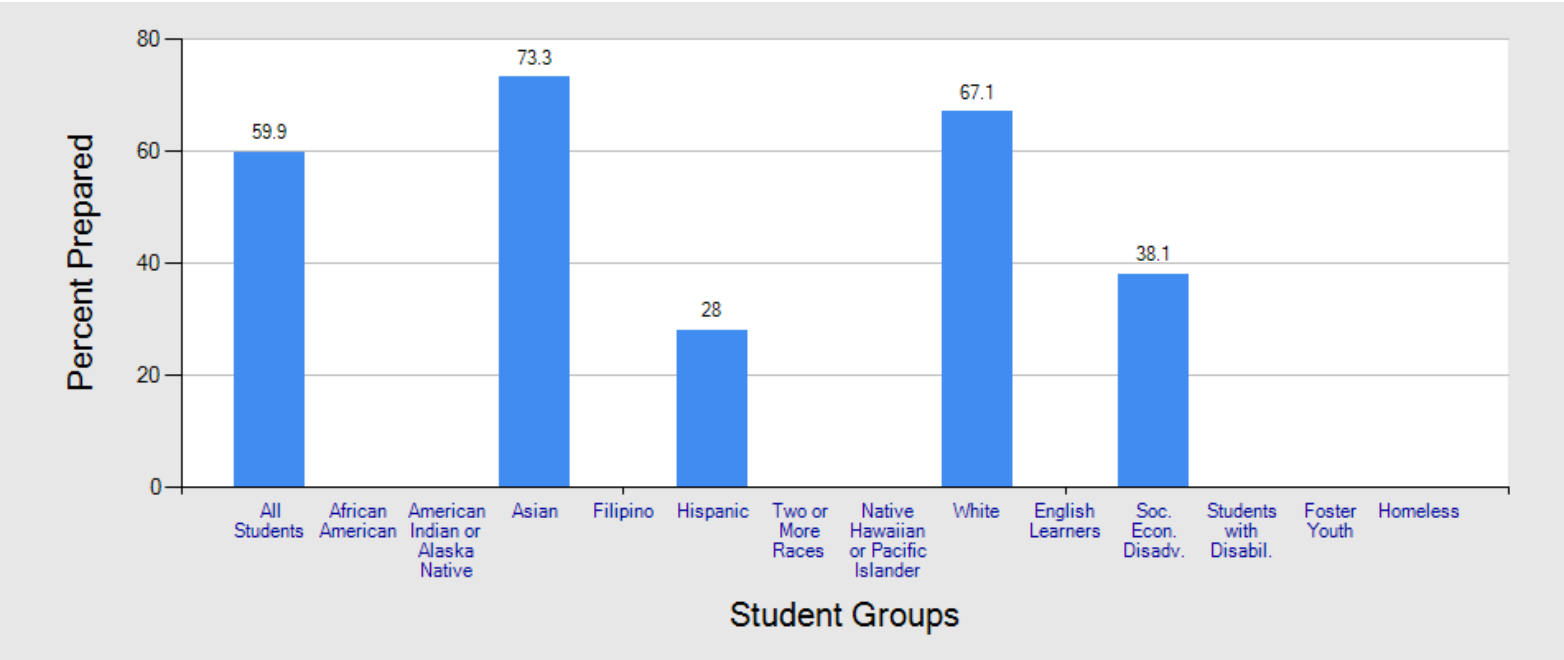
This report displays the number and percent of students that met each of the measures in the CCI Prepared and Approaching Prepared Levels. Students can meet more than one measure in each CCI level. As a result, the tables contain duplicative counts.

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%	*	*	*
Action/Discussion Item B													

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.

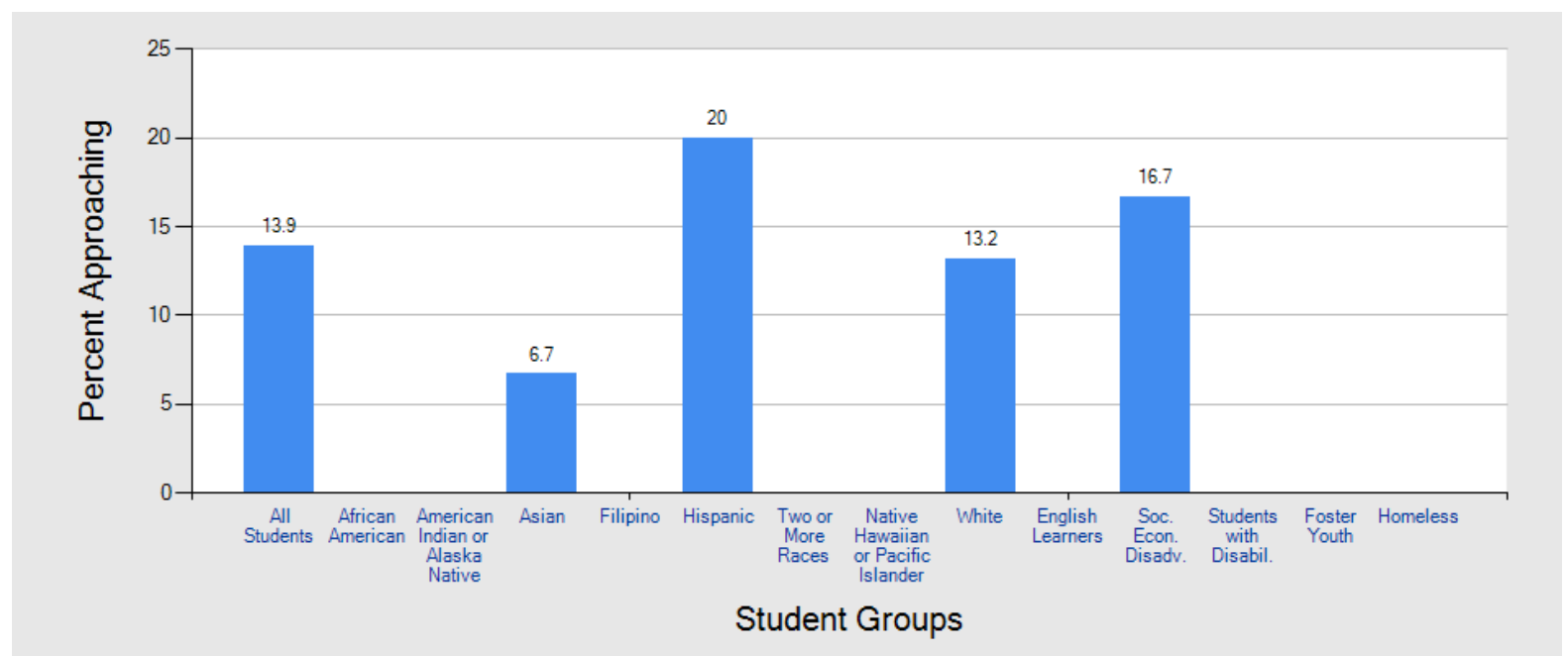
Prepared Students: Met via Leadership/Military Science

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)

Action/Discussion Item B

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.

Action/Discussion Item B

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

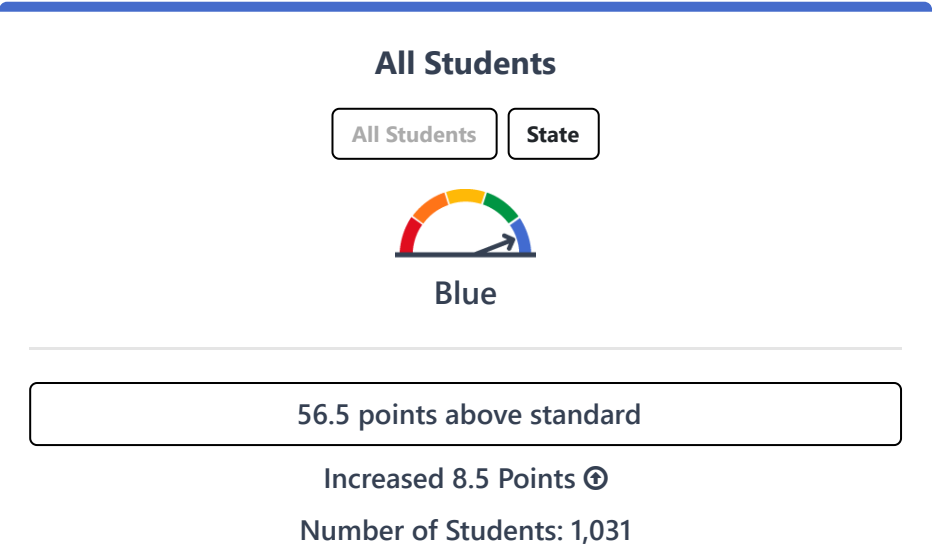
Academic Performance

View student assessment results and other aspects of school performance under the California Accountability System.

English Language Arts

All Students

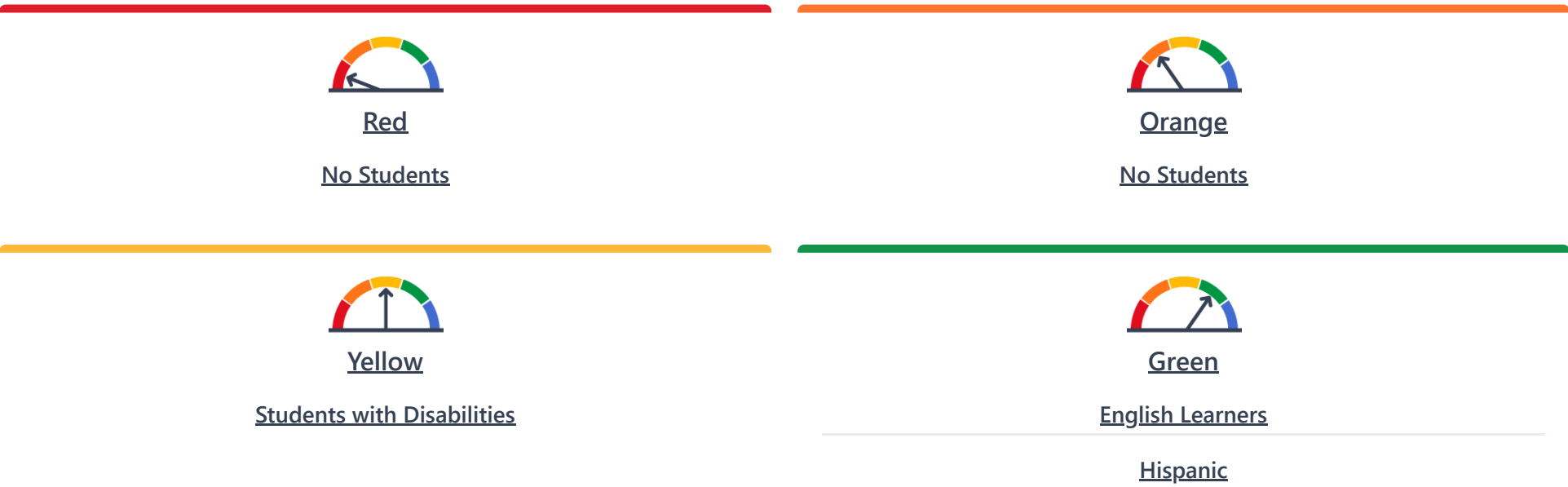
Explore how well students are meeting grade-level standards on the English Language Arts assessment. This measure is based on student performance on the Smarter Balanced Summative Assessment, which is taken annually by students in grades 3–8 and grade 11.



