

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

Trustees

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

DATE: Thursday, November 21, 2019

TIME: 7:00 p.m. Open Session

LOCATION: Pacific Grove High School Library
615 Sunset 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
- D. Pledge of Allegiance

II. SITE PRESENTATIONS

Once a year, Board meetings are held at all school sites. This provides administration and staff with an opportunity to showcase their school's accomplishments.

Pacific Grove High School Presentation:
Creating A Culture Of Inclusion And Equity Through Intervention

III. COMMUNICATIONS

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

IV. 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.

V. CONSENT AGENDA

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

- | | Page |
|--|------|
| A. <u>Minutes of November 5, 2019 Special Board Meeting #1</u> | 5 |
| Recommendation: (Ralph Gómez Porras, Superintendent) Approval of minutes as presented. | |
| B. <u>Minutes of November 5, 2019 Special Board Meeting #2</u> | 6 |
| Recommendation: (Ralph Gómez Porras, Superintendent) Approval of minutes as presented. | |
| C. <u>Certificated Assignment Order #7</u> | 7 |
| Recommendation: (Billie Mankey, Director of Human Resources) The Administration recommends adoption of Certificated Assignment Order #7. | |
| D. <u>Classified Assignment Order #7</u> | 9 |
| Recommendation: (Billie Mankey, Director of Human Resources) The Administration recommends adoption of Classified Assignment Order #7. | |
| E. <u>Out of County or Overnight Activities</u> | 11 |
| Recommendation: (Song Chin-Bendib, Assistant Superintendent) The Administration recommends that the Board approve or receive the request as presented. | |
| F. <u>Acceptance of Donations</u> | 14 |
| Recommendation: (Song Chin-Bendib, Assistant Superintendent) The Administration recommends that the Board approve acceptance of the donations referenced below. | |
| G. <u>Acceptance of Quarterly Treasurer's Report</u> | 15 |
| Recommendation: (Song Chin-Bendib, Assistant Superintendent) The Administration recommends that the Board accept the Quarterly Treasurer's Report for the quarter ending September 30, 2019. | |

- H. Contract for Services with WestEd for the 2019-20 California Healthy Kids Survey 30
 Recommendation: (Ani Silva, Director of Curriculum and Special Projects) The District Administration recommends the Board review and approve the contract for services with WestEd for the administration, online data collection, and reporting of the 2019-20 California Healthy Kids Survey for students, staff, and parents.
- I. Contract for Services with Surveillance Grid at Robert Down Elementary School 38
 Recommendation: (Jonathan Mejia, District Technology Systems Coordinator) The District Administration recommends the Board review and approve the contract for services with Surveillance Grid at Robert Down Elementary School.
- J. Contract for Services with Total Compensation Systems, Inc. 42
 Recommendation: (Song Chin-Bendib, Assistant Superintendent) The Administration recommends that the Board review and approve the contract for services with Total Compensation Systems, Inc. (TCS), to provide actuarial information to comply with the current Governmental Accounting Standards Board (GASB) accounting standards 74/75 retiree health benefits.

Move: _____ Second: _____ Vote: _____

VI. ACTION/DISCUSSION

- A. Adoption of Resolution No. 1037 on the Levy of Developer Fees 56
 Recommendation: (Song Chin-Bendib, Assistant Superintendent) The District Administration recommends that the Board adopt Resolution No. 1037 on the levy of developer fees.
- Move: _____ Second: _____ Roll Call Vote: _____
- Trustee Paff___ Trustee Swanson___ Trustee Crandell___ Trustee Dawson___ Trustee Walton___
- B. Replacement of Pool Heater at Pacific Grove High School to Air Tech 112
 Recommendation: (Matt Kelly, Director of Facilities and Transportation) The District Administration recommends the Board review and approve the replacement of one pool heater for \$50,000 with Air Tech at Pacific Grove High School.
- Move: _____ Second: _____ Vote: _____
- C. Revisions to Regulation 5117 Interdistrict Attendance 113
 Recommendation: (Song Chin-Bendib, Assistant Superintendent) The Administration recommends that the Board review and approve the revisions to Regulation 5117 Interdistrict Attendance.
- Move: _____ Second: _____ Vote: _____
- D. Review of Policy and Regulation 1325 Advertising and Promotion 122
 Recommendation: (Ralph Gómez Porras, Superintendent) The Administration recommends that the Board review Policy and Regulation 1325 Advertising and Promotion.
- Move: _____ Second: _____ Vote: _____

- E. Board Calendar/Future Meetings 126
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: _____

VII. INFORMATION/DISCUSSION

- A. Review of Special Education Contracts 130
Recommendation: (Clare Davies, Director of Student Services) The District Administration recommends that the Board review the present and projected status of Special Education contracts.

Board Direction: _____

- B. Pacific Grove High School Course Bulletin for the 2020-21 School Year 132
Recommendation: (Matt Bell, PG High School Principal) The District Administration recommends that the Board review the Course Bulletin for Pacific Grove High School for the 2020-21 school year.

Board Direction: _____

- C. Facilities Project Updates 176
Recommendation: (Matt Kelly, Director of Facilities and Transportation) The Administration recommends that the Board review and provide feedback on ongoing and upcoming facilities projects.

Board Direction: _____

- D. Future Agenda Items 178
Recommendation: (Ralph Gómez Porras, Superintendent) The Administration recommends that the Board review the list of future agenda items and direct Administration to add items to the list and/or schedule items for a particular agenda.

- Affordable Housing Project Impacts to District- Property Tax (In progress)
- Dual Language Elementary Program
- Student Information System
- Audio/video recording and streaming of Board meetings
- Celebration event for individuals that raised money or donated money for PGUSD
- Bus Ridership Analysis
- Be Smart Resolution- Promoting responsible gun storage in our community

Board Direction: _____

VIII. ADJOURNMENT

Next Organizational Board meeting: December 12, 2019 – District Office

PACIFIC GROVE UNIFIED SCHOOL DISTRICT BOARD OF EDUCATION
Minutes of Special Meeting #1 of November 5, 2019– District Office

I. OPENED BUSINESS

A. Called to Order 4:30 p.m.

B. <u>Roll Call</u>	President:	Trustee Paff
	Clerk:	Trustee Swanson
	Trustees Present:	Trustee Crandell
		Trustee Dawson
	Trustee Absent:	Trustee Walton
	Administration Present:	Superintendent Porras

C. Pledge of Allegiance

D. Adoption of Agenda

MOTION Dawson/Crandell to adopt agenda as presented.

Public comment: none

Motion CARRIED 4 – 0

E. Identify Closed Session Topic

CONSIDERATION OF STUDENT DISCIPLINE

1 Case: Student # 011920

(Education Code Section 48918 (c))

F. Public comment on Closed Session item None.

G. Adjourn To Closed Hearing/Entered Deliberation 5:55 p.m.

II. RECONVENE IN OPEN SESSION 6:55 p.m.

A. Report action taken in Closed Session on matter of student discipline

MOTION Paff/Swanson to approve the Expulsion as presented.

Public comment: none

Motion CARRIED by roll call vote 3 – 1

III. ADJOURNMENT 7:00 p.m.

PACIFIC GROVE UNIFIED SCHOOL DISTRICT BOARD OF EDUCATION
Minutes of Special Meeting #2 of November 5, 2019– District Office

I. OPENED BUSINESS

A. Called to Order 7:00 p.m.

B. <u>Roll Call</u>	President:	Trustee Paff
	Clerk:	Trustee Swanson
	Trustees Present:	Trustee Crandell
		Trustee Dawson
	Trustee Absent:	Trustee Walton
	Administration Present:	Superintendent Porras

C. Pledge of Allegiance

D. Adopted Agenda

MOTION Dawson/Crandell to adopt agenda as presented.

Public comment: none

Motion CARRIED 4 – 0

E. Identify Closed Session Topic

CONSIDERATION OF STUDENT DISCIPLINE

1 Case: Student # 021920

(Education Code Section 48918 (c))

F. Public comment on Closed Session item None.

G. Adjourn To Closed Hearing/Entered Deliberation 8:20 p.m.

II. RECONVENED IN OPEN SESSION 9:30 p.m.

A. Report action taken in Closed Session on matter of student discipline

MOTION Paff/Swanson to approve the Suspended Expulsion thru the end of the second semester, with contract of rehabilitation plan.

Public comment: none

Motion CARRIED 4 – 0

III. ADJOURNMENT 9:35

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

SUBJECT: Certificated Assignment Order #7

DATE: November 21, 2019

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

Page 1 of 2

RECOMMENDATION:

The administration recommends adoption of Certificated Assignment Order #7.

BACKGROUND:

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

INFORMATION:

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

FISCAL IMPACT:

Funding has been approved and allocated for these items.