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

Action/Discussion Item B

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

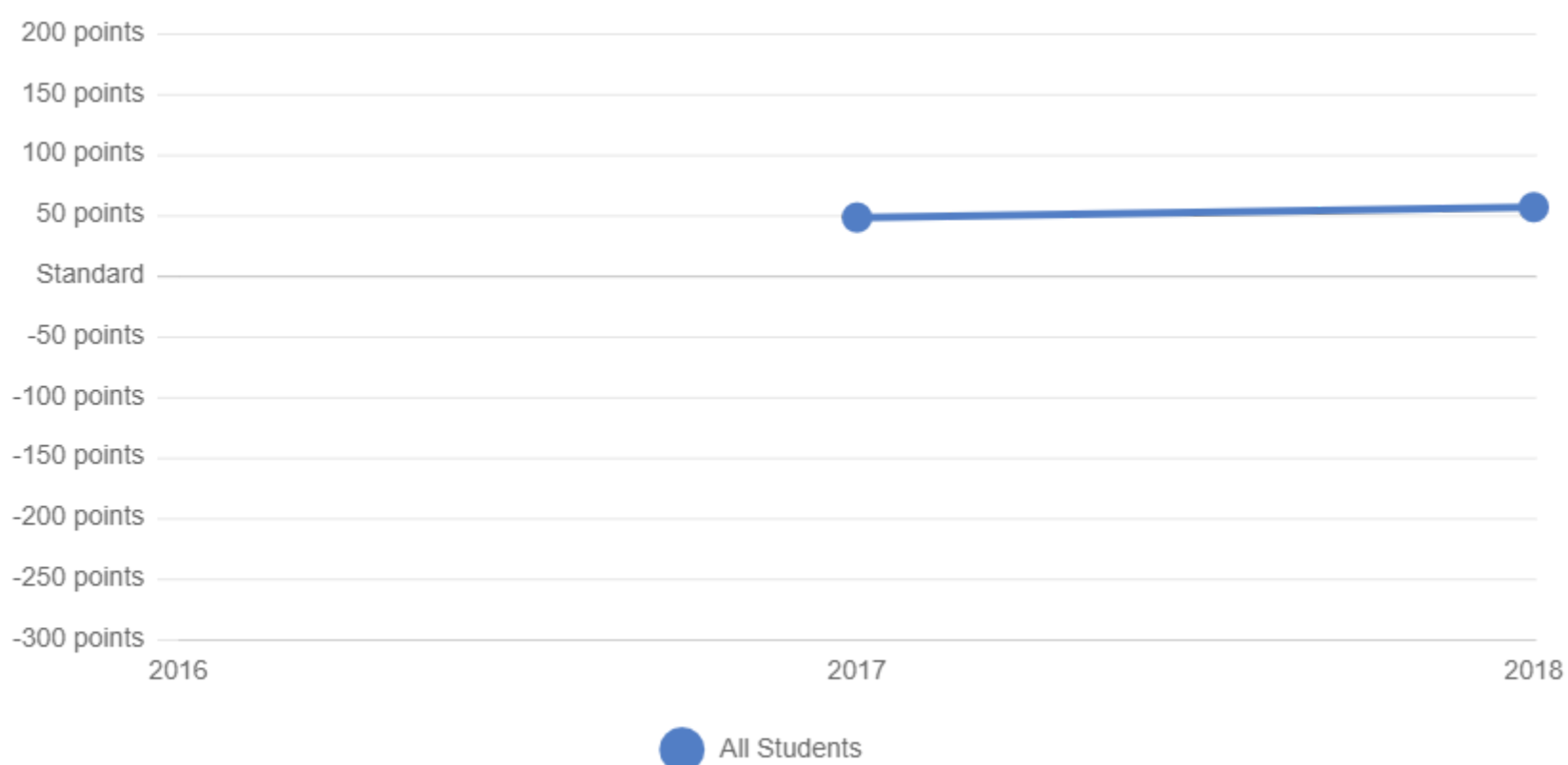
32.6 points below standard

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



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

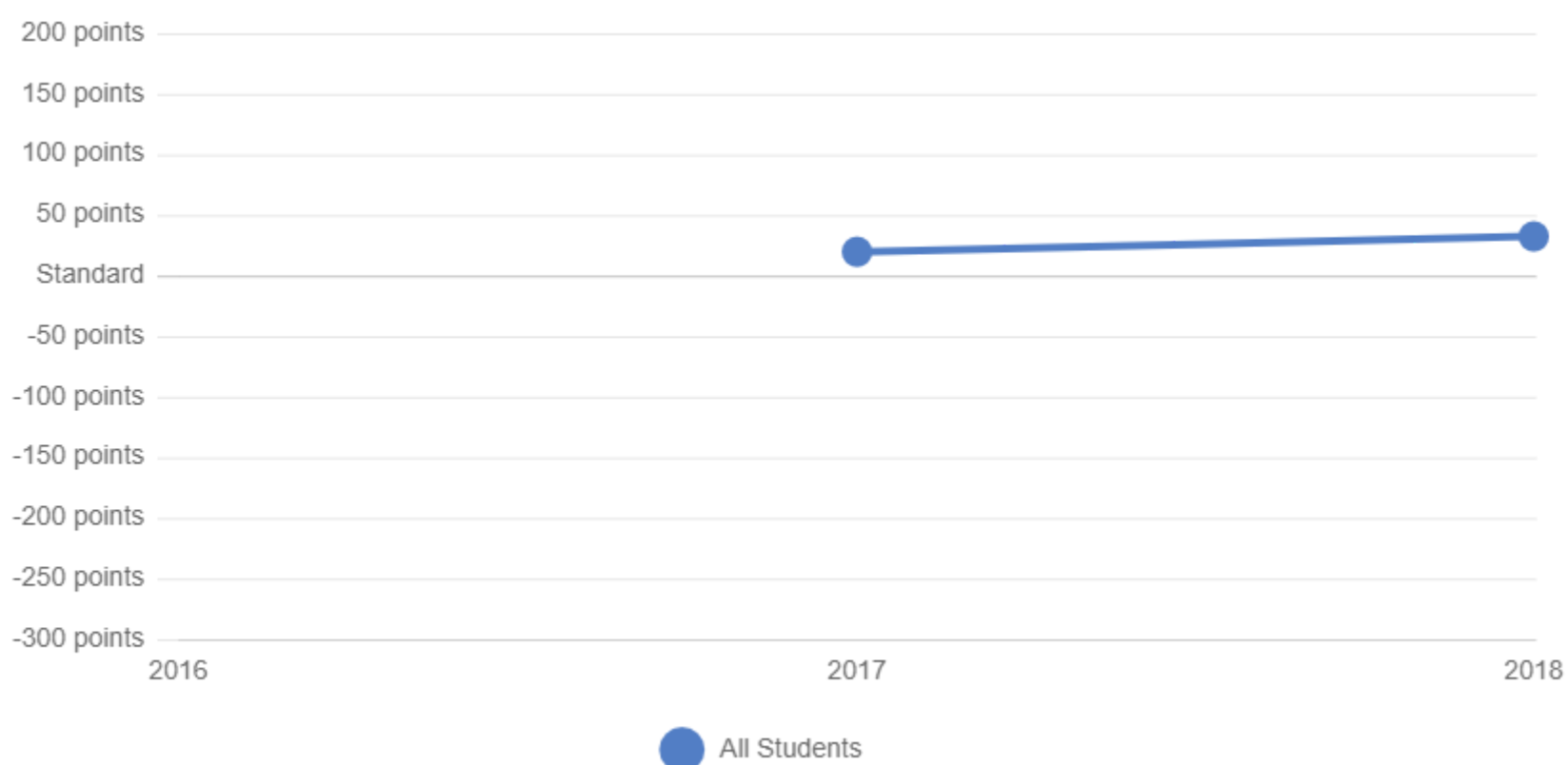
63.7 points below standard

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

59.9% prepared

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

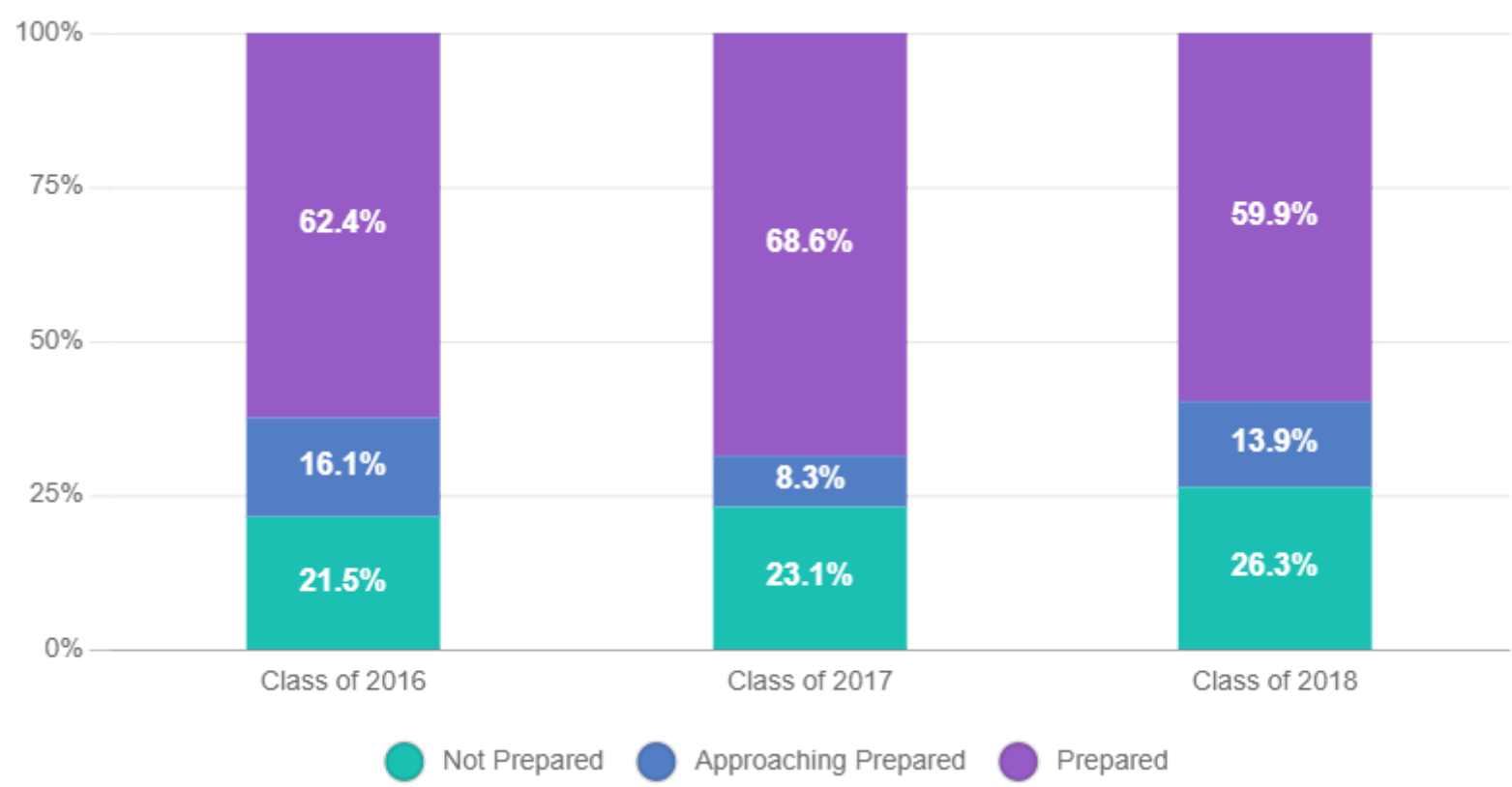
67.1% prepared

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

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California Department of Education

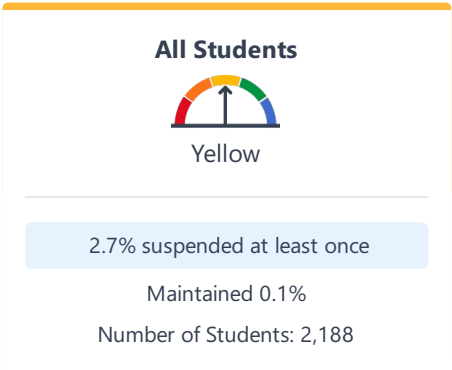
Conditions and Climate

View data related to the attitudes, behaviors, and performance of students.

Suspension Rate

All Students

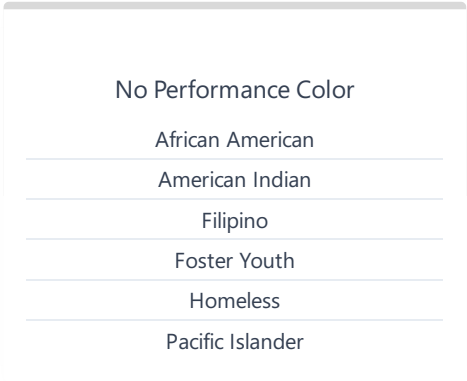
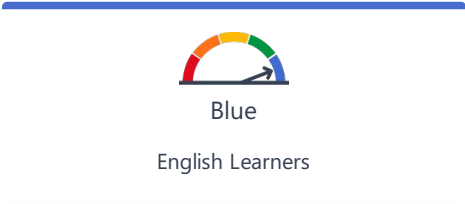
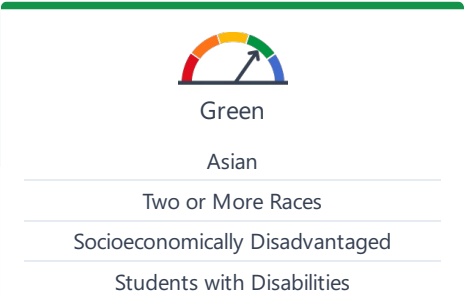
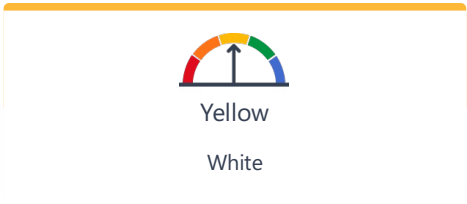
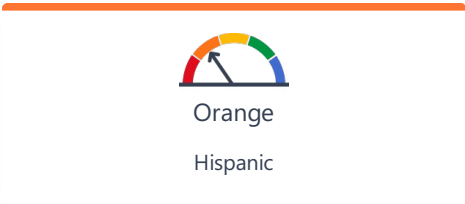
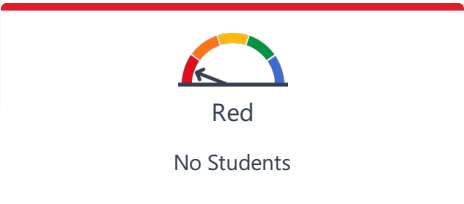
Explore information about the percentage of students in kindergarten through grade 12 who have been suspended at least once in a given school year. Students who are suspended multiple times are only counted once.



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

Action/Revision Item B

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.

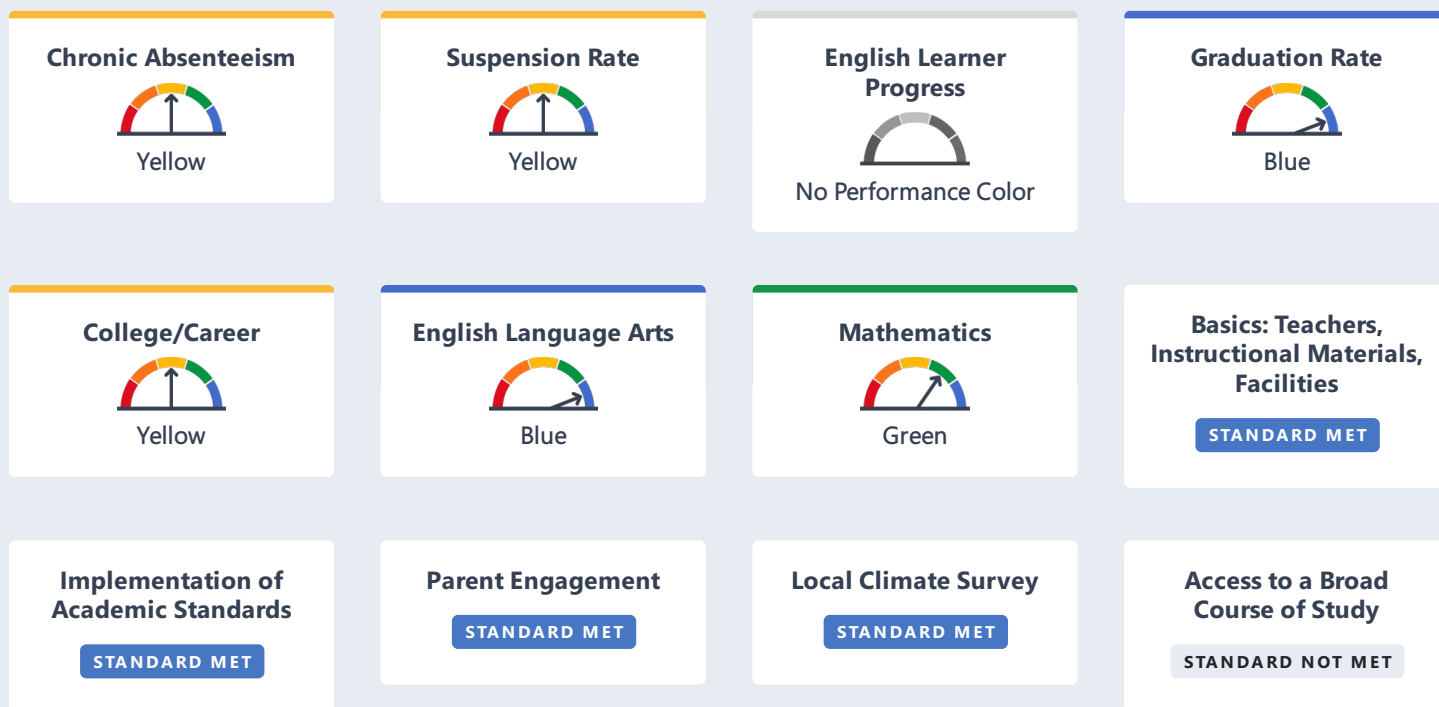
The summary of progress is required to be based on information collected that captures a valid measure of student perceptions of school safety and connectedness in at least one grade within the grade span.

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.

PGUSD

Regular Meeting of June 20, 2019

519

Enrollment

2,091

Socioeconomically
Disadvantaged

22.5%

English Learners

6.2%

Action/Discussion Item B

Foster Youth

0.4%

PACIFIC GROVE UNIFIED

Academic Performance

View Student Assessment Results and other aspects of school performance.

LEARN MORE

English Language Arts



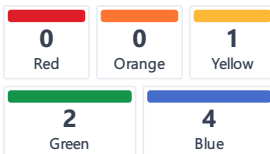
Blue

56.5 points above
standard

Increased 8.5 Points ▲

EQUITY REPORT

Number of Student Groups in Each
Color



LEARN MORE

Mathematics



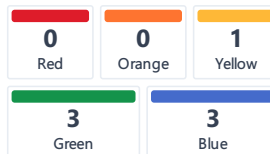
Green

32.4 points above
standard

Increased 12.7 Points ▲

EQUITY REPORT

Number of Student Groups in Each
Color



LEARN MORE

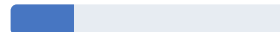
English Learner Progress

English Language Proficiency
Assessments for California
Results

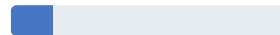
Level 4 - Well Developed
49.4%



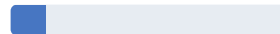
Level 3 - Moderately Developed
22.8%



Level 2 - Somewhat Developed
15.2%



Level 1 - Beginning Stage
12.7%



LEARN MORE

College/Career



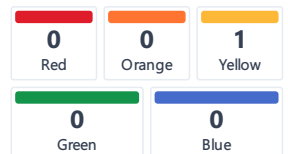
Yellow

59.9% prepared

Declined 8.7% ▼

EQUITY REPORT

Number of Student Groups in Each
Color



Local Indicators

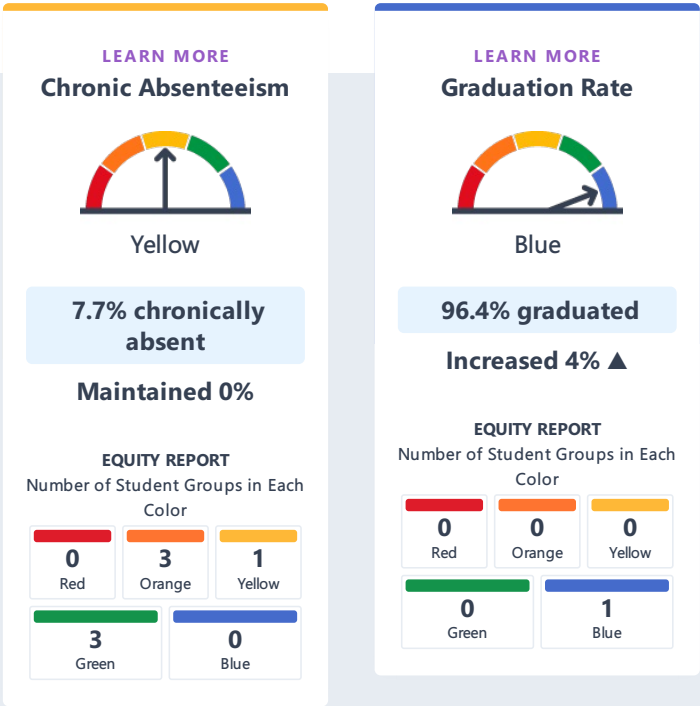
LEARN MORE

Implementation of Academic Standards

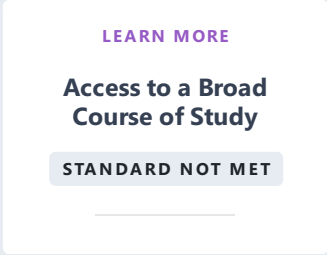
STANDARD MET

Academic Engagement

See information that shows how well schools are engaging students in their learning.



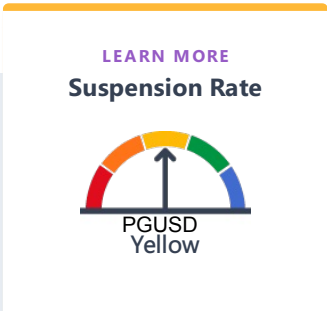
Local Indicators



PACIFIC GROVE UNIFIED

Conditions & Climate

View data related to how well schools are providing a healthy, safe and welcoming environment.



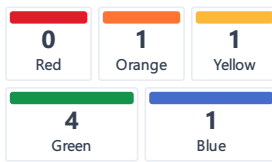
2.7% suspended at least once

Action/Discussion Item B

Maintained 0.1%

EQUITY REPORT

Number of Student Groups in Each
Color



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

Action/Revision Item B

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

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

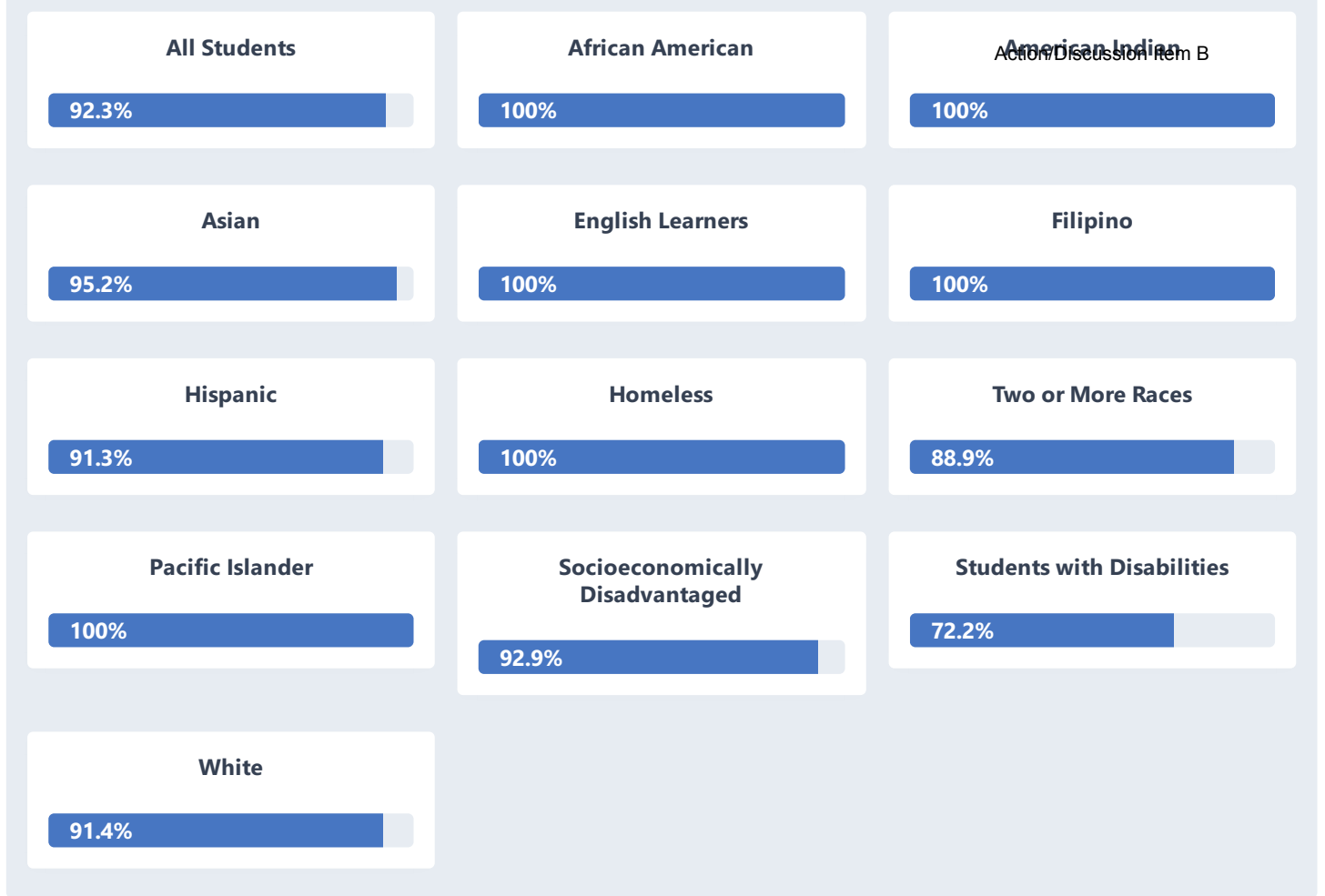
97.4% graduated

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.

Tool 1-8

Legislated Metrics

Conditions of Learning						
Priority	Description	Location of information	Baseline 2016-17	Expected Outcomes 2017-18	Expected Outcomes Year 2 2018-19	Expected Outcomes Year 3 2019-20
Basic	<i>Degree to which teachers are appropriately assigned and credentialed in subject areas:</i>	SARC report	100% (15-16 SARC) 100% (16-17 SARC)	Maintain current levels of 100% compliance	Maintain current levels of 100% compliance	Maintain current levels of 100% compliance
	<i>Degree to which students have sufficient access to standards-aligned instructional materials</i>	SARC reports	100% (15-16 SARC) 100% (16-17 SARC)	Maintain current levels of 100% compliance	Maintain current levels of 100% compliance	Maintain current levels of 100% compliance
	<i>Degree to which school facilities are maintained in good repair</i>	SARC reports	Overall facility rating for each site as of April 2016 is good	Maintain current “good” status at all sites, make improvements where needed	Maintain current “good” status at all sites, make improvements where needed	Maintain current “good” status at all sites, make improvements where needed
Implementation of State Standards	Implementation of ALL content and performance standards for ALL students	Local survey results	All instructional materials for content areas in English Language Arts and Mathematics are aligned to the California State Standards for grades TK-12th.	All instructional materials for content areas in English Language Arts and Mathematics are aligned to the California State Standards	All instructional materials for content areas in English Language Arts and Mathematics are aligned to the California State 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>
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				are mainstreamed into general education classes.	disabilities have full access and are mainstreamed into general education classes.	disabilities have full access and are mainstreamed into general education classes.
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Pupil Outcomes						
Priority	Description	Location of information	Baseline 2016-17	Expected Outcomes 2017-18	Expected Outcomes Year 2 2018-19	Expected Outcomes Year 3 2019-20
Pupil Achievement	EL progress toward English proficiency	CELDT/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	<p>increased by 20.7 points</p> <p>Socioeconomic disadvantaged increase by 5 percentage points over previous year scores</p> <p>Actual outcome: 14.8 points above standard, increased by 18 points</p> <p>Students with disabilities increase by 5 percentage points over previous year scores</p> <p>Actual Outcome: 32.6 points below standard, increased by 3.2 points</p>	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>
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			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
	% of students passing Advanced Placement exams (3+)	College Board	2015-2016 143 students took a total of 266 exams. 124 students scored 3 or higher on at least one exam--87% 2016-2017 32.5% of all students are taking AP classes (192 of 591) Of these 192 students: 90% are English Only or IFEP 10% are RFEP 0% are EL 8% are Free/Reduced lunch	Maintain or exceed 87% of students passing Advanced Placement exams (3+) 35% of all students are taking AP classes Increase over previous year participation in AP classes for: RFEP: 2% EL: 1% Free/Reduced lunch: 4%	Maintain or exceed 87% of students passing Advanced Placement exams (3+) 37% of all students are taking AP classes Increase over previous year participation in AP classes for: RFEP: 2% EL: 1% Free/Reduced lunch: 3%	Maintain or exceed 87% of students passing Advanced Placement exams (3+) 39% of all students are taking AP classes Increase over previous year participation in AP classes for: RFEP: 2% EL: maintain
	% of students taking Advanced Placement classes % of those students taking Advanced Placement classes that are: -English only or IFEP (initial fluent English Proficient) -Reclassified as Fluent English proficient (RFEP) -English learners (EL) -Free/Reduced lunch students	Local data				

					<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%
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					<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>SBAC 2015-2016 ELA</p> <p>Ready: 61%</p> <p>Conditionally Ready: 26%</p> <p>Not Yet: 8%</p> <p>Not: 5%</p> <p>SBAC 2015-2016 Math</p>	<p>ELA</p> <p>Ready: 63%</p> <p>Conditionally Ready: 28%</p> <p>Not Yet: 0%</p> <p>Not: 0%</p> <p>Math</p> <p>Ready: 45%</p> <p>Conditionally</p>	<p>ELA</p> <p>Ready: 64%</p> <p>Conditionally Ready: 30%</p> <p>Not Yet: 0%</p> <p>Not: 0%</p> <p>Math</p> <p>Ready: 50%</p>	<p>ELA</p> <p>Maintain levels</p> <p>Math</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% Waiting for 2016-2017 results	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	AVID GPA (16-17) for MS: 3.26 AVID GPA (16-17) for HS: 3.17 DIBELS Next Grade K - End of Year At/Above Benchmark: 87% (does not include scores from all students at grade level)	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>DIBELS Next Grade 1 - End of Year At/Above Benchmark: 79% (do not include scores from all students at grade level)</p> <p>DIBELS Next Grade 2 - End of Year At/Above Benchmark: 73% (do not include scores from all students at grade level)</p> <p>SRI (Grades 3-6) Grade 3 Proficient & Advanced: 57%</p> <p>Grade 4 Proficient & Advanced: 65%</p> <p>Grade 5</p>	<p>Proficient & Advanced: 62%</p> <p>Proficient & Advanced: 69%</p> <p>Proficient & Advanced: 73%</p> <p>Proficient & 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 & Advanced: 65%</p> <p>Proficient & Advanced: 72%</p> <p>Proficient & Advanced: 75%</p> <p>Proficient & 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 & Advanced: 70%</p> <p>Proficient & Advanced: 75%</p>
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			<p>Proficient & Advanced: 69%</p> <p>Grade 6 Proficient & Advanced: 69%</p> <p>ELA 9th Grade Comprehensive (end-of-course) Exceeded: 12.4% Met: 35.3% Nearly: 30% Not Met: 22.4%</p> <p>10th Grade Comprehensive (end-of-course) Exceeded: 17% Met: 38.5% Nearly: 24.4% Not Met: 20.0%</p> <p>Math Interim Formative Assessments</p>		<p>s as a means of measuring student achievement in Math</p> <p><u>Actual Outcomes:</u></p> <p>DIBELS Next Grade K - End of Year At/Above Benchmark: 94%</p> <p>DIBELS Next Grade 1 - End of Year At/Above Benchmark: 98%</p> <p>DIBELS Next Grade 2 - End of Year At/Above Benchmark: 94%</p>	<p>Proficient & Advanced: 785%</p> <p>Proficient & 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>
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					<p>DIBELS Next Grade 3 - End of Year At/Above Benchmark: 94%</p> <p><u>Actual</u> <u>Outcomes:</u> AVID Average GPA, PGHS: 2.944 AVID Average GPA, PGMS: 3.42</p> <p>SRI SCORES</p> <p>Grade 3: Advanced: 25% Basic: 36%</p> <p>Grade 4: Advanced: 32% Basic 30%</p> <p>Grade 5: Advanced 36%</p>	
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					Basic 26% SMI SCORES Grade 3: Advanced 1% Basic 16% Grade 4: Advanced: 33% Basic:26% Grade 5: Advanced: 2% Basic: 46%	
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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 - 10% of enrolled days	Local district data	FG = 4.7% RD = 5.4% MS = 19.3% chronic absence in one or more periods. 9% in 1-2 classes 10% in 3+ classes HS = 24.6% chronic absence in one or more periods. 15% in 1-2 classes 10% in 3+ classes 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	Local district data				