**PACIFIC GROVE UNIFIED SCHOOL DISTRICT
CERTIFICATED PERSONNEL ASSIGNMENT ORDER NO. 7
November 21, 2019**

Page 2 of 2

2019-20 PGMS SPORTS paid according to the PGTA Bargaining Agreement Exhibit 17

Employee/Coach	Assignment	% Stipend	Funding	Amount
RaDonna Johnson replacing Adan Hull	Girls' Basketball Grade 6	1.0	General Fund	\$1,156
Sean Carr replacing Richard Llantero	Boys' Basketball Grade 6	1.0	General Fund	\$1,156
Richard Llantero replacing Jerry Pearman	Boys' Basketball Grade 7	1.0	General Fund	\$1,336
Jerry Pearman replacing Richard Llantero	Boys' Basketball Grade 8	1.0	General Fund	\$1,243

2019-20 PGMS SPORTS paid according to the PGTA Bargaining Agreement Exhibit 17

Employee/Coach	Assignment	% Stipend	Funding	Amount
Todd Buller	Assistant Football	0.50	General Fund	\$1,551

SUBSTITUTE:

Camilla Miller
Karen O'Riley
Simon Stewart

- ☒ Consent
☐ Information/Discussion
☐ Action/Discussion

SUBJECT: Classified Assignment Order #7

DATE: November 21, 2019

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

Page 1 of 2

RECOMMENDATION:

The administration recommends adoption of Classified Assignment Order #7

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. 7
December 21, 2019**

Page 2 of 2

NEW HIRE:

Kine Samuels, PGAS Child Development Center, Instructional Assistant I, 5 hrs./day/210 day work calendar (follows the CDC work calendar), Range 30, Step B, effective November 6, 2019 (new position funded through Adult Ed Consortia)

Kine Samuels, PGAS Dual Language Preschool, Instructional Assistant I, 3 hrs./day/180 day work calendar, Range 30, Step B, effective November 6, 2019 (replaces Sylvia Gil)

ADDITIONAL ASSIGNMENT:

Sylvia Gil, PGAS Child Development Center, Instructional Assistant I, 5 hrs./day/210 day work calendar (follows the CDC work calendar), Range 30, Step D, effective November 6, 2019 (new position funded through Adult Ed Consortia)

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

SUBJECT: Out of County or Overnight Activities

DATE: November 21, 2019

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

RECOMMENDATION:

The Administration recommends that the Board approve or receive the request as presented.

BACKGROUND:

Board Policy 6153 requires prior approval of all school sponsored trips. Out of County/State or overnight trips require Board approval. Other trips may be approved by the Superintendent or designee.

INFORMATION:

The attached list identifies an overnight/Out of County/State trip(s) being proposed by a school site at this time.

FISCAL IMPACT:

The request has an identified cost and associated source of funds. The activities expose the District to increased liability with a resulting potential for financial impact.

PACIFIC GROVE UNIFIED SCHOOL DISTRICT**OUT-OF-COUNTY OR OVERNIGHT ACTIVITIES**

<u>DATE</u>	<u>STUDENTS/CLASS</u>			
<u>DESTINATION</u>	<u>ACTIVITY</u>	<u>TRANSPORTATION</u>	<u>COST</u>	<u>FUNDING SOURCE</u>
February 22, 2020	PGHS Culinary Arts, Sports Med.	District Van	\$1,134	CTEIG grant
Kern ROC *	Skills USA Regional Competition			
Bakersfield, CA				
(Kern Regional Occupational Center)				

**PACIFIC GROVE UNIFIED SCHOOL DISTRICT
REQUEST FOR OFF CAMPUS ACTIVITY**

Board Approval is required for all out-of-county, out-of-state, or overnight activities. The request must be approved by the Board prior to the event, therefore the request must be submitted AT LEAST TWO (2) WEEKS PRIOR TO THE BOARD MEETING PRIOR TO THE EVENT. For ALL other activities, submit request two weeks in advance of activity. ¹ understand.

Date of Activity 02/22/2020 Day of Activity Saturday

Location of Activity Kern ROC, 501 S. Mt. Vernon Avenue City Bakersfield County Kern

School PG High School Class or Club Skills USA (PGHS CTE Classes) Grade Level/s 10-12

School Departure Time 4:00 PM

Pickup Time from Place of Activity 8:00 PM

Name of Employee Accompanying Students Jenn Erickson & Tony Payan

Number of Adults ² Number of Students ⁷

Description of Activity/Educational Objective

This is the annual Skills USA Regional Competition that is required as part of the CTEIG Grant from the State of CA. Culinary and Sports Med students will be competing this year.

List All Stops Kern ROC and Fairfield Inn & Suites by Marriott

Means of Transportation: District Van**

* Board Regulation 3541.1 Requirements will be complied with when using private Autos ^{le}
(Teacher initials)

**If using District vans, driver names must be listed: Jenn Erickson & Tony Payan

Cost of Activity \$ 876.48 + Cost of Transportation \$ 257.52 = Total \$ 1,134.00

Fund/s to be charged for all activity expenses () Students () Club () PG Pride (x) Other CTEIG

Account Code: CTEIG Travel 01-6387-0-3800-1000-5200-00-006-8500-0720

Requested by: Jennifer Erickson / Jennifer Erickson Date 10/27/2019
Employee Signature (accompanying student activity) Printed Name

Administration Approval/Principal Matthew J. Bell Date 11/05/2019

Transportation Department/District Office Use

() School Bus () Charter () Available () Not available Date Received 11/07/2019

Cost Estimate \$

Approved by Transportation Supervisor: lstacks Date 11/07/2019

Approved by Assistant Superintendent: Date

Date of Board Approval 11/21/2019

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

SUBJECT: Acceptance of Donations

DATE: November 21, 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

None

Robert H. Down Elementary School

None

Pacific Grove Middle School

None

Pacific Grove High School

PGHS Alumni Association, Class of 1971

\$2,000 (*NewsBreaker* newspaper/Selfridge)

Pacific Grove Community High School

None

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

Community Foundation for Monterey County/Joan Nattress Movement, Exercise and Longevity Fund

\$1,832,98 (AOA equipment)

Pacific Grove Unified School District

None

Ref: Donations

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

SUBJECT: Acceptance of Quarterly Treasurer's Report

DATE: November 21, 2019

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

RECOMMENDATION:

The Administration recommends that the Board accept the Quarterly Treasurer's Report for the quarter ending September 30, 2019.

BACKGROUND:

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

INFORMATION:

As indicated in the attached Treasurer's Report, the current investment portfolio is "in compliance with all applicable provisions of state law and the adopted investment policy, and contains sufficient liquidity to meet all projected outflows over the next six months". The portfolio is currently returning an annualized yield of **2.46%**. This is compared to 2.43% last quarter.

FISCAL IMPACT:

None.



Monterey County Board of Supervisors

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

Board Order

A motion was made by Supervisor Mary L. Adams, seconded by Supervisor Jane Parker to:

Receive and accept the Treasurer's Report of Investments for the Quarter Ending September 30, 2019.

PASSED AND ADOPTED on this 5th day of November 2019, by the following vote, to wit:

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

NOES: None

ABSENT: None

I, Valerie Ralph, Clerk of the Board of Supervisors of the County of Monterey, State of California, hereby certify that the foregoing is a true copy of an original order of said Board of Supervisors duly made and entered in the minutes thereof of Minute Book 82 for the meeting November 5, 2019.

Dated: November 5, 2019

File ID.: 19-0852

Agenda Item No.: 64

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

Julian Lorenzana, Deputy



Monterey County

Board Report

Legistar File Number: 19-0852

Board of Supervisors
Board of Supervisors
Chambers
168 W. Alisal St., 1st Floor
Salinas, CA 93901

October 30, 2019

Introduced: 11/5/2019

Current Status: Agenda Ready

Version: 1

Matter Type: General Agenda Item

- a. Receive and Accept the Treasurer's Report of Investments for the Quarter Ending September 30, 2019.

RECOMMENDATION:

It is recommended that the Board of Supervisors:

- a. Receive and Accept the Treasurer's Report of Investments for the Quarter Ending September 30, 2019.

SUMMARY:

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

DISCUSSION:

During the July - September quarter, U.S. Treasury yields continued to fall, and the inversion of the yield curve worsened (a classic early warning sign of recession) with the 10-year Treasuries falling below those of the 2-year Treasuries. A deteriorating U.S. economic outlook was made worse by ongoing trade tensions which prompted the Federal Reserve to cut rates by 25 basis points (0.25%) at both the July and September Federal Open Market Committee (FOMC) meetings. While a U.S. recession is not in the immediate forecast, risks are rising including escalating U.S. China trade tensions and slowing growth abroad.