LCFF Budget Overview for Parents

Local Educational Agency (LEA) Name: Pacific Grove Unified School District

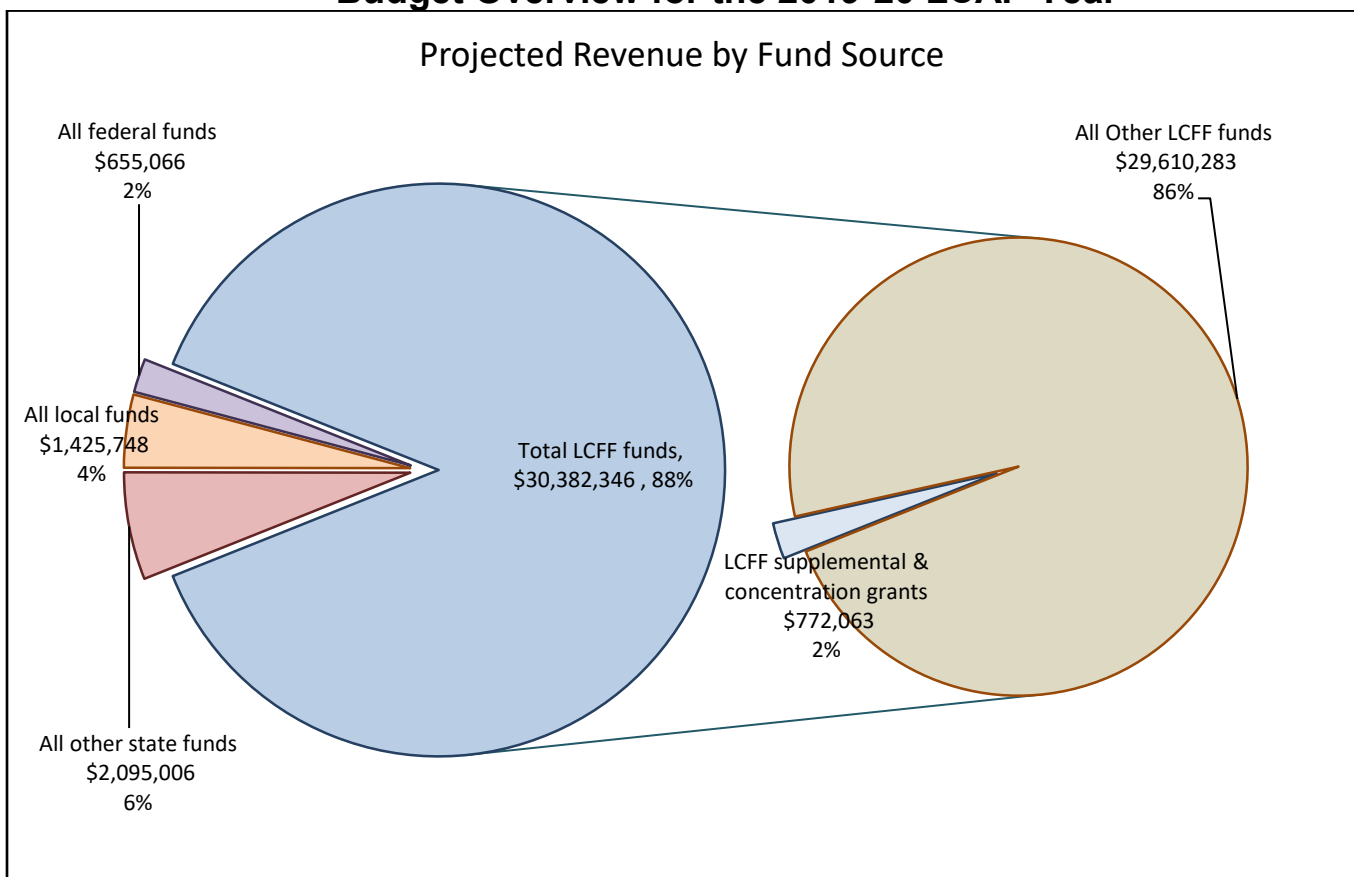
CDS Code: 27661340000000

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

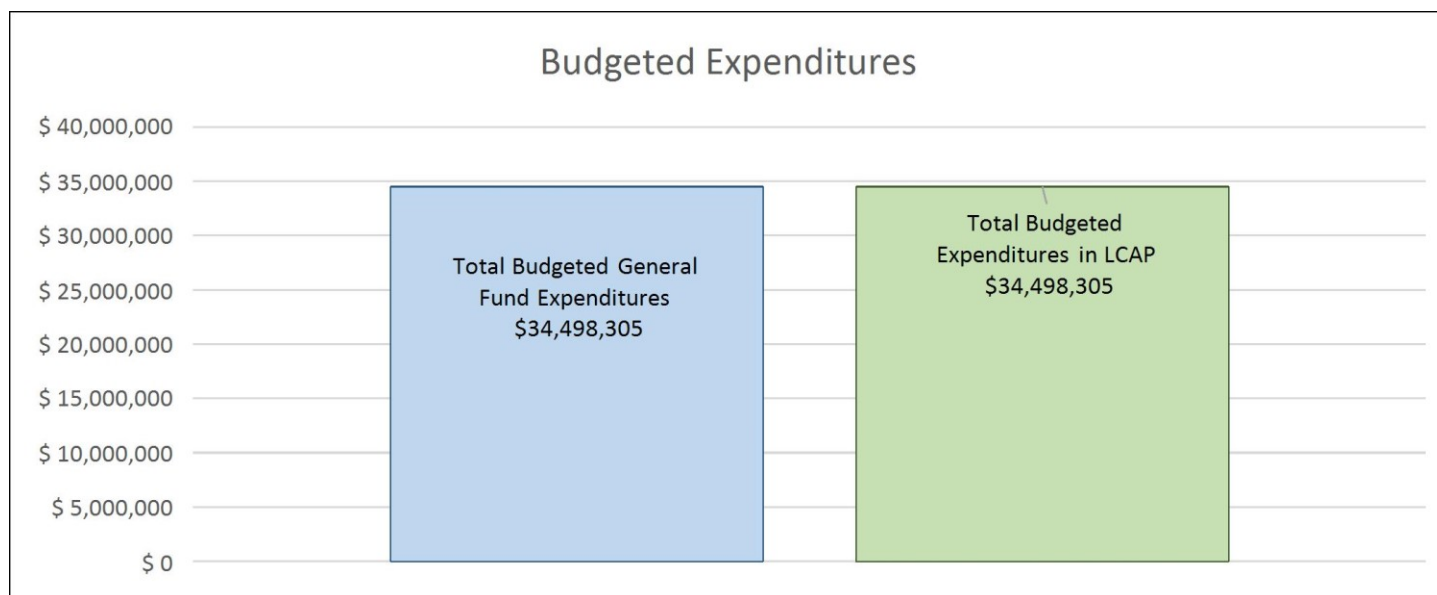


This chart shows the total general purpose revenue Pacific Grove Unified School District expects to receive in the coming year from all sources.

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

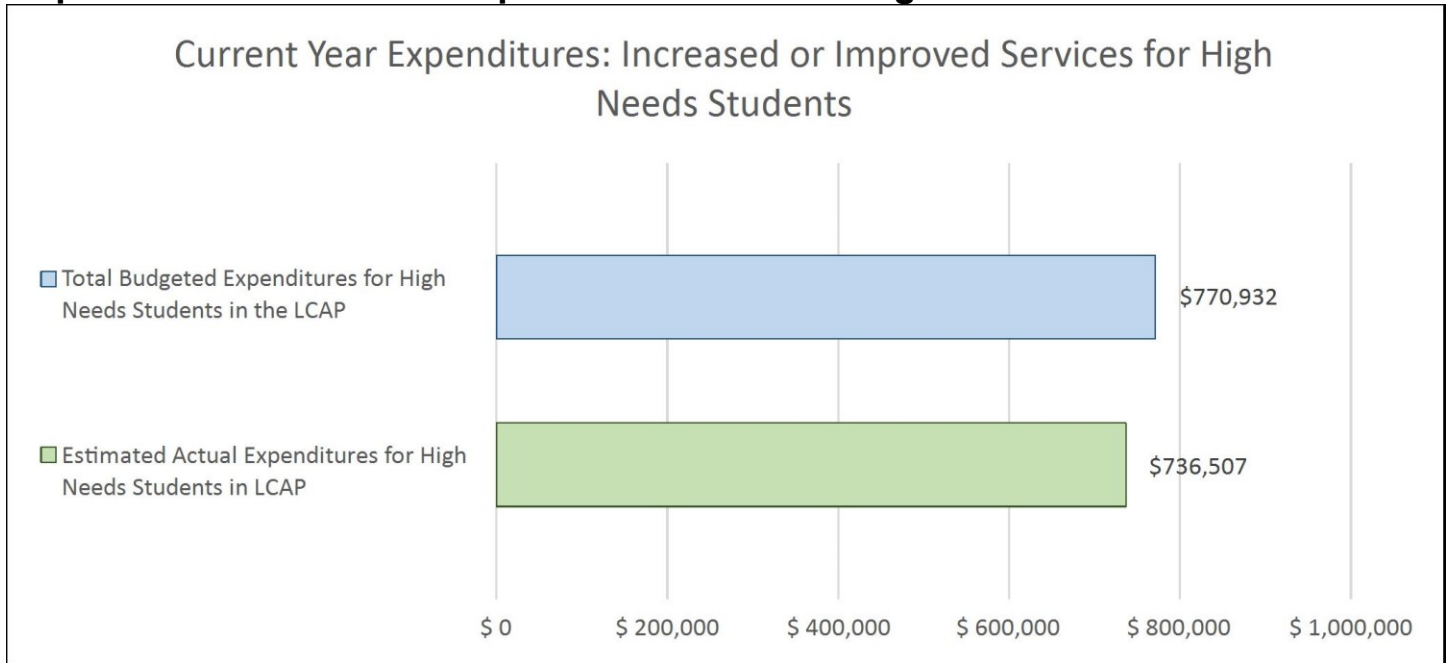
In 2019-20, Pacific Grove Unified School District is projecting it will receive \$772,063 based on the enrollment of foster youth, English learner, and low-income students. Pacific Grove Unified School District must demonstrate the planned actions and services will increase or improve services for high 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.

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

SUBJECT: Approval of Resolution #1030 Authorizing State Preschool Contract

DATE: June 20, 2019

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

RECOMMENDATION:

The District Administration recommends that the Board approve this Resolution which will allow the District to continue to offer the State Preschool Program for the 2019-20 school year, subject to ongoing review to verify that program expenses are within the amount as approved by the Board.

BACKGROUND:

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

INFORMATION:

The funding from the State for the preschool program has not been and will not be sufficient to fully support the program. The Board has approved contributions from the Before and After School Recreation Program (BASRP) to support this program. In 2017-18, the contribution was \$38,951 from BASRP for a total program budget of \$134,402; \$95,451 was from the State Preschool grant. For 2018-19, the estimated contribution at this point is \$17,718, subject to final reconciliation of staffing costs.

The proposed contract will allow the District to offer a program to a maximum of 14.42 equivalent students for 180 days, with a reimbursable amount of \$45.86 per student, per day.

FISCAL IMPACT:

The Maximum Reimbursable Amount (MRA) is \$119,018 in state funding into Fund 12



LOCAL AGREEMENT FOR CHILD DEVELOPMENT SERVICES

DATE: July 01, 2019

CONTRACT NUMBER: CSPP-9318

PROGRAM TYPE: CALIFORNIA STATE
PRESCHOOL PROGRAM

PROJECT NUMBER: 27-6613-00-9

CONTRACTOR'S NAME: PACIFIC GROVE UNIFIED SCHOOL DISTRICT

This Agreement is entered into between the State Agency and the Contractor named above. The Contractor agrees to comply with the CONTINUED FUNDING APPLICATION FY 19-20, the GENERAL TERMS AND CONDITIONS* (GTC 04/2017), the STATE PRESCHOOL PROGRAM REQUIREMENTS*, and the FUNDING TERMS AND CONDITIONS* (FT&C), which are by this reference made a part of the Agreement. Where the GTC 04/2017 conflicts with either the Program Requirements or the FT&C, the Program Requirements or the FT&C will prevail.

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

The period of performance for this Agreement is July 01, 2019 through June 30, 2020. For satisfactory performance of the required services, the Contractor shall be reimbursed in accordance with the Determination of Reimbursable Amount section of the FT&C, at a rate not to exceed \$45.86 per child day of full time enrollment and a Maximum Reimbursable Amount (MRA) of \$119,018.00.

Service Requirements

Minimum Child Days of Enrollment (CDE) Requirement 2,595.0

Minimum Days of Operation (MDO) Requirement 180

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

Items shown with an asterisk (*) can be viewed at <https://www.cde.ca.gov/fg/aa/cd/ftc2019.asp>

STATE OF CALIFORNIA		CONTRACTOR			
BY (AUTHORIZED SIGNATURE)		BY (AUTHORIZED SIGNATURE)			
PRINTED NAME OF PERSON SIGNING Jaymi Brown,		PRINTED NAME AND TITLE OF PERSON SIGNING			
TITLE Contract Manager		ADDRESS			
AMOUNT ENCUMBERED BY THIS DOCUMENT \$ 119,018	PROGRAM/CATEGORY (CODE AND TITLE) Child Development Programs		FUND TITLE General		Department of General Services use only
PRIOR AMOUNT ENCUMBERED FOR THIS CONTRACT \$ 0	(OPTIONAL USE) 0656 23038-6613				
TOTAL AMOUNT ENCUMBERED TO DATE \$ 119,018	ITEM 30.10.010. 6100-196-0001	CHAPTER B/A	STATUTE 2019	FISCAL YEAR 2019-2020	
OBJECT OF EXPENDITURE (CODE AND TITLE) 702 SACS: Res-6105 Rev-8590					
I hereby certify upon my own personal knowledge that budgeted funds are available for the period and purpose of the expenditure stated above.		T.B.A. NO.	B.R. NO.		
SIGNATURE OF ACCOUNTING OFFICER PGUSD		DATE June 20, 2019		Regular Meeting of	

RESOLUTION

This resolution is adopted in order to certify the approval of the Governing Board to enter into this transaction with the California Department of Education for the purpose of providing child care and development services and to authorize the designated personnel to sign contract documents for Fiscal Year 2019-2020.

RESOLUTION

BE IT RESOLVED that the Governing Board of _____

authorizes entering into local agreement number _____ and
that the person/s who is/are listed below, is/are authorized to sign the transaction for the
Governing Board.

<u>NAME</u>	<u>TITLE</u>	<u>SIGNATURE</u>
_____	_____	_____
_____	_____	_____
_____	_____	_____

PASSED AND ADOPTED THIS _____ day of _____ 2019, by the
Governing Board of _____
of _____ County, in the State of California.

I, _____, Clerk of the Governing Board of
_____, of _____, County, in the
State of California, certify that the foregoing is a full, true and correct copy of a resolution
adopted by the said Board at a _____ meeting thereof held at a
regular public place of meeting and the resolution is on file in the office of said Board.

(Clerk's signature)

(Date)

CCC 04/2017

CERTIFICATION

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

<i>Contractor/Bidder Firm Name (Printed)</i>		<i>Federal ID Number</i>
<i>By (Authorized Signature)</i>		
<i>Printed Name and Title of Person Signing</i>		
<i>Date Executed</i>	<i>Executed in the County of</i>	

CONTRACTOR CERTIFICATION CLAUSES

1. STATEMENT OF COMPLIANCE: Contractor has, unless exempted, complied with the nondiscrimination program requirements. (Gov. Code §12990 (a-f) and CCR, Title 2, Section 11102) (Not applicable to public entities.)

2. DRUG-FREE WORKPLACE REQUIREMENTS: Contractor will comply with the requirements of the Drug-Free Workplace Act of 1990 and will provide a drug-free workplace by taking the following actions:

a. Publish a statement notifying employees that unlawful manufacture, distribution, dispensation, possession or use of a controlled substance is prohibited and specifying actions to be taken against employees for violations.

b. Establish a Drug-Free Awareness Program to inform employees about:

- 1) the dangers of drug abuse in the workplace;
- 2) the person's or organization's policy of maintaining a drug-free workplace;
- 3) any available counseling, rehabilitation and employee assistance programs; and,
- 4) penalties that may be imposed upon employees for drug abuse violations.

c. Every employee who works on the proposed Agreement will:

- 1) receive a copy of the company's drug-free workplace policy statement; and,
- 2) agree to abide by the terms of the company's statement as a condition of employment on the Agreement.

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

certification by failing to carry out the requirements as noted above. (Gov. Code §8350 et seq.)

3. NATIONAL LABOR RELATIONS BOARD CERTIFICATION: Contractor certifies that no more than one (1) final unappealable finding of contempt of court by a Federal court has been issued against Contractor within the immediately preceding two-year period because of Contractor's failure to comply with an order of a Federal court, which orders Contractor to comply with an order of the National Labor Relations Board. (Pub. Contract Code §10296) (Not applicable to public entities.)

4. CONTRACTS FOR LEGAL SERVICES \$50,000 OR MORE- PRO BONO REQUIREMENT: Contractor hereby certifies that Contractor will comply with the requirements of Section 6072 of the Business and Professions Code, effective January 1, 2003.

Contractor agrees to make a good faith effort to provide a minimum number of hours of pro bono legal services during each year of the contract equal to the lessor of 30 multiplied by the number of full time attorneys in the firm's offices in the State, with the number of hours prorated on an actual day basis for any contract period of less than a full year or 10% of its contract with the State.

Failure to make a good faith effort may be cause for non-renewal of a state contract for legal services, and may be taken into account when determining the award of future contracts with the State for legal services.

5. EXPATRIATE CORPORATIONS: Contractor hereby declares that it is not an expatriate corporation or subsidiary of an expatriate corporation within the meaning of Public Contract Code Section 10286 and 10286.1, and is eligible to contract with the State of California.

6. SWEATFREE CODE OF CONDUCT:

a. All Contractors contracting for the procurement or laundering of apparel, garments or corresponding accessories, or the procurement of equipment, materials, or supplies, other than procurement related to a public works contract, declare under penalty of perjury that no apparel, garments or corresponding accessories, equipment, materials, or supplies furnished to the state pursuant to the contract have been laundered or produced in whole or in part by sweatshop labor, forced labor, convict labor, indentured labor under penal sanction, abusive forms of child labor or exploitation of children in sweatshop labor, or with the benefit of sweatshop labor, forced labor, convict labor, indentured labor under penal sanction, abusive forms of child labor or exploitation of children in sweatshop labor. The contractor further declares under penalty of perjury that they adhere to the Sweatfree Code of Conduct as set forth on the California Department of Industrial Relations website located at www.dir.ca.gov, and Public Contract Code Section 6108.

b. The contractor agrees to cooperate fully in providing reasonable access to the contractor's records, documents, agents or employees, or premises if reasonably required by authorized officials of the contracting agency, the Department of Industrial Relations, or the Department of Justice to determine the contractor's compliance with the requirements under paragraph (a).

7. DOMESTIC PARTNERS: For contracts of \$100,000 or more, Contractor certifies that Contractor is in compliance with Public Contract Code section 10295.3.

8. GENDER IDENTITY: For contracts of \$100,000 or more, Contractor certifies that Contractor is in compliance with Public Contract Code section 10295.35.

DOING BUSINESS WITH THE STATE OF CALIFORNIA

The following laws apply to persons or entities doing business with the State of California.

1. CONFLICT OF INTEREST: Contractor needs to be aware of the following provisions regarding current or former state employees. If Contractor has any questions on the status of any person rendering services or involved with the Agreement, the awarding agency must be contacted immediately for clarification.

Current State Employees (Pub. Contract Code §10410):

1). No officer or employee shall engage in any employment, activity or enterprise from which the officer or employee receives compensation or has a financial interest and which is sponsored or funded by any state agency, unless the employment, activity or enterprise is required as a condition of regular state employment.

2). No officer or employee shall contract on his or her own behalf as an independent contractor with any state agency to provide goods or services.

Former State Employees (Pub. Contract Code §10411):

1). For the two-year period from the date he or she left state employment, no former state officer or employee may enter into a contract in which he or she engaged in any of the negotiations, transactions, planning, arrangements or any part of the decision-making process relevant to the contract while employed in any capacity by any state agency.

2). For the twelve-month period from the date he or she left state employment, no former state officer or employee may enter into a contract with any state agency if he or she was employed by that state agency in a policy-making position in the same general subject area as the proposed contract within the 12-month period prior to his or her leaving state service.

If Contractor violates any provisions of above paragraphs, such action by Contractor shall render this Agreement void. (Pub. Contract Code §10420)

Members of boards and commissions are exempt from this section if they do not receive payment other than payment of each meeting of the board or commission, payment for preparatory time and payment for per diem. (Pub. Contract Code §10430 (e))

2. LABOR CODE/WORKERS' COMPENSATION: Contractor needs to be aware of the provisions which require every employer to be insured against liability for Worker's

Compensation or to undertake self-insurance in accordance with the provisions, and Contractor affirms to comply with such provisions before commencing the performance of the work of this Agreement. (Labor Code Section 3700)

3. AMERICANS WITH DISABILITIES ACT: Contractor assures the State that it complies with the Americans with Disabilities Act (ADA) of 1990, which prohibits discrimination on the basis of disability, as well as all applicable regulations and guidelines issued pursuant to the ADA. (42 U.S.C. 12101 et seq.)

4. CONTRACTOR NAME CHANGE: An amendment is required to change the Contractor's name as listed on this Agreement. Upon receipt of legal documentation of the name change the State will process the amendment. Payment of invoices presented with a new name cannot be paid prior to approval of said amendment.

5. CORPORATE QUALIFICATIONS TO DO BUSINESS IN CALIFORNIA:

a. When agreements are to be performed in the state by corporations, the contracting agencies will be verifying that the contractor is currently qualified to do business in California in order to ensure that all obligations due to the state are fulfilled.

b. "Doing business" is defined in R&TC Section 23101 as actively engaging in any transaction for the purpose of financial or pecuniary gain or profit. Although there are some statutory exceptions to taxation, rarely will a corporate contractor performing within the state not be subject to the franchise tax.

c. Both domestic and foreign corporations (those incorporated outside of California) must be in good standing in order to be qualified to do business in California. Agencies will determine whether a corporation is in good standing by calling the Office of the Secretary of State.

6. RESOLUTION: A county, city, district, or other local public body must provide the State with a copy of a resolution, order, motion, or ordinance of the local governing body which by law has authority to enter into an agreement, authorizing execution of the agreement.

7. AIR OR WATER POLLUTION VIOLATION: Under the State laws, the Contractor shall not be: (1) in violation of any order or resolution not subject to review promulgated by the State Air Resources Board or an air pollution control district; (2) subject to cease and desist order not subject to review issued pursuant to Section 13301 of the Water Code for violation of waste discharge requirements or discharge prohibitions; or (3) finally determined to be in violation of provisions of federal law relating to air or water pollution.

8. PAYEE DATA RECORD FORM STD. 204: This form must be completed by all contractors that are not another state agency or other governmental entity.

CALIFORNIA CIVIL RIGHTS LAWS CERTIFICATION

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

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

CERTIFICATION

I, the official named below, certify under penalty of perjury under the laws of the State of California that the foregoing is true and correct. <i>Proposer/Bidder Firm Name (Printed)</i>		<i>Federal ID Number</i>
<i>By (Authorized Signature)</i>		
<i>Printed Name and Title of Person Signing</i>		
<i>Date Executed</i>	<i>Executed in the County and State of</i>	

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

SUBJECT: Resolution No. 1031 LGBTQ+ Pride Month

DATE: June 20, 2019

PERSON RESPONSIBLE: Ralph Gómez Porras, Superintendent

RECOMMENDATION:

The Administration recommends the Board adopt Resolution No. 1031 proclaiming June as LGBTQ+ Pride Month.

INFORMATION AND BACKGROUND:

June is a time to celebrate our dynamic Lesbian, Gay, Bisexual, Transgender, Queer/Questioning (LGBTQ+) community, raise awareness of quality services, and foster a dialogue to promote a healthy, safe, and prosperous school climates and communities for all. By recognizing Pride Month, we reaffirm our commitment to support other policies, practices and curricula that honor and respect LGBTQ+ students, staff, their families, and all people in our community including a commitment to research and consider board policy specific to Transgender and Gender Non-Conforming students, and to inspire equity, create alliances, celebrate diversity, and establish safe environments in our schools and communities throughout the county.

FISCAL IMPACT:

None

Pacific Grove Unified School District
Board of Education
Resolution Number 1031 Proclaiming

LGBTQ+ Pride Month
June 20, 2019

WHEREAS, June is a time to celebrate our dynamic Lesbian, Gay, Bisexual, Transgender, Queer/Questioning (LGBTQ+) community, raise awareness of quality services, and foster a dialogue to promote a healthy, safe, and prosperous school climates and communities for all; and

WHEREAS, California state law addresses discrimination, harassment, intimidation, and bullying towards LGBTQ+ youth, there have been numerous studies indicating the inequities experienced by the LGBTQ+ community, including poverty, homelessness, school harassment, physical assault, domestic violence, hate crimes, mental health issues, and substance abuse concerns; and

WHEREAS, studies suggest that LGBTQ+ youth are at a higher risk for substance use, sexually transmitted diseases (STDs), cancers, cardiovascular diseases, obesity, bullying, isolation, rejection, anxiety, depression, and suicide as compared to the general population and a 2011 Institute of Medicine (IOM) report found that “the disparities in both mental and physical health that are seen between LGBT and heterosexual and non-gendervariant youth are influenced largely by their experiences of stigma and discrimination during the development of their sexual orientation and gender identity;” and

WHEREAS, there is a need to focus on localized efforts that support LGBTQ+ youth including student and school resources that focus on positive behavioral interventions and support, resources on school climate that address bullying and parent engagement, as well as tools for student health and wellness; and

WHEREAS, LGBTQ+ people in the United States have made, and continue to make, vital contributions to the United States and to the world in every aspect, including in the fields of education, law, health, business, science, research, economic development, architecture, fashion, sports, government, music, film, technology, literature, civil rights, and politics; and

WHEREAS, we are working to cultivate positive and safe school environments to empower youth with confidence and knowledge to successfully navigate and improve the ever-changing world; and

WHEREAS, by recognizing Pride Month, we reaffirm our commitment to support other policies, practices and curricula that honor and respect LGBTQ+ students, staff, their families, and all people in our community including a commitment to research and consider board policy ² specific to Transgender and Gender Non-Conforming students.

NOW, THEREFORE, BE IT RESOLVED, that the Pacific Grove Unified School District Board of Education designates June 2019 as LGBTQ+ PRIDE MONTH to inspire equity, create alliances, celebrate diversity, and establish safe environments in our schools and communities throughout the county and directs the Superintendent to fly a Pride Flag at the District Office for the last week of June to show solidarity with the LGBTQ+ community.

THEREFORE, BE IT FURTHER RESOLVED, that the Pacific Grove Unified School District Board of Education designates June 2019 as LGBTQ+ PRIDE MONTH and that the Board of Education commits to ensuring the equal treatment of all people regardless of sexual orientation and gender identity.

Passed and Adopted on the Twentieth Day of June 2019

John Paff, President

Brian Swanson, Clerk

Debbie Crandell, Board Member

Cristy Dawson, Board Member



John Walton, Board Member

Ralph Gomez Porras, Superintendent

- ☐ Consent
☐ Information/Discussion
☒ Action/Discussion

SUBJECT: Update to Board Policy and Regulation 1321 Solicitation of Funds

DATE: June 20, 2019

PERSON(S) RESPONSIBLE: Ralph Gómez Porras, Superintendent

RECOMMENDATION:

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

INFORMATION:

The updates to Board Policy and Regulation 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 ~~organization~~ 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 ~~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 ~~The~~ prior 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 ~~were~~ will be disbursed including and starting and ending balances to the District.

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 and how the funds were distributed.

~~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.

Pacific Grove Unified School District

Community Relations

Policy #1321

SOLICITATION OF FUNDS ~~FROM AND BY STUDENTS~~

If a ~~Eligible~~ school-connected organizations ~~would like to use~~ hold a raffle, it ~~e they~~ must first register with the Attorney General's Registry of Charitable Organizations and file financial disclosure reports prior to conducting a raffle pursuant to Penal Code section 320.5.

Solicitations On 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:

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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

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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,

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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 the fundraiser, the school-connected organization must submit a report to the District including how much money was raised on behalf of the District and how the funds were distributed.

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);
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- The fundraising website or other online platform (e.g. GoFundMe website) to be used; and
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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.

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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);
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- 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

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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**

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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 20, 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 SITESCSBA: <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

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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)

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.
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Instructional Program

The Superintendent:

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Administration

Exhibit #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.
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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**

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Commission on Teacher Credentialing
1900 Capitol Avenue
Sacramento, California 95811



Commission on Teacher Credentialing

State of California
Jerry Brown, Governor

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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
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Membership of the Panel Update Work Group

Name	Affiliation
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)
Staff Support	
Karen Kearney	WestEd
Erin Koepke	Department of Education
Heather Mattson	WestEd
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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%¹. 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.

¹ 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.

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

SUBJECT: Updates to Board Bylaw 9322

DATE: June 20, 2019

PERSON(S) RESPONSIBLE: Ralph Gómez Porras, Superintendent

RECOMMENDATION:

The District Administration recommends that the Board review and approve the updates to Board Bylaw 9322.

INFORMATION:

The revisions are based on current California School Board Association GAMUT Online and address: Agenda item requests, development and dissemination. The noted changes reflect current Education Code and Brown Act guidelines.

Pacific Grove Unified School District

Board Bylaws

Bylaw #9322

AGENDA/ MEETING MATERIALS

Agenda Content

Governing Board meeting agendas shall reflect the District's vision and the goals and the Board's focus on student learning.

Each agenda shall state the meeting time and place and shall briefly describe each business item to be transacted or discussed, including items to be discussed in closed session. (Government Code 54954.2)

The agenda shall provide members of the public the opportunity to address the Board on any agenda item before or during the Board's consideration of the item. However, the agenda need not provide an opportunity for public comment when the agenda item has previously been considered at an open meeting of a committee comprised exclusively of Board members, provided that members of the public were afforded an opportunity to comment on the item at that meeting and that the item has not been substantially changed since the committee considered it. (Government Code 54954.3)

The agenda for a regular Board meeting shall also provide members of the public an opportunity to ~~testify~~ provide comment on at regular meetings on matters which are not on the agenda but which are within the subject matter jurisdiction of the Board. (Education Code 35145.5, Government Code 54954.3)

Each ~~meeting~~ agenda for a regular meeting shall list the address designated by the Superintendent or designee for public inspection of ~~agenda~~ documents related to an open session item that have been distributed to the Board less than 72 hours before the meeting. (Government Code 54957.5)

The agenda shall include information regarding how, when, and to whom a request should be made if ~~specify that~~ an individual ~~who~~ requires disability-related accommodations or modifications, including auxiliary aids and services, in order to participate in the Board meeting. ~~should contact the Superintendent or designee. The Vice President/Clerk may be included in preparations for setting the agenda.~~ (Government Code 54954.2)

Agenda Preparation

The Board president and the Superintendent, as Secretary to the Board, ~~in consultation with the Board president,~~ shall prepare work together to develop the agenda for each regular and special meeting.

Any Board member or 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 future regular meeting. The request ~~must~~ shall be submitted in writing ~~and be submitted~~ to the Superintendent or designee with supporting documents and information, if any, at least one week before the ~~scheduled~~ meeting date at which the item has been scheduled to be considered. Items submitted less than a week before the scheduled meeting date may be postponed to a later meeting in order to allow sufficient time for consideration and research of the issue.

Pacific Grove Unified School District

Board Bylaws

Bylaw #9322

AGENDA/ MEETING MATERIALS

The Board president and Superintendent shall decide whether a request is within the subject matter jurisdiction of the Board. Items not within the subject matter jurisdiction of the Board may not be placed on the agenda. In addition, before placing the item on the agenda, the Board president and Superintendent shall determine if the item is merely a request for information or whether the issue is covered by an existing policy or administrative regulation. ~~before placing the item on the agenda.~~

If the Board president and Superintendent deny a request from a Board member, or a member of the public, to place an item on the agenda, the Board member may request the Board to take action to determine whether the item shall be placed on the agenda.