On September 30, 2019, the Monterey County investment portfolio contained an amortized book value of \$1,551,246,310 spread among 164 separate securities and funds. The par value of those funds was \$1,557,346,901 with a market value of \$1,550,705,226 or 99.9% of amortized book value. The portfolio's net earned income yield for the period was 2.46%. The portfolio produced an estimated quarterly income of \$9,734,550.44 that will be distributed proportionally to all agencies participating in the investment pool. The investment portfolio had a weighted average maturity of 350 days. The County Treasury continues to use shorter term debt to provide portfolio liquidity and enhanced investment opportunities.

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

Legistar File Number: 19-0852

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

OTHER AGENCY INVOLVEMENT:

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

FINANCING:

The investment portfolio contains sufficient liquidity to meet all projected expenditures over the next six months. Investment earnings in the General Fund are expected to meet or exceed the budgeted revenue for fiscal year 2019-2020.

BOARD OF SUPERVISORS STRATEGIC INITIATIVES:

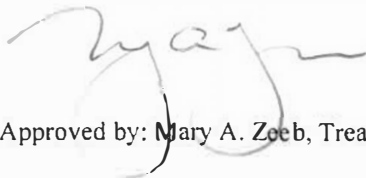
This recommendation supports the Administration initiative by providing transparency and accountability in the management of County funds in the Treasurer's investment portfolio.

Mark a check to the related Board of Supervisors Strategic Initiatives

- ☐ Economic Development
- ☒ Administration
- ☐ Health & Human Services
- ☐ Infrastructure
- ☐ Public Safety



Prepared by: Susanne King, Treasury Manager, x5490



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

Attachments:

Board Report

Exhibit A - Investment Portfolio Review 09.30.19

Exhibit B - Portfolio Management Report 09.30.19

Exhibit C - Aging Report 10.01.19

Legistar File Number: 19-0852

cc:

Auditor-Controller - Internal Audit Section

All depositors

County Administrative Office

County Counsel

Treasury Oversight Committee

Exhibit A

Investment Portfolio Review

Quarter Ending September 30, 2019

OVERVIEW July 1, 2019 – September 30, 2019

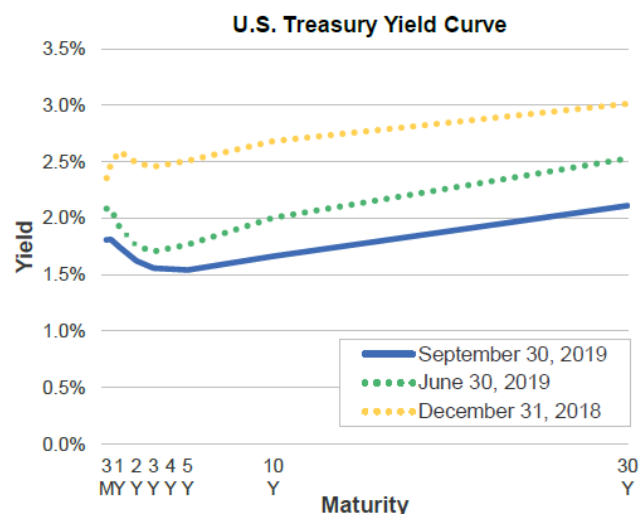
During the July – September quarter, U.S. Treasury yields continued to fall and the inversion of the yield curve worsened (a classic early warning sign of recession) with the 10-year Treasuries falling below those of the 2-year Treasuries. A deteriorating U.S. economic outlook was made worse by ongoing trade tensions prompted the Federal Reserve to cut rates by 25 basis points (0.25%) at both the July and September Federal Open Market Committee (FOMC) meetings. While a U.S. recession is not in the immediate forecast, risks are rising including escalating U.S. China trade tensions and slowing growth abroad.

U.S. TREASURY YIELD CURVE

- Treasury yields fell across maturities throughout the quarter, with short-term and long-term rates declining by bigger margins. The front end of the yield curve declined 25-30 basis points (0.25% - 0.30%) in response to the Federal Reserve's July and September rate cuts.
- The 3-month and 10-year Treasury yields continued to stay inverted throughout the quarter.

	3Q2019 9/30/19	2Q2019 6/30/19	QoQ Change
3 month	1.81%	2.09%	-0.28%
1 year	1.74%	1.93%	-0.19%
2 year	1.62%	1.75%	-0.13%
3 year	1.56%	1.71%	-0.15%
5 year	1.54%	1.77%	-0.23%
10 year	1.66%	2.01%	-0.35%
30 year	2.11%	2.53%	-0.42%

Source: Bloomberg, as of 09/30/19.



- The 2-year Treasury decreased by 13 basis points (0.13%) to end the quarter at 1.62%.
- Yields felt the pressure of continued trade tensions, further weakening in manufacturing activity and other economic data, as well as heightened recession fears for the U.S. and global economies.



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

1. Market Access – During the quarter, investment purchases for the portfolio included U.S. Treasuries and Corporate Notes. The Treasurer continues to keep a higher level of liquid assets reflecting the need to maintain levels of available cash to ensure the ability to meet all cash flow needs.
2. Diversification - The Monterey County Treasurer's portfolio consists of 165 separate fixed income investments, all of which are authorized by the State of California Government Code 53601.

The portfolio asset spread is detailed in the table below:

Portfolio Asset Composition								
Corporate Notes	Negotiable CDs	Overnight Liquid Assets	US Treasuries	Federal Agencies	Commercial Paper	Supranationals	Municipal Bonds	Asset Backed Securities
13.9%	1.8%	18.5%	56.9%	3.5%	1.6%	3.1%	<0.1%	0.6%

- Total may not equal 100% due to rounding

3. Credit Risk – Approximately 82.4% of the investment portfolio is comprised of U.S. Treasuries, Federal Agency securities, negotiable CDs and other liquid funds. All assets have a better than investment grade rating. U.S. Treasuries are not specifically rated, but are considered the safest of all investments. All corporate debt (13.9%) is rated in the higher levels of investment grade and all Federal Agency and municipal holdings are rated AA ratings. The Supranationals (3.1%) and the Asset Backed Security (0.6%) are rated AAA. The credit quality of the Treasurer's portfolio continues to be high.

The portfolio credit composition is detailed in the table below:

Portfolio Credit Composition							
AAA	AAAm	AA	A	A-1 (Short Term)	Aaf/S1+ (CalTRUST)	BBB+ (split rated)	Not Rated
3.1%	9.6%	67.1%	8.4%	1.6%	5.6%	0.6%	3.9%

4. Liquidity Risk – Liquidity risk, as measured by the ability of the County Treasury to meet withdrawal demands on invested assets, was managed during the July - September quarter. The portfolio's average weighted maturity was 350 days, and the Treasurer maintained \$290M in overnight investments to provide immediate liquidity, be able to react quickly to opportunities in the current market, and take advantage of a higher yield on the money market rates. In addition, the Treasurer maintained \$549M in securities with maturities under a year, as the older investments mature, providing additional enhanced liquidity.

PORTFOLIO CHARACTERISTICS

	<u>June 30, 2019</u>	<u>September 30, 2019</u>
Total Assets	\$1,765,188,987.34	\$1,557,346,900.60
Market Value	\$1,755,722,012.68	\$1,550,705,225.56
Days to Maturity	337	350
Yield	2.43%	2.46%
Estimated Earnings	\$10,742,479.77	\$9,734,550.44

The Treasurer has 54.2% of the portfolio invested in maturities under one year, 45.1% invested in the 1-3-year maturity range and 0.70% invested in the 3-5year range. In the current interest rate environment, we continue to utilize available maturities to add high-quality securities and maintain a well-diversified portfolio. This strategy will also help to position the portfolio insuring that liquidity needs are met. We will continue to manage the portfolio under the established tenets of safety and liquidity while seeking to maximize the rate of return.