The Board president and Superintendent shall also decide whether an agenda item is appropriate for discussion in open or closed session, and whether the item should be an action item subject to Board vote, ~~or an information item that does not require immediate action, or a consent item that is routine in nature and for which no discussion is anticipated.~~

~~When an item properly posted for a regular meeting is continued to a subsequent meeting, it may not be on the agenda of the subsequent meeting if the subsequent meeting occurs within five days. The Board shall publicly identify the item before discussing it. (Government Code 54954.2)~~

~~Any Board action that involves borrowing \$20,000 or more shall be discussed, considered and deliberated upon as a separate item of business on the meeting agenda. (Government Code 53635.7)~~

~~All public communications with the Board are subject to requirements of relevant Board policies and administrative regulations.~~

Consent Items

In order to promote efficient meetings, the Board may ~~act upon more than one item~~ may bundle a number of items and act upon them together by a single vote through the use of a consent agenda. Consent items shall be items of a routine nature or items for which no Board discussion is anticipated and for which the Superintendent recommends approval. When any Board member requests the removal of an item from the consent agenda, the item shall be removed and given individual consideration for action as a regular agenda item.

~~In accordance with law, the public has a right to comment on any consent item. At the request of any member of the Board, any item on the consent agenda shall be removed and given individual consideration for action as a regular agenda item.~~

The agenda shall provide an opportunity for members of the public to comment on any consent agenda item that has not been previously considered. (Government Code 54954.3)

Any Board action that involves borrowing \$100,000 or more shall be discussed, considered, and deliberated upon as a separate item of business on the meeting agenda. (Government Code 53635.7)

Pacific Grove Unified School District

Board Bylaws

Bylaw #9322

AGENDA/ MEETING MATERIALS

(cf. 9323.2 - Actions by the Board)

All public communications with the Board are subject to requirements of relevant Board policies and administrative regulations.

Agenda Dissemination to Board Members

~~A copy of the agenda shall be forwarded to each Board member at least three days before each regular meeting, together~~ At least 72 hours before each regular meeting, each Board member shall be provided a copy of the agenda and agenda packet, including -with the Superintendent or designee's report; minutes to be approved; copies of communications; - reports from committees, staff, citizens and others; and other available documents pertinent to the meeting.

~~When special meetings are called, the Superintendent and President shall make every effort to distribute the agenda and support materials to Board members as soon as possible before the meeting. Board members shall receive, at least 24 hours prior to the meeting, notice of the business to be transacted. (Government Code 54956)~~

Board members shall review agenda materials before each meeting. Individual members may confer directly with the Superintendent or designee to ask questions and/or request additional information on agenda items. However, a majority of Board members shall not, outside of the noticed meeting, directly or through intermediaries or electronic means discuss, deliberate, or take action on any matter within the subject matter jurisdiction of the Board.

Agenda Dissemination to Members of the Public

Any agenda and related materials distributed to the Board shall be made available to the public upon request without delay. Only those documents which are disclosable public records under the Public Records Act and which relate to an agenda item scheduled for the open session portion of a regular meeting shall be made available to the public. (Government Code 54957.5)

At least 72 hours prior to a regular meeting, the agenda shall be posted at one or more locations freely accessible to members of the public. (Government Code 54954.2)

In addition, the Superintendent or designee shall post the agenda on the homepage of the district web site. The posted agenda shall be accessible through a prominent direct link to the current agenda or to the district's agenda management platform in accordance with Government Code 54954.2. When the district utilizes an integrated agenda management platform, the link to that platform shall take the user directly to the web site with the district's agendas, and the current agenda shall be the first available. (Government Code 54954.2)

~~The Superintendent or designee shall send a copy of the agenda, or a copy of all the documents constituting the agenda packet, to any person who requests the items. The materials shall be sent at~~

Pacific Grove Unified School District

Board Bylaws

Bylaw #9322

AGENDA/ MEETING MATERIALS

~~the time the agenda is posted or upon distribution of the agenda to a majority of the Board, whichever occurs first. (Government Code 54954.1)~~

~~Any request for copies of agendas or agenda packets shall be in writing and shall be valid for the calendar year in which it is filed. Written requests must be renewed following January 1 of each year. (Government Code 54954.1)~~

~~Persons requesting mailing of the agenda or agenda packet shall pay an annual fee as determined by the Superintendent or designee.~~

If a document which related to an open session agenda item of a regular Board meeting is distributed to the Board less than 72 hours prior to a meeting, the Superintendent or designee shall make the document available for public inspection at a designated location at the same time the document is distributed to a majority of the Board. ~~provided that the document is a public record under the Public Records Act and relates to an agenda item for an open session of a regular Board meeting. The Superintendent or designee may also post the document on the district's web site in a position and manner that makes it clear that the document relates to an agenda item for an upcoming meeting.~~ (Government Code 54957.5)

The Superintendent or designee shall mail a copy of the agenda or a copy of all the documents constituting the agenda packet to any person who requests the items. The materials shall be mailed at the time the agenda is posted or upon distribution of the agenda to a majority of the Board, whichever occurs first. (Government Code 54954.1)

Any request for mailed copies of agendas or agenda packets shall be in writing and shall be valid for the calendar year in which it is filed. Written requests must be renewed following January 1 of each year. (Government Code 54954.1)

Persons requesting mailing of the agenda or agenda packet shall pay an annual fee, as determined by the Superintendent or designee, not to exceed the cost of providing the service.

Any documents prepared by the district or the Board and distributed during a public meeting shall be made available for public inspection at the meeting. Any documents prepared by another person shall be made available for public inspection after the meeting. These requirements shall not apply to a document that is exempt from public disclosure under the Public Records Act. (Government Code 54957.5)

Upon request, the Superintendent or designee shall make the agenda, agenda packet, and/or any writings distributed at the meeting available in appropriate alternative formats to persons with a disability, as required by the Americans with Disabilities Act. (Government Code 54954.1)

Legal Reference:

EDUCATION CODE

35144 Special meetings

35145 Public meetings

Pacific Grove Unified School District

Board Bylaws

Bylaw #9322

AGENDA/ MEETING MATERIALS

35145.5 Right of public to place matters on agenda

GOVERNMENT CODE

6250-6270 Public Records Act

53635.7 Separate item of business

54954.1 Mailed agenda of meeting

54954.2 Agenda posting requirements; board actions

54954.3 Opportunity for public to address legislative body

54954.5 Closed session item descriptions

54956.5 Emergency meetings

54957.5 Public records

54960.2 Challenging Board actions; cease and desist

UNITED STATES CODE, TITLE 42

12101-12213 Americans with Disabilities Act

CODE OF FEDERAL REGULATIONS, TITLE 28

35.160 Effective communications

36.303 Auxiliary aids and services

COURT DECISIONS

Mooney v. Garcia (2012) 207 Cal.App.4th 229

Caldwell v. Roseville Joint Union HSD, 2007 U.S. Dist. LEXIS 66318

ATTORNEY GENERAL OPINIONS

99 Ops.Cal.Atty.Gen. 11 (2016)

78 Ops.Cal.Atty.Gen. 327 (1995)

MANAGEMENT RESOURCES:

CSBA PUBLICATIONS

Call to Order: A Blueprint for Great Board Meetings, 2015

The Brown Act: School Boards and Open Meeting Laws, rev. ~~2007~~2017

~~Guide to Effective Meetings, rev. 2007~~

~~Maximizing School Board Leadership: Boardsmanship, 1996~~

ATTORNEY GENERAL PUBLICATIONS

The Brown Act: Open Meetings for Legislative Bodies, California Attorney General's Office, rev. 2003

~~CALIFORNIA CITY ATTORNEY PUBLICATIONS~~

~~Open and Public III: A User's Guide to the Ralph M. Brown Act, 2000~~

~~WEB SITES~~

~~CSBA, Agenda Online: -~~

~~<http://www.csba.org/Services/Services/GovernanceTechnology/AgendaOnline.aspx>~~

~~California Attorney General's Office: <http://www.caag.state.ca.us>~~

~~(10/97-11/02)-3/08~~

Pacific Grove Unified School District**Board Bylaws****Bylaw #9322**

AGENDA/ MEETING MATERIALS**Agenda Content**

Governing Board meeting agendas shall reflect the District's vision and the goals and the Board's focus on student learning.

Each agenda shall state the meeting time and place and shall briefly describe each business item to be transacted or discussed, including items to be discussed in closed session. (Government Code 54954.2)

The agenda shall provide members of the public the opportunity to address the Board on any agenda item before or during the Board's consideration of the item. However, the agenda need not provide an opportunity for public comment when the agenda item has previously been considered at an open meeting of a committee comprised exclusively of Board members, provided that members of the public were afforded an opportunity to comment on the item at that meeting and that the item has not been substantially changed since the committee considered it. (Government Code [54954.3](#))

The agenda for a regular Board meeting shall also provide members of the public an opportunity to provide comment on matters which are not on the agenda but which are within the subject matter jurisdiction of the Board. (Education Code 35145.5, Government Code 54954.3)

Each agenda for a regular meeting shall list the address designated by the Superintendent or designee for public inspection of documents related to an open session item that have been distributed to the Board less than 72 hours before the meeting. (Government Code 54957.5)

The agenda shall include information regarding how, when, and to whom a request should be made if an individual requires disability-related accommodations or modifications, including auxiliary aids and services, in order to participate in the Board meeting.. (Government Code 54954.2)

Agenda Preparation

The Board president and the Superintendent, as Secretary to the Board, shall work together to develop the agenda for each regular and special meeting.

Any Board member or member of the public may request that a matter within the jurisdiction of the Board be placed on the agenda of a future regular meeting. The request shall be submitted in writing to the Superintendent or designee with supporting documents and information, if any, at least one week before the meeting date at which the item has been scheduled to be considered. Items submitted less than a week before the scheduled meeting date may be postponed to a later meeting in order to allow sufficient time for consideration and research of the issue.

The Board president and Superintendent shall decide whether a request is within the subject matter jurisdiction of the Board. Items not within the subject matter jurisdiction of the Board may not be placed on the agenda. In addition, before placing the item on the agenda, the Board president and Superintendent shall determine if the item is merely a request for information or whether the issue is covered by an existing policy or administrative regulation..

Pacific Grove Unified School District**Board Bylaws****Bylaw #9322**

AGENDA/ MEETING MATERIALS

If the Board president and Superintendent deny a request from a Board member, or a member of the public, to place an item on the agenda, the Board member may request the Board to take action to determine whether the item shall be placed on the agenda.

The Board president and Superintendent shall also decide whether an agenda item is appropriate for discussion in open or closed session, and whether the item should be an action item subject to Board vote or an information item that does not require immediate action.

Consent Items

In order to promote efficient meetings, the Board may bundle a number of items and act upon them together by a single vote through the use of a consent agenda. Consent items shall be items of a routine nature or items for which no Board discussion is anticipated and for which the Superintendent recommends approval. When any Board member requests the removal of an item from the consent agenda, the item shall be removed and given individual consideration for action as a regular agenda item.

The agenda shall provide an opportunity for members of the public to comment on any consent agenda item that has not been previously considered. (Government Code [54954.3](#))

Any Board action that involves borrowing \$100,000 or more shall be discussed, considered, and deliberated upon as a separate item of business on the meeting agenda. (Government Code [53635.7](#)) (cf. [9323.2](#) - Actions by the Board)

All public communications with the Board are subject to requirements of relevant Board policies and administrative regulations.

Agenda Dissemination to Board Members

At least 72 hours before each regular meeting, each Board member shall be provided a copy of the agenda and agenda packet, including the Superintendent or designee's report; minutes to be approved; copies of communications; reports from committees, staff, and others; and other available documents pertinent to the meeting.

When special meetings are called, Board members shall receive, at least 24 hours prior to the meeting, notice of the business to be transacted. (Government Code 54956)

Board members shall review agenda materials before each meeting. Individual members may confer directly with the Superintendent or designee to ask questions and/or request additional information on agenda items. However, a majority of Board members shall not, outside of the noticed meeting, directly or through intermediaries or electronic means discuss, deliberate, or take action on any matter within the subject matter jurisdiction of the Board.

Pacific Grove Unified School District**Board Bylaws****Bylaw #9322**

AGENDA/ MEETING MATERIALS**Agenda Dissemination to Members of the Public**

Any agenda and related materials distributed to the Board shall be made available to the public upon request without delay. Only those documents which are disclosable public records under the Public Records Act and which relate to an agenda item scheduled for the open session portion of a regular meeting shall be made available to the public. (Government Code [54957.5](#))

At least 72 hours prior to a regular meeting, the agenda shall be posted at one or more locations freely accessible to members of the public. (Government Code [54954.2](#))

In addition, the Superintendent or designee shall post the agenda on the homepage of the district web site. The posted agenda shall be accessible through a prominent direct link to the current agenda or to the district's agenda management platform in accordance with Government Code [54954.2](#). When the district utilizes an integrated agenda management platform, the link to that platform shall take the user directly to the web site with the district's agendas, and the current agenda shall be the first available. (Government Code [54954.2](#))

If a document which related to an open session agenda item of a regular Board meeting is distributed to the Board less than 72 hours prior to a meeting, the Superintendent or designee shall make the document available for public inspection at a designated location at the same time the document is distributed to a majority of the Board. (Government Code [54957.5](#))

The Superintendent or designee shall mail a copy of the agenda or a copy of all the documents constituting the agenda packet to any person who requests the items. The materials shall be mailed at the time the agenda is posted or upon distribution of the agenda to a majority of the Board, whichever occurs first. (Government Code [54954.1](#))

Any request for mailed copies of agendas or agenda packets shall be in writing and shall be valid for the calendar year in which it is filed. Written requests must be renewed following January 1 of each year. (Government Code [54954.1](#))

Persons requesting mailing of the agenda or agenda packet shall pay an annual fee, as determined by the Superintendent or designee, not to exceed the cost of providing the service.

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Pacific Grove Unified School District

Board Bylaws

Bylaw #9322

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35145.5 Right of public to place matters on agenda

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ATTORNEY GENERAL PUBLICATIONS

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- ☐ Consent
☐ Information/Discussion
☒ Action/Discussion

SUBJECT: Job Description Replacement – Technology Systems Coordinator

DATE: June 20, 2019

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

RECOMMENDATION:

The District Administration recommends the Board review and approve the proposed job description and provide direction or recommendations which will allow us to begin the recruitment process.

BACKGROUND/INFORMATION:

Whenever positions become available we review viability and relevancy, in relation to the district's current needs.

Given the recent announcement from Bruce Cates, Director of Educational and Informational Technology, we have reevaluated that position with input from Director Cates and plan to delete the educational component of this position and revise it to be purely a technical position. This change would move the position from a Director of Educational and Informational Technology to a Technology Systems Coordinator.

District needs will continue to be supported in the area of Educational Technology by Director Matt Binder, and technical infrastructure by the Technology Systems Coordinator.

FISCAL IMPACT:

We anticipate a cost savings of approximately \$20,000 determined by placement on the proposed Technology Systems Coordinator salary schedule.

Current Director of ET/IT								
225 days	141,369	142,797	144,240	145,696	147,168	148,655	150,156	151,673
Proposed Technology Systems Coordinator								
222 days	121,369	122,797	124,240	125,696	127,168	128,655	130,156	131,673

**PACIFIC GROVE UNIFIED SCHOOL DISTRICT
TECHNOLOGY SYSTEMS COORDINATOR**

DESCRIPTION OF POSITION

Under the direction of the Assistant Superintendent, this position manages, evaluates, and coordinates all aspects of the district's network operational infrastructure, server infrastructure, and technology equipment. May supervise assigned technology staff as directed.

ESSENTIAL FUNCTIONS:

Duties may include, but are not limited to the following:

- Coordinate with the Assistant Superintendent the implementation of the District Technology Plan as it relates to technology priorities and goals, systems, systems analysis and operational services and support including the integration of technology, professional development, technical infrastructure, technology accountability, technology funding and resources.
- Manage the district-wide server and client systems, backup, archiving, disaster recovery for the LAN/WAN environment, infrastructure software and hardware troubleshooting & support.
- Perform complex troubleshooting, backup, archiving, and disaster recovery for the LAN/WAN environment.
- Manage the district Wi-Fi system, Google E-Mail system, district messaging system, security camera system and user security training and testing.
- Evaluate, recommend and implement the hardware and software for District use.
- Plan, organize, install and maintain all district-wide technology including local and wide area networks.
- Implement, maintain, and monitor district-wide network and server security.
- Receive and review network equipment installation requests from users, ensure completeness and contact users regarding discrepancies.
- Design, plan, integrate, test, implement, document and enhance the physical and logical components of a large complex system or network. This may involve the analysis and evaluation of systems software, hardware and communication strategies.
- Manage the District's account at and response to alerts from USA North 811.
- Analyze and report to the Assistant Superintendent and the effectiveness and efficiency of District operations through the use of technology.
- Coordinate and develop standardization protocols and replacement timelines for technology software and hardware, technology acquisition, and technology implementation throughout the District.
- Implement and maintain a scheduled preventive maintenance plan for all applicable software and hardware components.
- Analyze, recommend purchase/lease of new systems equipment and software.
- Coordinate implement, maintain, and monitor district-wide infrastructure disaster recovery.
- Create and maintain district-wide infrastructure documentation and software/hardware procedures.
- Coordinate and maintain district-wide structured cabling system and assist in documentation of the cabling system.
- Work with the Director of Educational Technology on the implementation and maintenance of content filtering technology.
- Maintain a variety of manual and electronic files, documents and/or records (e.g. user names/logins, email groups, passwords, reports, help desk logs, databases, agreements, licenses, etc.) for the purpose of documenting activities providing written reference, complying with mandated requirements, and ensuring user access to assigned applications.
- Manage timelines & priorities for tech projects and tech helpdesk tickets.

Technology Systems Coordinator, Continued Page 2

- Coordinate and train assigned technology staff.
- Evaluate all applicable district-wide database and infrastructure implementations and policies.
- Support management and use of Student Information Systems.
- Assist with grant requests for technology funds and ensure compliance with the grant criteria.
- Coordinate operations, and procedures related to District technology plans and needs for effectiveness, making modifications to increase operational efficiency.
- Disseminate technology related information throughout the District.
- Contact vendors for technical purposes.
- Develop appropriate bid and quotation specifications.
- In coordination with the Assistant Superintendent monitor, update and maintain a state of the art district website with the assistance of appointed personnel.
- Monitor reporting system data entry for accuracy.
- Attend and participate in meetings involving District technology plans and needs.
- Work with e-rate consultant to ensure compliance; obtaining appropriate federal discount(s) and cost containment.
- Meet schedules and timelines and perform related duties as assigned.

KNOWLEDGE OF:

- Modern network architecture, network and server security, Storage-Area Network, and computer virtualization.
- Modern information systems equipment including servers, switches routers and microcomputers, terminals, printers and other appropriate hardware and communications equipment.
- Computer languages and programming fundamentals.
- Principles and operations of local and wide area networks, data communication systems and related software.
- Installation, maintenance and repair of information systems equipment.
- Educational technology, and resources to support the district's instructional program.
- Trends and programs in professional development.
- Technology and computer software applications relative to instruction and administration.
- Budgeting procedures and techniques.
- Information systems trends and developments.
- Design, implementation, and maintenance of local and wide area networks including WiFi networks.
- Applicable sections of State Education Code and other applicable state publications, such as curriculum frameworks and State Board Adopted Content Standards.
- State and Federal laws and regulations relating to telecommunications, teleprocessing, networks and E-Rate.

ABILITY TO:

- Plan and implement the installation and use of integrated information technologies in an educational system.
- Stimulate and motivate cooperative team efforts.
- Integrate state of the art technology in everyday work and to demonstrate to diverse individuals and group's ways of maximizing the benefits of technology in education.
- Meet timelines.
- Initiate, schedule and carry out a complex and diverse work plan.
- Maintain current knowledge of technological advances in the field.

Technology Systems Coordinator, Continued Page 3

- Establish and maintain effective working relationships with those contacted in the course of work.
- Troubleshoot hardware and software problems.
- Troubleshoot and maintain switches, and routers.
- Express ideas and concepts clearly and concisely in both oral and written form.
- Maintain records and complete reports, including web-based reporting.
- Read, write and understand the English language.
- Learn quickly, work independently, and carry out oral and written instructions
- Communicate and work effectively with the staff and the community.
- Work effectively within the district and with vendors.
- Work with others integrating technology into the instructional program.
- Maintain confidentiality.

PHYSICAL REQUIREMENTS:

Incorporated within one or more of the essential functions of the position are the essential physical requirements.

ABILITY TO:

- See for purposes of working on the computer, observing support staff and reading materials, reports, budgets and other printed matter.
- Understand speech at normal levels in person or on the telephone.
- Communicate so others will be able to clearly understand a normal conversation in person or on the telephone.
- Sit, stand, and walk for extended periods of time.
- Assemble and disassemble computer hardware.
- Operate equipment, computer, copy machine and other office equipment with dexterity.
- Reach in all directions.
- Climb and stand on ladders.
- Think clearly and rationally to solve problems, make good judgments and decisions.
- Perform the essential functions of this position in an accurate, neat, timely fashion.
- Meet the travel requirements of this position including driving between school sites as needed.
- Routinely move equipment and supplies weighing up to 30 pounds and to occasionally move equipment and supplies weighing up to 75 pounds.

WORKING CONDITIONS:

- Office and school site work environment subject to extensive travel between and within school sites, sitting at a desk for long periods of time, bending, crouching, or kneeling at files or equipment, climb and stand on ladders, pushing/pulling of file drawers, and reaching in all directions.

PROFESSIONAL QUALIFICATIONS:

- A degree from an accredited college or university, preferably with a major in a computer science, management information systems, or a closely related field. Graduate degree(s) preferred.
- Three years' experience planning, operating, and managing a technology information and network operational infrastructure and server infrastructure program including experience coordinating technical personnel and supporting technology in an educational setting.

Technology Systems Coordinator, Continued Page 4

- Demonstrable expertise and formal training with network operations and maintenance and server maintenance.
- Two years of school experience managing or working in a Student Information System preferred.

LICENSE OR CERTIFICATE:

- Possession of a valid California Driver's license.
- Certified Network Engineer Certificate desirable.
- Computer licensing or certification desirable such as but not limited to Microsoft Certifications, Cisco Certified Network Associate, A+, Security+, or other related Industry Standard Certifications
- Valid CPR/First Aid Certification desirable.

NOTE: This list of essential functions and physical requirements is not exhaustive and may be supplemented as necessary in accordance with the requirements of the job. Pacific Grove Unified School District adheres to the provisions of the Americans with Disabilities Act regarding reasonable accommodation procedures.

Board Adopted: _____

- ☐ Consent
☐ Information/Discussion
☒ Action/Discussion

SUBJECT: Approval of the Assistant Superintendent's 2019-2021 Contract

DATE: June 20, 2019

PERSON(S) RESPONSIBLE: Ralph Gómez Porras, Superintendent

RECOMMENDATION:

The District Administration recommends that the Board of Education review and approve the Assistant Superintendent's contract for the 2019 - 2021 school years as proposed.

BACKGROUND:

The District Assistant Superintendent works as a contracted employee to the Governing Board. This contract governs her term of employment and compensation.

INFORMATION:

The Board, on an annual basis, reviews the Assistant Superintendent's contract and compensation.

Revisions include:

- The Board agree to pay Assistant Superintendent the annual compensation of \$200,000 payable in twelve (12) equal installments July 1, 2019 through June 30, 2021.

This revision includes a rolling extension of the term of employment to two years, i.e. continuing a two-year contract as the current year, 2018-19, is over, another fiscal year, 2020-21, is added to the contract allowing a rolling two-year contract (2019-20 to 2020-21).

The salary remains the same. Last year, the Assistant Superintendent began her first year with 206 days. She started the month of August and it equated to reduced salary for 2018-2019. Starting 2019-20, she works a full 225 days.

Former contract agreement read: *"The Board agrees to pay the Assistant Superintendent an annual compensation of \$183,333 payable for 206 days in eleven (11) equal installments August 1, 2018 through June 30, 2019. Beginning July 1, 2019 the Board agree to pay Assistant Superintendent the annual compensation of \$200,000 payable in twelve (12) equal installments through June 30, 2020."*

- The Assistant Superintendent shall receive a monthly work related mileage stipend of \$40 per month, or \$480 per year, for travel purposes accrued on a monthly basis outside of the District boundaries, but within Pacific Grove.

FISCAL IMPACT:

- As already approved in 2018, Assistant Superintendent compensation changes from \$183,333 payable for 206 days in eleven (11) equal installments August 1, 2018 through June 30, 2019 to annual compensation of \$200,000 payable in twelve (12) equal installments through June 30, 2021.

PACIFIC GROVE UNIFIED SCHOOL DISTRICT ASSISTANT SUPERINTENDENT CONTRACT

This Employment Agreement ("Agreement") is made on this ~~26th day of April 2018~~ 20th day of June 2019, by and between the Governing Board of Pacific Grove Unified School District ("District") and Song Chin-Bendib ("Assistant Superintendent").

1. **Term** – The District hereby employs Song Chin-Bendib as Assistant Superintendent for Business Services at Pacific Grove Unified School District, commencing July 1, 2019 through June 30, 2021 ~~the first year, August 1, 2018 through June 30, 2019, and the second year, July 1, 2019 through June 30, 2020.~~
2. **Salary** – The ~~Board agrees to pay the Assistant Superintendent an annual compensation of \$183,333 payable for 206 days in eleven (11) equal installments August 1, 2018 through June 30, 2019. Beginning July 1, 2019 the~~ Board agree to pay Assistant Superintendent the annual compensation of \$200,000 payable in twelve (12) equal installments July 1, 2019 through June 30, 2021 ~~2020~~.

The Superintendent, after determining satisfactory evaluation of the Assistant Superintendent, may recommend to the Board of Education that the Assistant Superintendent receive an increase in compensation which may serve in lieu of the generally applied increase listed in the following paragraph. This determination can be made at any time at the direction of the Superintendent. A change in salary shall not constitute the creation of a new Agreement, nor extend the termination date of this agreement.

Unless the Board and Assistant Superintendent mutually agree to a different amount for an annual increase to the Assistant Superintendent's compensation, the Assistant Superintendent's compensation may be increased each year by the same percentage increase and/or one-time payment, if any, received by the District's classified employee bargaining unit.

3. **Fringe Benefits** – The Assistant Superintendent shall also be entitled to receive a Health Care Allowance of \$3,000 per year directed toward health coverage under the District's MCSIG or other provider's medical, dental and vision insurance. This Health Care Allowance shall continue after retirement as a post-retirement benefit up to age 65. This fringe benefits package shall stay in force during the term of this Agreement.
4. **Work Days** – The Assistant Superintendent shall work ~~206 days of service for the first year August 1, 2018 through June 30, 2019, and~~ 225 days of service ~~the second year~~ July 1, 2019 through June 30, 2021~~9~~. Under this contract, the work calendar shall be approved by the Superintendent by the 1st day of July.
5. **Sick Leave** – The Assistant Superintendent is entitled to one sick day per month of employment by the District. Sick leave may be accrued and applied to PERS Retirement.
6. **Cell Phone and Vehicle Expense** – The Assistant Superintendent is required to have a cell phone and to have a vehicle. The Assistant Superintendent shall receive \$65 per month for the use of this cell phone. The Assistant Superintendent shall receive a monthly work related mileage stipend of \$40 per month, or \$480 per year. ~~Work-related (actual) vehicle mileage~~ for travel purposes accrued on a monthly basis outside of the District boundaries, but within and outside of Monterey County of Pacific Grove, ~~may be claimed at the District's approved rate. Commute.~~ Travel to and from work does not qualify for reimbursement.

7. **Expenses** – The Assistant Superintendent shall be reimbursed for all documented actual necessary job related expenses, which have been authorized by Board policy and have received prior approval from the Superintendent. Included in this shall be the cost of membership in professional organizations for school business officials, including ACSA and CASBO.

8. **Assistant Superintendent General Duties** – The Assistant Superintendent is directly responsible to the Superintendent as a technical expert whose primary duty is the financial operation of the District, and the development and implementation of the annual budget. The Assistant Superintendent shall be responsible for all duties detailed in the Board approved job description. In addition, the Assistant Superintendent:
 - Oversees the accounting, payroll, budgeting, purchasing, attendance, internal control, maintenance, buildings, grounds and food services, transportation, disaster preparedness, facility usage, insurance programs and loss control.
 - Evaluates employees under his jurisdiction using timelines and procedures noted in collective bargaining contracts.
 - Advises the Superintendent in a timely manner about financial and budgetary issues and threats to the financial well-being of the District, including sources of funds that might be available to implement present and contemplated District programs.
 - Presentations of required reports to the Superintendent prior to public release. Examples:
 - First and second interim reports
 - Draft budget for new year
 - February - School Expenditure Summary
 - August - Property Tax Report
 - November/March - District budget review
 - Negotiation proposals
 - Others upon request
 - Presents options and solutions that will enact the goals of the District and directions of the Superintendent.
 - Maintains and improves professional competence by attending professional development meetings and conferences.
 - Establishes and maintains positive staff relationships and actively seeks solutions that will enable schools to offer a successful educational program.
 - Keeps the Superintendent informed in a timely manner of all administrative and related issues associated with the operation of the school District, and discusses these issues with the Superintendent prior to public or staff review.
 - Serves on all committees and completes all assigned duties as directed by the Superintendent.
 - Supervises and coordinates District general construction efforts.
 - Changes in the duties may occur at the direction of the Superintendent.

9. **Evaluation** – The Assistant Superintendent's evaluation will include both performance of duties and professional growth, and shall review the following areas:
 - Administrative skills, business services, communication and interpersonal skills.
 - Supervision of all departments assigned (i.e. business, custodians, grounds, maintenance, transportation and food services).
 - Positive, affirmative support for the attainment of District's yearly educational goals.
 - Completion of goals assigned by the Superintendent.
 - All duties noted in the Assistant Superintendent for Business Services job description.
 - The Assistant Superintendent, in cooperation with the Superintendent, may choose to develop an evaluation document.

In addition, any contract extension or salary increase shall be approved by the Board in open session at a regular meeting of the Board and reflected in the minutes of such meeting.