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CUSIP	Investment #	Issuer	Average Balance	Purchase Date	Par Value	Market Value	Book Value	Stated Rate	Moody's	S&P	YTM	Maturity Date
Money Market Accts - GC 53601(k)(2)												
SYS11672	11672	BlackRock			0.00	0.00	0.00	0.337			0.337	
SYS12159	12159	DREYFUS AMT FREE TAX EXEMPT MM			7,172,082.51	7,172,082.51	7,172,082.51	1.266			1.266	
SYS11830	11830	Federated		07/01/2018	0.00	0.00	0.00	0.101	Aaa	AAA	0.101	
SYS11578	11578	Fidelity Investments			700,000.00	700,000.00	700,000.00	2.034	Aaa	AAA	2.034	
Subtotal and Average			8,269,919.68		7,872,082.51	7,872,082.51	7,872,082.51				1.334	
State Pool - GC 16429.1												
SYS11361	11361	LAIF			51,400,000.00	51,400,000.00	51,400,000.00	2.958			2.958	
Subtotal and Average			45,320,491.80		51,400,000.00	51,400,000.00	51,400,000.00				2.958	
CALTRUST/CAMP - GC 53601(p)												
SYS11801	11801	CalTrust			28,800,000.00	28,800,000.00	28,800,000.00	2.328	Aaa	AAA	2.328	
SYS11802	11802	CalTrust			1,000,000.00	1,000,000.00	1,000,000.00	1.998	Aaa	AAA	1.998	
SYS12296	11803	CalTrust		04/30/2019	20,000,000.00	20,000,000.00	20,000,000.00	2.164			2.164	
SYS12211	12211	CalTrust		07/03/2018	37,950,000.00	37,950,000.00	37,950,000.00	2.291			2.291	
SYS12219	12219	CalTrust		09/18/2018	327,522.57	327,522.57	327,522.57	2.335			2.335	
SYS10379	10379	Calif. Asset Mgmt			142,550,000.00	142,550,000.00	142,550,000.00	2.166		AAA	2.166	
SYS11961	11961	Calif. Asset Mgmt		07/01/2018	0.00	0.00	0.00	0.658		AAA	0.658	
Subtotal and Average			210,879,841.81		230,627,522.57	230,627,522.57	230,627,522.57				2.206	
SWEEP ACCOUNT-MORG STNLY												
SYS12041	12041	Morgan Stanley			1.00	1.00	1.00	949.000			949.000	
Subtotal and Average			1.00		1.00	1.00	1.00				949.000	
SWEEP ACCOUNT - CUSTOM												
SYS12138	12138	Morgan Stanley			82,294.52	82,294.52	82,294.52	1.941			1.941	
Subtotal and Average			122,277.98		82,294.52	82,294.52	82,294.52				1.941	
Medium Term Notes - GC 53601(k)												
88579YAX9	12247	MMM COMPANY		01/11/2019	250,000.00	242,975.62	242,975.62	2.250			3.123	03/15/2023
023135AM8	12301	Amazon		05/31/2019	4,500,000.00	4,578,170.18	4,578,170.18	3.300	A3	AA-	2.472	12/05/2021
023135AW6	12317	Amazon		09/03/2019	200,000.00	204,064.79	204,064.79	2.400	A3	AA-	1.936	02/22/2023
025816BM0	12156	American Express Credit		08/21/2017	250,000.00	249,872.50	249,872.50	2.500	A3	BBB+	2.519	08/01/2022
037833CQ1	12151	Apple Inc Corp Notes		08/17/2017	250,000.00	250,757.13	250,757.13	2.300	Aa1	AA+	2.177	05/11/2022

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Medium Term Notes - GC 53601(k)												
037833DH0	12187	Apple Inc Corp Notes		03/14/2018	5,000,000.00	4,996,343.41	4,996,343.41	1.800	Aa1	AA+	2.443	11/13/2019
037833AR1	12268	Apple Inc Corp Notes		02/22/2019	3,825,000.00	3,833,476.18	3,833,476.18	2.850	Aa1	AA+	2.705	05/06/2021
037833CC2	12284	Apple Inc Corp Notes		04/09/2019	5,000,000.00	4,910,316.35	4,910,316.35	1.550	Aa1	AA+	2.559	08/04/2021
05531FAV5	12153	BB&T Corporation		08/21/2017	250,000.00	249,802.17	249,802.17	2.050	A2	A-	2.101	05/10/2021
06406HCZ0	12126	Bank of New York Mellon Corp		03/17/2017	10,000,000.00	9,985,700.00	10,001,528.76	2.150	A1	A	2.110	02/24/2020
097014AL8	12186	BOEING Capital Securiities		03/14/2018	7,500,000.00	7,511,770.24	7,511,770.24	4.700	A2	A	2.468	10/27/2019
06051GGE3	12202	Bank of America Corp		06/07/2018	250,000.00	247,322.43	247,322.43	3.124	A3	A-	3.477	01/20/2023
06051GFW4	12234	Bank of America Corp		12/14/2018	5,000,000.00	4,934,261.66	4,934,261.66	2.625	Baa1	BBB+	3.515	04/19/2021
084664BT7	12182	Berkshire Hathaway Finance		03/12/2018	250,000.00	250,320.32	250,320.32	3.000	Aa2	AA	2.947	05/15/2022
084664BT7	12291	Berkshire Hathaway Finance		04/26/2019	8,625,000.00	8,731,164.57	8,731,164.57	3.000	Aa2	AA	2.509	05/15/2022
14913Q2E8	12183	CATERPILLAR FINL SERVC		03/12/2018	250,000.00	245,771.90	245,771.90	2.550	A3	A	3.129	11/29/2022
14912L6Y2	12189	CATERPILLAR FINL SERVC		04/02/2018	5,000,000.00	4,991,481.03	4,991,481.03	2.100	A3	A	2.738	01/10/2020
14913Q2G3	12276	CATERPILLAR FINL SERVC		03/15/2019	6,125,000.00	6,140,869.19	6,140,869.19	2.900	A3	A	2.716	03/15/2021
166764AY6	12208	Chevron Corp. Global		06/25/2018	2,155,000.00	2,143,165.10	2,143,165.10	2.419	Aa2	AA-	2.926	11/17/2020
17275RBD3	12150	Cisco Systems Inc Corp		08/17/2017	250,000.00	250,859.63	250,859.63	2.200	A1	AA-	1.946	02/28/2021
17275RBD3	12302	Cisco Systems Inc Corp		05/31/2019	5,000,000.00	4,982,400.32	4,982,400.32	2.200	A1	AA-	2.456	02/28/2021
172967LC3	12307	Citibank		06/07/2019	3,840,000.00	3,868,979.77	3,868,979.77	2.900	A3	BBB+	2.530	12/08/2021
172967GL9	12308	Citibank		07/12/2019	250,000.00	256,906.42	256,906.42	3.375	A3	BBB+	2.523	03/01/2023
191216BG4	12250	Coca- Cola Co		01/14/2019	5,000,000.00	4,980,952.09	4,980,952.09	2.450	A1	A+	2.812	11/01/2020
191216AV2	12288	Coca- Cola Co		04/09/2019	4,980,000.00	5,045,495.09	5,045,495.09	3.300	Aa3	A+	2.587	09/01/2021
254687FK7	12319	The Walt Disney Copr		09/06/2019	240,000.00	239,119.05	239,119.05	1.750			1.851	08/30/2024
369550AR9	12237	General Dynamics Corp		12/14/2018	10,000,000.00	10,103,482.71	10,103,482.71	3.875	A2	A+	3.266	07/15/2021
38148FAB5	12188	Goldman Sachs		04/02/2018	5,000,000.00	4,998,892.16	4,998,892.16	2.550	A3	BBB+	2.923	10/23/2019
38145GAG5	12205	Goldman Sachs		06/07/2018	250,000.00	244,519.94	244,519.94	2.350	A3	BBB+	3.454	11/15/2021
437076AW2	12235	Home Depot Inc		12/14/2018	2,750,000.00	2,795,052.78	2,795,052.78	4.400	A2	A	3.256	04/01/2021
02665WBF7	12286	American Honda Finance		04/09/2019	5,000,000.00	4,910,867.10	4,910,867.10	1.650	A1	A+	2.688	07/12/2021
02665WCZ2	12318	American Honda Finance		09/03/2019	200,000.00	203,404.13	203,404.13	2.400			2.021	06/27/2024
4581X0DB1	12191	Inter-America Devel BK		04/19/2018	285,000.00	284,676.05	284,676.05	2.625	Aaa		2.687	04/19/2021
44932HAH6	12181	IBM Corp Notes		03/12/2018	250,000.00	248,321.27	248,321.27	3.000	A1	A+	3.218	02/06/2023
458140AZ3	12136	INTEL CORP		05/15/2017	10,000,000.00	9,954,100.00	10,003,557.62	1.850	A1	A+	1.790	05/11/2020
24422EUA5	12180	John Deere Capital Corp		03/12/2018	250,000.00	246,176.51	246,176.51	2.700	A2	A	3.209	01/06/2023
24422ETB5	12278	John Deere Capital Corp		03/22/2019	5,000,000.00	4,991,194.71	4,991,194.71	2.450	A2	A	2.641	09/11/2020
46625HHU7	12157	JP Morgan Chase		08/21/2017	250,000.00	255,299.16	255,299.16	4.250	A3	A-	2.129	10/15/2020
57636QAB0	12282	MASTERCARD INC		04/04/2019	250,000.00	257,070.03	257,070.03	3.375	A2	A+	2.699	04/01/2024
58933Y AQ8	12316	MERCK & CO INC		09/03/2019	10,000,000.00	10,142,790.76	10,142,790.76	2.350	A1	AA	1.729	02/10/2022