10. **Termination of Contract– Mutual Consent:** Upon the recommendation of the Superintendent, this Agreement may be terminated at any time by mutual consent of the Board of Education and the Assistant Superintendent. Any party seeking to terminate the agreement shall give 60-day written notice to the other party.
11. **Termination Without Cause** – If the District chooses to terminate this Agreement prior to its expiration, due to reasons other than job abandonment or conviction of criminal activities, then, in accordance with Government Code 53260, the District shall pay to the Assistant Superintendent an amount equal to the current monthly salary of the Assistant Superintendent at the time of termination multiplied by the number of months remaining on the unexpired contract up to a maximum of 12 months. In addition, the District shall continue to contribute to the employee's medical insurance, at the same level as prior to termination, for the remaining time of the unexpired contract term up to nine months or until the employee finds other employment, whichever occurs first.
12. **Non-Renewal of Agreement** – The Board of Education, at the recommendation of the Superintendent, may elect not to renew this agreement at the end of its term, for any reason, by providing a 45-day written notice to the Assistant Superintendent, in accordance to the Education Code Section 35031.
13. **Termination for Cause** – The Assistant Superintendent's status and all rights under this agreement may be terminated by the Board of Education at any time for, but not limited to, breach of contract, any grounds enumerated in the Education Code, or the Assistant Superintendent's failure to perform responsibilities as set forth in this Agreement, or as defined by law. Within 30 days of receipt of a written statement identifying the grounds for termination, the Assistant Superintendent shall be entitled to a conference with the Superintendent and Board of Education. This conference will be the Assistant Superintendent's exclusive right to any hearing.
14. **Abuse of Office Provisions** - In accordance with Government Code section 53243 et seq., and as a separate contractual obligation, if the Assistant Superintendent receives a paid leave of absence or cash settlement and this Agreement is terminated for any reason, such paid leave or cash settlement shall be fully reimbursed to the District by the Assistant Superintendent if the Assistant Superintendent is convicted of a crime involving an abuse of office or the position of Assistant Superintendent. In addition, if the District funds the criminal defense of the Assistant Superintendent against charges involving abuse of office or position and the Assistant Superintendent is then convicted of such charges, the Assistant Superintendent shall fully reimburse the District all funds expended for the Assistant Superintendent's criminal defense. For purposes of this provision, "abuse of office or position" means either of the following: (a) an abuse of public authority, including, but not limited to, waste, fraud, and violation of the law under color of authority and (b) a crime against public justice, including but not limited to, a crime described in Title 7 (commencing with Section 92) of Part 1 of the Penal Code.
15. **General Provisions**
 - a. **Governing Law and Venue** – This agreement and the rights, obligations of the parties shall be governed by and construed in accordance with the laws of the State of California.

- b. Entire Agreement – This agreement contains the entire agreement and understanding between the parties. There are no oral understandings, terms or conditions and neither party has relied upon any representation expressed or implied not contained in this agreement, including Board policies that may be deemed to infer an employment benefit.
- c. No Assignment – The Assistant Superintendent may not assign or transfer any rights granted or obligations assumed under this agreement.
- d. Modification – This agreement cannot be changed or supplemented orally. It may be modified or superseded only by a written instrument executed by both parties. Any party requesting a modification shall give 30 days written notice to the other party.
- e. Severability – If any provision of this agreement is ruled to be invalid or unenforceable by a court of competent jurisdiction, the remaining provisions of the agreement shall continue in full force and effect.
- f. Professional Liability – The District agrees that it shall defend, hold harmless and indemnify the Assistant Superintendent from any and all demands, claims, suits, actions and legal proceedings brought against the Assistant Superintendent in her official capacity as agent and employee of the District, provided the incident arose while the Assistant Superintendent was acting in the scope of her employment and excluding criminal litigation. The District shall provide public liability insurance for the Assistant Superintendent to cover legal expenses in the defense of claims and related judgments resulting from her functions as Assistant Superintendent. Coverage shall not apply for any loss, claim or suit arising out of the intentional violation of a penal statute or ordinance committed by or with the knowledge or consent of the Assistant Superintendent. The District shall provide Legal Expenses for any action brought against the Assistant Superintendent seeking resulting damages from her functions as Assistant Superintendent and will reimburse her for any portion of such expense and judgment not covered by insurance. However, in no event will individual Board members be considered personally liable for indemnifying the Assistant Superintendent against such demands, claims, suits, actions and/or legal proceedings.

 President, Board of Trustees,
 Pacific Grove Unified School District

 Date

 Superintendent

 Date

 Assistant Superintendent

 Date

PACIFIC GROVE UNIFIED SCHOOL DISTRICT ASSISTANT SUPERINTENDENT CONTRACT

This Employment Agreement (“Agreement”) is made on this 20th day of June 2019, by and between the Governing Board of Pacific Grove Unified School District (“District”) and Song Chin-Bendib (“Assistant Superintendent”).

1. **Term** – The District hereby employs Song Chin-Bendib as Assistant Superintendent for Business Services at Pacific Grove Unified School District, commencing July 1, 2019 through June 30, 2021.
2. **Salary** – The Board agree to pay Assistant Superintendent the annual compensation of \$200,000 payable in twelve (12) equal installments July 1, 2019 through June 30, 2021.

The Superintendent, after determining satisfactory evaluation of the Assistant Superintendent, may recommend to the Board of Education that the Assistant Superintendent receive an increase in compensation which may serve in lieu of the generally applied increase listed in the following paragraph. This determination can be made at any time at the direction of the Superintendent. A change in salary shall not constitute the creation of a new Agreement, nor extend the termination date of this agreement.

Unless the Board and Assistant Superintendent mutually agree to a different amount for an annual increase to the Assistant Superintendent’s compensation, the Assistant Superintendent’s compensation may be increased each year by the same percentage increase and/or one-time payment, if any, received by the District’s classified employee bargaining unit.

3. **Fringe Benefits** –The Assistant Superintendent shall also be entitled to receive a Health Care Allowance of \$3,000 per year directed toward health coverage under the District’s MCSIG or other provider’s medical, dental and vision insurance. This Health Care Allowance shall continue after retirement as a post-retirement benefit up to age 65. This fringe benefits package shall stay in force during the term of this Agreement.
4. **Work Days** – The Assistant Superintendent shall work 225 days of service July 1, 2019 through June 30, 2021. Under this contract, the work calendar shall be approved by the Superintendent by the 1st day of July.
5. **Sick Leave** – The Assistant Superintendent is entitled to one sick day per month of employment by the District. Sick leave may be accrued and applied to PERS Retirement.
6. **Cell Phone and Vehicle Expense** – The Assistant Superintendent is required to have a cell phone and to have a vehicle. The Assistant Superintendent shall receive \$65 per month for the use of this cell phone. The Assistant Superintendent shall receive a monthly work related mileage stipend of \$40 per month, or \$480 per year, for travel purposes accrued on a monthly basis outside of the District boundaries, but within Pacific Grove. Travel to and from work does not qualify for reimbursement.
7. **Expenses** – The Assistant Superintendent shall be reimbursed for all documented actual necessary job related expenses, which have been authorized by Board policy and have received prior approval from the Superintendent. Included in this shall be the cost of membership in professional organizations for school business officials, including ACSA and CASBO.

8. **Assistant Superintendent General Duties** – The Assistant Superintendent is directly responsible to the Superintendent as a technical expert whose primary duty is the financial operation of the District, and the development and implementation of the annual budget. The Assistant Superintendent shall be responsible for all duties detailed in the Board approved job description. In addition, the Assistant Superintendent:
- Oversees the accounting, payroll, budgeting, purchasing, attendance, internal control, maintenance, buildings, grounds and food services, transportation, disaster preparedness, facility usage, insurance programs and loss control.
 - Evaluates employees under his jurisdiction using timelines and procedures noted in collective bargaining contracts.
 - Advises the Superintendent in a timely manner about financial and budgetary issues and threats to the financial well-being of the District, including sources of funds that might be available to implement present and contemplated District programs.
 - Presentations of required reports to the Superintendent prior to public release. Examples:
 - First and second interim reports
 - Draft budget for new year
 - February - School Expenditure Summary
 - August - Property Tax Report
 - November/March - District budget review
 - Negotiation proposals
 - Others upon request
 - Presents options and solutions that will enact the goals of the District and directions of the Superintendent.
 - Maintains and improves professional competence by attending professional development meetings and conferences.
 - Establishes and maintains positive staff relationships and actively seeks solutions that will enable schools to offer a successful educational program.
 - Keeps the Superintendent informed in a timely manner of all administrative and related issues associated with the operation of the school District, and discusses these issues with the Superintendent prior to public or staff review.
 - Serves on all committees and completes all assigned duties as directed by the Superintendent.
 - Supervises and coordinates District general construction efforts.
 - Changes in the duties may occur at the direction of the Superintendent.
9. **Evaluation** – The Assistant Superintendent's evaluation will include both performance of duties and professional growth, and shall review the following areas:
- Administrative skills, business services, communication and interpersonal skills.
 - Supervision of all departments assigned (i.e. business, custodians, grounds, maintenance, transportation and food services).
 - Positive, affirmative support for the attainment of District's yearly educational goals.
 - Completion of goals assigned by the Superintendent.
 - All duties noted in the Assistant Superintendent for Business Services job description.
 - The Assistant Superintendent, in cooperation with the Superintendent, may choose to develop an evaluation document.

In addition, any contract extension or salary increase shall be approved by the Board in open session at a regular meeting of the Board and reflected in the minutes of such meeting.

10. **Termination of Contract– Mutual Consent:** Upon the recommendation of the Superintendent, this Agreement may be terminated at any time by mutual consent of the Board of Education and the Assistant Superintendent. Any party seeking to terminate the agreement shall give 60-day written notice to the other party.
11. **Termination Without Cause** – If the District chooses to terminate this Agreement prior to its expiration, due to reasons other than job abandonment or conviction of criminal activities, then, in accordance with Government Code 53260, the District shall pay to the Assistant Superintendent an amount equal to the current monthly salary of the Assistant Superintendent at the time of termination multiplied by the number of months remaining on the unexpired contract up to a maximum of 12 months. In addition, the District shall continue to contribute to the employee's medical insurance, at the same level as prior to termination, for the remaining time of the unexpired contract term up to nine months or until the employee finds other employment, whichever occurs first.
12. **Non-Renewal of Agreement** – The Board of Education, at the recommendation of the Superintendent, may elect not to renew this agreement at the end of its term, for any reason, by providing a 45-day written notice to the Assistant Superintendent, in accordance to the Education Code Section 35031.
13. **Termination for Cause** – The Assistant Superintendent's status and all rights under this agreement may be terminated by the Board of Education at any time for, but not limited to, breach of contract, any grounds enumerated in the Education Code, or the Assistant Superintendent's failure to perform responsibilities as set forth in this Agreement, or as defined by law. Within 30 days of receipt of a written statement identifying the grounds for termination, the Assistant Superintendent shall be entitled to a conference with the Superintendent and Board of Education. This conference will be the Assistant Superintendent's exclusive right to any hearing.
14. **Abuse of Office Provisions** - In accordance with Government Code section 53243 et seq., and as a separate contractual obligation, if the Assistant Superintendent receives a paid leave of absence or cash settlement and this Agreement is terminated for any reason, such paid leave or cash settlement shall be fully reimbursed to the District by the Assistant Superintendent if the Assistant Superintendent is convicted of a crime involving an abuse of office or the position of Assistant Superintendent. In addition, if the District funds the criminal defense of the Assistant Superintendent against charges involving abuse of office or position and the Assistant Superintendent is then convicted of such charges, the Assistant Superintendent shall fully reimburse the District all funds expended for the Assistant Superintendent's criminal defense. For purposes of this provision, "abuse of office or position" means either of the following: (a) an abuse of public authority, including, but not limited to, waste, fraud, and violation of the law under color of authority and (b) a crime against public justice, including but not limited to, a crime described in Title 7 (commencing with Section 92) of Part 1 of the Penal Code.
15. **General Provisions**
 - a. **Governing Law and Venue** – This agreement and the rights, obligations of the parties shall be governed by and construed in accordance with the laws of the State of California.
 - b. **Entire Agreement** – This agreement contains the entire agreement and understanding between the parties. There are no oral understandings, terms or conditions and neither party has relied upon any representation expressed or implied not contained in this agreement, including Board policies that may be deemed to infer an employment benefit.

- c. No Assignment – The Assistant Superintendent may not assign or transfer any rights granted or obligations assumed under this agreement.
- d. Modification – This agreement cannot be changed or supplemented orally. It may be modified or superseded only by a written instrument executed by both parties. Any party requesting a modification shall give 30 days written notice to the other party.
- e. Severability – If any provision of this agreement is ruled to be invalid or unenforceable by a court of competent jurisdiction, the remaining provisions of the agreement shall continue in full force and effect.
- f. Professional Liability – The District agrees that it shall defend, hold harmless and indemnify the Assistant Superintendent from any and all demands, claims, suits, actions and legal proceedings brought against the Assistant Superintendent in her official capacity as agent and employee of the District, provided the incident arose while the Assistant Superintendent was acting in the scope of her employment and excluding criminal litigation. The District shall provide public liability insurance for the Assistant Superintendent to cover legal expenses in the defense of claims and related judgments resulting from her functions as Assistant Superintendent. Coverage shall not apply for any loss, claim or suit arising out of the intentional violation of a penal statute or ordinance committed by or with the knowledge or consent of the Assistant Superintendent. The District shall provide Legal Expenses for any action brought against the Assistant Superintendent seeking resulting damages from her functions as Assistant Superintendent and will reimburse her for any portion of such expense and judgment not covered by insurance. However, in no event will individual Board members be considered personally liable for indemnifying the Assistant Superintendent against such demands, claims, suits, actions and/or legal proceedings.

 President, Board of Trustees,
 Pacific Grove Unified School District

 Date

 Superintendent

 Date

 Assistant Superintendent

 Date

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

SUBJECT: Board Calendar/Future Meetings

DATE: June 20, 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, 2019-20 School Year

Aug. 22	Regular Board Meeting ✓ Student Enrollment Update ✓ Back to School Night Dates ✓ Property Tax Report ✓ 2019-20 Consolidated Application ✓ Set Date for Annual Organizational meeting ✓ Quarterly Facilities Project Updates* ✓ Quarterly District Safety Update*	District Office
Sept. 5	Regular Board Meeting ✓ Unaudited Actual Report ✓ Budget Revision #1 ✓ Local Control Accountability Plan Review	Forest Grove (School Site Visit)
Sept. 19	Regular Board Meeting ✓ Board Goals – Review/Revise ✓ Strategic Plan – Review/Revised ✓ Williams Uniform Complaint Report	District Office
Oct. 3	Regular Board Meeting ✓ Superintendent's Goals ✓ Bus Ridership ✓ Week of the School Administrator	Robert Down (School Site Visit)
Oct. 24	Regular Board Meeting ✓ Quarterly District Safety Update* ✓ Budget Revision #2 on 2019-20 Working Budget (Preliminary First Interim)	District Office
Nov. 14	Regular Board Meeting ✓ PGHS Course Bulletin Information/Discussion	Middle School (School Site Visit)
Nov. 21	Regular Board Meeting ✓ Intent Form Due (to serve as Board President or Vice President) ✓ Review of Special Education Contracts ✓ Quarterly Facilities Project Updates*	High School (School Site Visit)
Dec. 12	Organizational Meeting ✓ Election of 2019-20 Board President and Clerk ✓ First Interim Report ✓ Budget Revision #3 ✓ PGHS Course Bulletin Action/Discussion ✓ Williams Uniform Complaint Report ✓ Employee Recognition	District Office

**Quarterly District Safety Update and Quarterly Facilities Projects Update as needed*

- ☐ Consent
☒ Information/Discussion
☐ Action/Discussion

SUBJECT: Future Agenda Items

DATE: June 20, 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 20, 2019 Regular Board Meeting:

- Affordable Housing Project Impacts to District- Property Tax (In progress)
- District Field Trips Review (August 2019)
- Board Retreat (August 2019)
- Counseling at District Schools (Fall 2019)
- California School Board Association Self Evaluation Survey (Fall 2019)
- DARE Update (Fall 2019)
- Discipline Discussion (Fall 2019)
- Preschool Daycare Calendar (Fall 2019)