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Medium Term Notes - GC 53601(k)												
594918BG8	12149	MICROSOFT CORP		08/17/2017	250,000.00	250,711.26	250,711.26	2.000	Aaa	AAA	1.730	11/03/2020
68389XBB0	12148	Oracle Corp		08/17/2017	250,000.00	251,626.30	251,626.30	2.500	A1	AA-	2.471	05/15/2022
68389XAX3	12185	Oracle Corp		03/14/2018	5,000,000.00	4,999,727.57	4,999,727.57	2.250	A1	AA-	2.537	10/08/2019
742718EN5	12154	Procter & Gamble Co		08/21/2017	250,000.00	249,822.68	249,822.68	1.850	Aa3	AA-	1.905	02/02/2021
742718EN5	12253	Procter & Gamble Co		01/15/2019	3,475,000.00	3,435,333.65	3,435,333.65	1.850	Aa3	AA-	2.734	02/02/2021
713448DX3	12236	Pepsico Inc Corp Note		12/14/2018	3,800,000.00	3,734,115.50	3,734,115.50	2.000	A1	A+	3.177	04/15/2021
713448DX3	12249	Pepsico Inc Corp Note		01/14/2019	5,000,000.00	4,935,138.96	4,935,138.96	2.000	A1	A+	2.876	04/15/2021
717081ES8	12280	PFIZER INC		04/04/2019	250,000.00	252,672.58	252,672.58	2.950	A1	AA	2.692	03/15/2024
717081DR1	12303	PFIZER INC		06/04/2019	5,000,000.00	5,127,524.53	5,127,524.53	5.200	A1	AA	2.190	08/12/2020
717081DZ3	12315	PFIZER INC		09/03/2019	5,000,000.00	5,042,839.29	5,042,839.29	2.200	A1	AA	1.801	12/15/2021
808513AW5	12196	Charles Schwab Corp		05/22/2018	160,000.00	159,997.38	159,997.38	3.250	A2		3.251	05/21/2021
857477AS2	12158	State Street Corp		08/21/2017	250,000.00	251,440.78	251,440.78	2.550	A1	A	1.874	08/18/2020
857477AS2	12266	State Street Corp		02/19/2019	2,125,000.00	2,121,050.73	2,121,050.73	2.550	A1	A	2.767	08/18/2020
857477AV5	12267	State Street Corp		02/22/2019	8,723,000.00	8,589,083.47	8,589,083.47	1.950	A1	A	2.927	05/19/2021
857477AV5	12269	State Street Corp		02/22/2019	1,300,000.00	1,280,004.36	1,280,004.36	1.950	A1	A	2.929	05/19/2021
857477AV5	12304	State Street Corp		06/04/2019	5,000,000.00	4,972,601.70	4,972,601.70	1.950	A1	A	2.295	05/19/2021
89236TCQ6	12165	Toyota Motor Corporation		08/22/2017	250,000.00	253,729.76	253,729.76	2.800	Aa3	AA-	2.231	07/13/2022
89233P5T9	12231	Toyota Motor Corporation		12/07/2018	5,000,000.00	4,997,754.22	4,997,754.22	3.300	Aa3	AA-	3.320	01/12/2022
89236TEU5	12279	Toyota Motor Corporation		03/22/2019	5,000,000.00	5,025,476.92	5,025,476.92	2.950	Aa3	AA-	2.606	04/13/2021
89233P5F9	12311	Toyota Motor Corporation		07/18/2019	5,000,000.00	5,113,482.63	5,113,482.63	3.400	Aa3	AA-	2.204	09/15/2021
882508AY0	12298	Texas Instruments INC		05/30/2019	4,400,000.00	4,421,138.64	4,421,138.64	2.750	A1	A+	2.392	03/12/2021
911312BP0	12170	UNITED PARCEL SERVICE		11/14/2017	200,000.00	199,859.79	199,859.79	2.050	A1		2.099	04/01/2021
91159HHA1	12152	US BANCORP		08/17/2017	250,000.00	258,621.28	258,621.28	4.125	A1	A+	2.215	08/24/2021
91159HHL7	12300	US BANCORP		05/31/2019	4,287,000.00	4,279,529.72	4,279,529.72	2.350	A1	A+	2.484	01/29/2021
91159HHX1	12313	US BANCORP		08/06/2019	200,000.00	201,180.66	201,180.66	2.400			2.270	07/30/2024
92826CAC6	12203	Visa Inc		06/07/2018	250,000.00	247,200.77	247,200.77	2.800	A1	A+	3.178	12/14/2022
931142EJ8	12223	Walmart Inc		10/31/2018	10,000,000.00	10,005,422.90	10,005,422.90	3.125	Aa2	AA	3.091	06/23/2021
Subtotal and Average			224,405,189.04		214,395,000.00	214,615,252.48	214,680,538.86				2.585	
Negotiable CDs - GC 53601(i)												
22535CDU2	12281	Credit Agricole CIB NY		04/04/2019	250,000.00	250,000.00	250,000.00	2.830	A1	A+	2.869	04/02/2021
55379WZT6	12272	MUFG Banl LTD/NY		02/28/2019	10,000,000.00	10,000,000.00	10,000,000.00	2.970		A-1	3.020	02/26/2021
55379WZT6	12273	MUFG Banl LTD/NY		02/28/2019	250,000.00	250,000.00	250,000.00	2.970		A-1	2.970	02/26/2021
87019U6D6	12172	Swedbank		11/17/2017	18,000,000.00	17,902,800.00	18,000,000.00	2.270			2.270	11/16/2020

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Subtotal and Average			41,455,569.77		28,500,000.00	28,402,800.00	28,500,000.00				2.544	
Commercial Paper Disc.- GC 53601(h)												
62479MZ63	12275	MUFG Banl LTD/NY		03/13/2019	25,000,000.00	24,877,166.67	24,877,166.67	2.680	P-1	A-1	2.777	12/06/2019
Subtotal and Average			51,454,842.36		25,000,000.00	24,877,166.67	24,877,166.67				2.777	
Fed Agcy Coupon Sec - GC 53601(f)												
3133EEMA5	12011	Federal Farm Credit Bank		01/30/2015	10,000,000.00	9,901,800.00	10,000,472.66	1.500	Aaa	AA	1.480	12/30/2019
313383HU8	12144A	Federal Home Loan Bank		08/16/2017	450,000.00	450,648.13	450,648.13	1.750	Aaa	AA+	1.538	06/12/2020
3130AF5B9	12222	Federal Home Loan Bank		10/12/2018	10,000,000.00	9,997,969.44	9,997,969.44	3.000			3.011	10/12/2021
3130AEWA4	12243	Federal Home Loan Bank		01/03/2019	10,000,000.00	10,005,961.78	10,005,961.78	2.625	Aaa	AA+	2.563	10/01/2020
3130AFW94	12264	Federal Home Loan Bank		02/15/2019	370,000.00	368,854.84	368,854.84	2.500			2.576	02/13/2024
3137EAEL9	12242	Federal Home Loan Mtg Corp		01/03/2019	10,000,000.00	9,978,850.59	9,978,850.59	2.375	Aaa	AA+	2.533	02/16/2021
3135G0T29	12123	Federal National Mtg Assn		02/28/2017	12,600,000.00	12,469,212.00	12,598,902.40	1.500	Aaa	AA+	1.522	02/28/2020
3135G0V34	12263	Federal National Mtg Assn		02/08/2019	335,000.00	333,915.38	333,915.38	2.500			2.580	02/05/2024
Subtotal and Average			79,362,673.16		53,755,000.00	53,507,212.16	53,735,575.22				2.187	
US Treasury Note-GC 53601(b)												
912828H52	12116A	U.S. Treasury		12/21/2016	12,400,000.00	12,235,824.00	12,386,058.87	1.250	Aaa		1.596	01/31/2020
912828H86	12160	U.S. Treasury		08/18/2017	2,000,000.00	1,990,210.75	1,990,210.75	1.500	Aaa		1.719	01/31/2022
912828T67	12161	U.S. Treasury		08/18/2017	2,000,000.00	1,982,570.75	1,982,570.75	1.250	Aaa		1.685	10/31/2021
912828Q78	12162	U.S. Treasury		08/18/2017	2,000,000.00	1,992,892.94	1,992,892.94	1.375	Aaa		1.607	04/30/2021
912828L99	12163A	U.S. Treasury		08/18/2017	1,750,000.00	1,747,385.52	1,747,385.52	1.375	Aaa		1.517	10/31/2020
912828P4	12179	U.S. Treasury		03/12/2018	1,250,000.00	1,225,323.14	1,225,323.14	1.875	Aaa		2.617	07/31/2022
912828U73	12184	U.S. Treasury		03/12/2018	20,000,000.00	19,965,190.03	19,965,190.03	1.375			2.243	12/15/2019
912828TV2	12193	U.S. Treasury		04/30/2018	15,900,000.00	15,885,338.11	15,885,338.11	1.250	Aaa		2.402	10/31/2019
912828U32	12198	U.S. Treasury		05/21/2018	10,000,000.00	9,982,227.64	9,982,227.64	1.000	Aaa		2.481	11/15/2019
912828K58	12210	U.S. Treasury		06/29/2018	22,400,000.00	22,257,073.77	22,257,073.77	1.375	Aaa	AA+	2.506	04/30/2020
912828XH8	12216	U.S. Treasury		07/31/2018	10,000,000.00	9,925,046.88	9,925,046.88	1.625	Aaa		2.660	06/30/2020
912828Z22	12217	U.S. Treasury		09/14/2018	5,375,000.00	5,313,747.62	5,313,747.62	1.625			2.760	10/15/2020
912828A83	12220	U.S. Treasury		10/01/2018	21,000,000.00	20,882,792.11	20,882,792.11	2.375	Aaa		2.838	12/31/2020
912828V31	12221	U.S. Treasury		10/01/2018	22,000,000.00	21,916,835.85	21,916,835.85	1.375	Aaa		2.710	01/15/2020
9128284B3	12224	U.S. Treasury		10/31/2018	10,100,000.00	10,031,780.72	10,031,780.72	2.375	Aaa		2.858	03/15/2021
912828B58	12225	U.S. Treasury		10/31/2018	20,000,000.00	19,810,996.35	19,810,996.35	2.125	Aaa		2.861	01/31/2021
9128284D9	12226	U.S. Treasury		11/07/2018	850,000.00	835,708.03	835,708.03	2.500	Aaa		3.017	03/31/2023
912828P79	12227A	U.S. Treasury		11/07/2018	540,000.00	513,867.47	513,867.47	1.500	Aaa		3.022	02/28/2023

Portfolio INVT

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Run Date: 10/08/2019 - 12:10

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**Monterey County
Portfolio Management
Portfolio Details - Investments
September 30, 2019**

CUSIP	Investment #	Issuer	Average Balance	Purchase Date	Par Value	Market Value	Book Value	Stated Rate	Moody's	S&P	YTM	Maturity Date
US Treasury Note-GC 53601(b)												
912828F21	12228	U.S. Treasury		11/30/2018	20,330,000.00	20,054,981.81	20,054,981.81	2.125	Aaa		2.834	09/30/2021
912828WN6	12229	U.S. Treasury		11/30/2018	15,160,000.00	14,960,454.22	14,960,454.22	2.000	Aaa	AA+	2.824	05/31/2021
9128284W7	12230	U.S. Treasury		11/30/2018	15,000,000.00	14,977,306.62	14,977,306.62	2.750	Aaa		2.834	08/15/2021
912828XM7	12233	U.S. Treasury		12/14/2018	20,000,000.00	19,812,394.96	19,812,394.96	1.625	Aaa		2.784	07/31/2020
912828B90	12239	U.S. Treasury		12/14/2018	20,000,000.00	19,789,695.63	19,789,695.63	2.000	Aaa		2.772	02/28/2021
912828Q37	12240	U.S. Treasury		12/14/2018	19,600,000.00	19,177,704.83	19,177,704.83	1.250	Aaa		2.744	03/31/2021
9128282Q2	12241	U.S. Treasury		12/18/2018	25,550,000.00	25,288,363.50	25,288,363.50	1.500	Aaa	AA+	2.705	08/15/2020
9128283G3	12244	U.S. Treasury		01/08/2019	11,240,000.00	11,142,175.97	11,142,175.97	1.750	Aaa		2.547	11/15/2020
912828T91	12245	U.S. Treasury		01/11/2019	500,000.00	482,201.93	482,201.93	1.625	Aaa		2.557	10/31/2023
912828VB3	12246	U.S. Treasury		01/11/2019	785,000.00	763,465.05	763,465.05	1.750	Aaa		2.555	05/15/2023
912828WC0	12248	U.S. Treasury		01/14/2019	20,200,000.00	20,026,617.95	20,026,617.95	1.750	Aaa		2.566	10/31/2020
9128285R7	12251	U.S. Treasury		01/15/2019	21,750,000.00	21,800,796.27	21,800,796.27	2.625	Aaa		2.514	12/15/2021
9128283Q1	12252A	U.S. Treasury		01/15/2019	10,000,000.00	9,931,143.12	9,931,143.12	2.000			2.550	01/15/2021
9128283L2	12254	U.S. Treasury		01/31/2019	25,250,000.00	25,043,961.25	25,043,961.25	1.875	Aaa		2.572	12/15/2020
912828VJ6	12255	U.S. Treasury		01/31/2019	21,100,000.00	20,995,343.39	20,995,343.39	1.875	Aaa	AA+	2.553	06/30/2020
912828X96	12256	U.S. Treasury		01/31/2019	25,300,000.00	25,138,188.92	25,138,188.92	1.500			2.551	05/15/2020
9128282Z2	12257	U.S. Treasury		01/31/2019	25,300,000.00	25,063,700.84	25,063,700.84	1.625			2.549	10/15/2020
912828L65	12258	U.S. Treasury		01/31/2019	25,500,000.00	25,208,781.83	25,208,781.83	1.375	Aaa	AA+	2.551	09/30/2020
9128284B3	12259	U.S. Treasury		01/31/2019	25,000,000.00	24,949,752.45	24,949,752.45	2.375	Aaa		2.517	03/15/2021
912828V23	12260A	U.S. Treasury		01/31/2019	625,000.00	617,316.33	617,316.33	2.250	Aaa		2.560	12/31/2023
912828U57	12261	U.S. Treasury		02/08/2019	500,000.00	492,725.50	492,725.50	2.125	Aaa		2.498	11/30/2023
912828P38	12262	U.S. Treasury		02/08/2019	700,000.00	683,611.25	683,611.25	1.750	Aaa		2.492	01/31/2023
9128284G2	12265	U.S. Treasury		02/19/2019	17,785,000.00	17,746,751.15	17,746,751.15	2.375	Aaa		2.519	04/15/2021
912828B90	12270	U.S. Treasury		02/26/2019	29,000,000.00	28,795,852.66	28,795,852.66	2.000	Aaa		2.514	02/28/2021
912828C57	12271	U.S. Treasury		02/27/2019	10,000,000.00	9,965,274.82	9,965,274.82	2.250	Aaa		2.489	03/31/2021
9128286G0	12274	U.S. Treasury		03/07/2019	400,000.00	396,996.88	396,996.88	2.375	Aaa		0.000	02/29/2024
912828WG1	12277	U.S. Treasury		03/18/2019	10,000,000.00	9,970,006.16	9,970,006.16	2.250	Aaa		2.445	04/30/2021
912828Q78	12283	U.S. Treasury		04/05/2019	10,000,000.00	9,853,317.21	9,853,317.21	1.375	Aaa		2.332	04/30/2021
912828QN3	12285	U.S. Treasury		04/09/2019	24,600,000.00	24,896,675.36	24,896,675.36	3.125	Aaa		2.357	05/15/2021
912828J84	12287	U.S. Treasury		04/09/2019	20,000,000.00	19,897,242.65	19,897,242.65	1.375	Aaa		2.401	03/31/2020
9128282Q2	12289	U.S. Treasury		04/15/2019	17,675,000.00	17,533,283.65	17,533,283.65	1.500	Aaa	AA+	2.437	08/15/2020
912828VP2	12290	U.S. Treasury		04/23/2019	10,000,000.00	9,965,779.57	9,965,779.57	2.000	Aaa	AA+	2.419	07/31/2020
912828K58	12292	U.S. Treasury		04/26/2019	25,000,000.00	24,852,839.95	24,852,839.95	1.375	Aaa	AA+	2.410	04/30/2020
912828VP2	12293	U.S. Treasury		04/26/2019	25,000,000.00	24,924,817.37	24,924,817.37	2.000	Aaa	AA+	2.368	07/31/2020
912828VJ6	12294	U.S. Treasury		04/26/2019	25,000,000.00	24,905,359.54	24,905,359.54	1.875	Aaa	AA+	2.391	06/30/2020

Portfolio INVT

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Run Date: 10/08/2019 - 12:10

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**Monterey County
Portfolio Management
Portfolio Details - Investments
September 30, 2019**

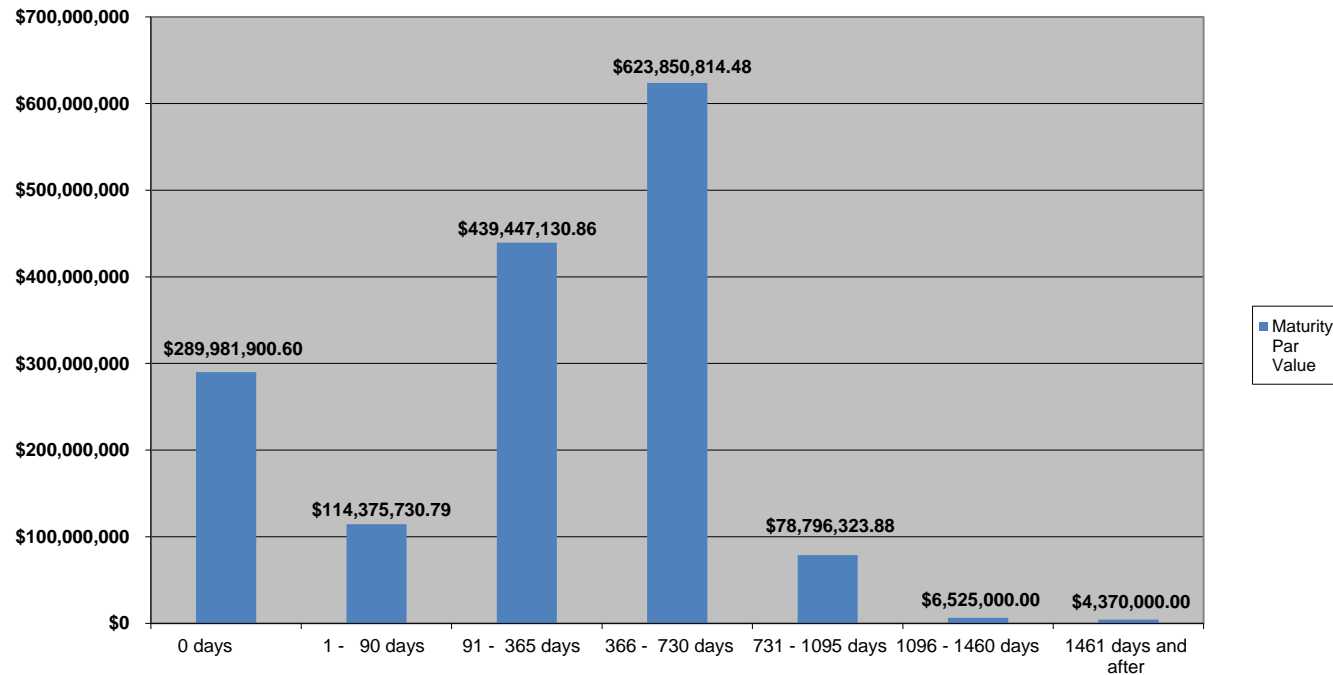
CUSIP	Investment #	Issuer	Average Balance	Purchase Date	Par Value	Market Value	Book Value	Stated Rate	Moody's	S&P	YTM	Maturity Date
US Treasury Note-GC 53601(b)												
912828L65	12295	U.S. Treasury		04/26/2019	25,300,000.00	25,055,839.73	25,055,839.73	1.375	Aaa	AA+	2.365	09/30/2020
912828VJ6	12296	U.S. Treasury		05/10/2019	10,000,000.00	9,963,685.93	9,963,685.93	1.875	Aaa	AA+	2.370	06/30/2020
912828WN6	12297	U.S. Treasury		05/17/2019	20,000,000.00	19,922,852.35	19,922,852.35	2.000	Aaa	AA+	2.238	05/31/2021
912828W22	12299	U.S. Treasury		05/31/2019	6,035,000.00	6,012,889.20	6,012,889.20	1.375	Aaa	AA+	2.367	02/15/2020
912828WJ5	12305	U.S. Treasury		06/06/2019	500,000.00	512,639.55	512,639.55	2.500	Aaa	AA+	1.924	05/15/2024
912828XD7	12306	U.S. Treasury		06/06/2019	500,000.00	500,069.74	500,069.74	1.875	Aaa	AA+	1.870	05/31/2022
912828S35	12309	U.S. Treasury		07/12/2019	750,000.00	738,134.22	738,134.22	1.375	Aaa	AA+	1.815	06/30/2023
912828S27	12310	U.S. Treasury		07/17/2019	20,000,000.00	19,747,988.88	19,747,988.88	1.125	Aaa	AA+	1.863	06/30/2021
912828S76	12312	U.S. Treasury		07/19/2019	20,000,000.00	19,739,023.60	19,739,023.60	1.125	Aaa	AA+	1.855	07/31/2021
912828T34	12314	U.S. Treasury		09/03/2019	30,000,000.00	29,758,482.44	29,758,482.44	1.125	Aaa	AA+	1.536	09/30/2021
912828Q29	12320	U.S. Treasury		09/06/2019	950,000.00	955,131.95	955,131.95	1.500	Aaa	AA+	1.341	03/31/2023
Subtotal and Average			894,594,276.42		887,450,000.00	881,506,429.86	881,656,664.73				2.459	
Supranationals												
4581X0CX4	12201	Inter-America Devel BK		05/31/2018	12,975,000.00	12,904,233.50	12,904,233.50	1.625	Aaa	AAA	2.541	05/12/2020
459058GA5	12195	INTL BK RECON & DEVELP		04/30/2018	15,000,000.00	14,859,737.56	14,859,737.56	1.626	Aaa	AAA	2.675	09/04/2020
459058FS7	12197	INTL BK RECON & DEVELP		05/21/2018	10,000,000.00	9,977,733.33	9,977,733.33	1.126	Aaa	AAA	2.595	11/27/2019
459058FA6	12199	INTL BK RECON & DEVELP		05/25/2018	10,000,000.00	9,941,347.22	9,941,347.22	1.376	Aaa	AAA	2.591	03/30/2020
Subtotal and Average			47,596,125.80		47,975,000.00	47,683,051.61	47,683,051.61				2.605	
Asset Backed Security(GNMA/CMO)												
05522RCW6	12206	BACCT 2017		06/13/2018	10,000,000.00	9,841,406.25	9,841,406.25	1.950	Aaa		2.896	08/15/2022
Subtotal and Average			9,841,406.25		10,000,000.00	9,841,406.25	9,841,406.25				2.896	
Municipal Bonds												
13063DGA0	12192	California TXBL		04/25/2018	290,000.00	290,005.93	290,005.93	2.800	Aa3	AA-	2.799	04/01/2021
Subtotal and Average			290,006.58		290,000.00	290,005.93	290,005.93				2.799	
Total and Average			1,613,592,621.65		1,557,346,900.60	1,550,705,225.56	1,551,246,309.87				2.454	



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

				*Pass thru Maturity Par Value	Percent of Portfolio	Current Book Value	Current Market Value
Aging Interval:	0 days	(10/01/2019 - 10/01/2019)	14 Maturities	289,981,900.60	18.62%	289,981,900.60	289,981,900.60
Aging Interval:	1 - 90 days	(10/02/2019 - 12/30/2019)	10 Maturities	114,375,730.79	7.34%	113,194,861.82	113,096,189.16
Aging Interval:	91 - 365 days	(12/31/2019 - 09/30/2020)	30 Maturities	439,447,130.86	28.22%	434,282,472.53	433,937,260.88
Aging Interval:	366 - 730 days	(10/01/2020 - 09/30/2021)	65 Maturities	623,850,814.48	40.06%	616,799,449.30	616,702,249.30
Aging Interval:	731 - 1095 days	(10/01/2021 - 09/30/2022)	19 Maturities	78,796,323.88	5.06%	86,200,871.08	86,200,871.08
Aging Interval:	1096 - 1460 days	(10/01/2022 - 09/30/2023)	14 Maturities	6,525,000.00	0.42%	6,428,657.68	6,428,657.68
Aging Interval:	1461 days and after	(10/01/2023 -)	12 Maturities	4,370,000.00	0.28%	4,358,096.86	4,358,096.86
Total for 164 Investments				1,557,346,900.61	100.00	1,551,246,309.87	1,550,705,225.56

Investments within the Aging Period



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

SUBJECT: Contract for Services with WestEd for the 2019-20 California Healthy Kids Survey

DATE: November 21, 2019

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

RECOMMENDATION:

The District Administration recommends the Board review and approve the contract for services with WestEd for the administration, online data collection, and reporting of the 2019-20 California Healthy Kids Survey for students, staff, and parents.

BACKGROUND:

The State of California mandates students in grades 5, 7, 9, 11 to be given the California Healthy Kids Survey (CHKS) every other year. Our district administers the survey every year in order to be informed and make program decisions to address the needs of our students on a yearly basis.

INFORMATION:

West Ed provides online access to the surveys, collects responses and then prepares data reports at a district and site specific level. The reports are disseminated to site administration, presented to the school board yearly, and used to inform decision making.

FISCAL IMPACT:

\$2,213.60 paid from the District Curriculum budget.

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 WestEd for services rendered as specified below.

1. **Scope of Service:** To provide : Online administration, data collection and reporting of the 2019-20 California Healthy Kids Survey (CHKS) for students, staff, and parents.
2. **Evaluation and/or expected outcome(s):** Data collected by the CHKS is used to make informed program decisions that directly address the needs of our students.
3. **Length of the Contract:**
Service is to be provided on the following date(s): The 2018-19 School Year
4. **Financial Consideration:**
Consultant to be paid at the rate of: \$2,213.60
School Funding Source: 01-0000-0-0000-2130-5800-00-009-1560-0730
(Curriculum)

Consultant: WestEd

Address: WestEd Center 751 Ranchero Drive Ste. Z San Marcos, Ca 92069

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 H

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

school climate health & learning

CALIFORNIA SURVEY SYSTEM

MEMORANDUM OF UNDERSTANDING • 2019/20 SCHOOL YEAR

DISTRICT NAME: PACIFIC GROVE UNIFIED

This agreement outlines conditions to be met by the above named district (the "District") and WestEd as they relate to access to and the administration of the California Healthy Kids Survey (CHKS), the California School Staff Survey (CSSS), and the California School Parent Survey (CSPS), which are part of the comprehensive CalSCHLS data system, developed by WestEd under contract with the California Department of Education (CDE). Survey access will not be granted until a signed copy of this Memorandum of Understanding (MOU) is received.

I. DISTRICT AGREES TO:

- **Coordination.** Provide one district-level contact person for each participating district.
- **Surveys.** Administer each CalSCHLS survey selected by District (CHKS, CSSS, and/or CSPS) according to the procedures in the CalSCHLS Administration Instructions. Ensure that each survey administered is the most recent version.
- **Data Submission and Report Preparation.** Notify CalSCHLS Regional Center staff upon completion of each survey administration per the guidelines provided at registration.

CALIFORNIA HEALTHY KIDS SURVEY (CHKS) ADMINISTRATION

- **Grades and Schools.** Survey Grades 3 through 12 as appropriate within the District. Provide current student enrollment figures for all schools by grade level.
- **Parent Consent.** Follow the active parental consent process with grades below seven, and passive parental consent with Grade 7 and above.
 - Follow written school board policy for active and/or passive consent and provide notification to parents of the approximate date(s) of survey administration and the availability of survey instruments for review at school and/or district offices. This is required regardless of consent type.
- **Privacy of Students.** Preserve respondent privacy and the confidentiality of the responses by ensuring that the room set-up prevents anyone from observing how the respondent is answering the survey questions and ensure that reasonable measures are taken to protect the responses after they are collected.
- **Assurance of Confidentiality Agreement.** Ensure that all teachers/proctors assigned to administer the survey sign the Assurance of Confidentiality Agreement and read the Introductory Script to students.
- **Response Rates.** Make best efforts to obtain a response rate of at least 70% of students in surveyed grades.

CALIFORNIA SCHOOL STAFF SURVEY (CSSS) ADMINISTRATION

- Ensure that all staff at participating schools have the opportunity to complete the online survey (CSSS) at each school and for each grade level.

CALIFORNIA SCHOOL PARENT SURVEY (CSPS) ADMINISTRATION

- Coordinate with CalSCHLS staff regarding the administration of online and paper parent survey materials.

- Administer the CSPS to all parents, guardians, or other caregivers of students in all grades and schools in the district.
- Each family (parent/guardian/caregiver) should complete only one survey per school regardless of number of children enrolled in that school.

PAYMENT

Make payment of all CalSCHLS fees, at the current rates for the applicable school year within thirty (30) days of completion of services and receipt of deliverables. See attached fee schedule for the 2019-2020 school year.

II. WESTED AGREES TO PROVIDE:

- Comprehensive technical assistance via email and phone.
- Access to the CHKS online system or master copies of the survey instrument with scantrons and materials.
- Access to the CSSS online system.
- Access to the CSPS online system and master copy of the survey instrument for paper administration.
- Access to the CalSCHLS System website (calschls.org).
- Access to the integrated CalSCHLS Administration Instructions on each of the survey websites, which shall cover the tasks that need to be performed in conducting the surveys, and provide step-by-step instructions to District staff with responsibility for coordinating the survey.
- Access to the CalSCHLS Administration PowerPoint presentation, which shall be posted on the CalSCHLS website.
- Monthly editions of the School Climate Connection Newsletter during the school year.
- Scanning and online services.
- **District-level reports within six to ten weeks after receipt of accurate and complete survey information and materials.**

III. ACCESS

Under the Public Records Act, any third-party (for example, the media) can request existing district reports from CDE. Raw data may be provided to public agencies and research agencies by request for analyses only after the requesting agency has executed an agreement with WestEd and/or CDE and has agreed to conditions of strict confidentiality in compliance with state and federal regulations including, but not limited to, the Family Educational Rights and Privacy Act (FERPA) (20 U.S.C. § 1232g; 34 CFR part 99), the California Information Practices Act (California Civil Code § 1798 et. seq.), and the Privacy Act of 1974, as amended (5 U.S.C. § 552).

CalSCHLS Regional Center staff post CalSCHLS reports (CHKS and CSSS) to the CalSCHLS System websites in November of the year following survey administration.

IV. CONFIDENTIALITY AGREEMENT

Districts agreeing to administer any of the CalSCHLS surveys (CHKS, CSSS, and CSPS), understand that data will be subject to the conditions stated above. Once produced, district-level reports will be available to outside agencies via the website or upon request, and raw data may be provided to public and research agencies for analysis under strict conditions of confidentiality.

District further agrees to use the CalSCHLS surveys only for use in its own district, and only for so long as this MOU is in effect. Upon expiration or termination of this MOU, District agrees to return all CalSCHLS materials to WestEd or CDE.

V. GENERAL TERMS AND CONDITIONS

- a. Terms. This MOU is effective on September 1, 2019 and expires on August 31, 2020.
- b. Amendments. This MOU may be amended at any time by mutual agreement of the parties without additional consideration, provided that before any amendment shall take effect, it shall be in writing and signed by both parties.
- c. Severability. The provision of this MOU are severable and the unenforceability of any provision of this MOU shall not affect the enforceability of any other provision hereof.
- d. Limitation of Liability. Each party shall bear all costs, risk, and liabilities incurred by it arising out of its obligations and efforts under this MOU. Neither party shall have any right to reimbursement, payment or compensation of any kind from the other party, unless expressly agreed to in writing.
- e. Indemnification. District shall defend, indemnify, and hold WestEd, its officers, agents, and employees harmless from and against any and all liability, loss, expense (including reasonable attorneys' fees), or claims for injury or damages arising out of the performance of this MOU but only in proportion to and to the extent such liability, loss, expense, attorneys' fees, or claims for injury or damages are caused by or resulting from the negligent or intentional acts or omissions of District, its officers, agents, or employees.

WestEd shall defend, indemnify, and hold District, its officers, agents, and employees harmless from and against any and all liability, loss, expense (including reasonable attorneys' fees), or claims for injury or damages arising out of the performance of this MOU but only in proportion to and to the extent such liability, loss, expense, attorneys' fees, or claims for injury or damages are caused by or resulting from the negligent or intentional acts or omissions of WestEd, its officers, agents, or employees.
- f. Dispute resolution. District and WestEd shall exercise commercially reasonable efforts to settle any claim, controversy, or dispute (collectively, "Dispute") arising out of or relating to this MOU. The parties shall discuss any Dispute no later than thirty (30) days after either party gives written notice to the other party of a Dispute, including the legal and factual basis for such Dispute. No arbitration or other proceeding may be commenced before the parties have met pursuant to this provision. In the event that a Dispute cannot be resolved through good faith negotiations, the parties agree that such Dispute shall be finally settled through binding arbitration. The arbitration shall be administered by JAMS, in San Francisco, California, pursuant to its Comprehensive Arbitration Rules and Procedures. The decision of the arbitrator shall be final and conclusive upon the parties. Judgment on the award rendered by the arbitrators may be entered in any court having jurisdiction. Notwithstanding the foregoing, either party may seek injunctive or provisional relief to protect confidential information at any time.
- g. Assignment. District shall not voluntarily or by operation of law, assign or otherwise transfer its rights or obligations under this MOU without prior written consent from WestEd. Any purported assignment in violation of this paragraph shall be void.
- h. Execution. This MOU has been negotiated by all parties and shall not be strictly construed against the parties. This MOU may be executed in one or more original, electronic, or faxed counterparts, each of which shall be deemed an original, but all of which taken together shall constitute one and the same instrument. Each of the persons signing this MOU represents that he or she has the authority to sign on behalf of and bind their respective party.

California Survey Administration Fees 2019-2020

All Fees Based on CDE Subsidized Rate

Questions? Call our toll-free CalSCHLS Helpline at 888.841.7536

❖ ❖ New for 2019-2020 ❖ ❖

Password Protected Data Dashboard* – \$75 per eligible school

Districts may purchase a two-year subscription to a password protected, private data dashboard that displays up to six years of CalSCHLS data at the district-level and individual school level at the subsidized rate of \$75 per eligible school.

	CHKS Student	CSSS Staff	CSPS Parent
Survey Set-up Fee* – per survey type	\$150	\$150	\$150
Enrollment Fee – per student enrolled	\$0.40		
Paper Processing Fee –per parent paper copy returned for processing			\$0.40
Supplementary Modules – each supplemental module	\$100	\$100	\$100
School Reports – per school	\$75	\$75	\$75
School Climate Report Card – per eligible school	\$75		
District Climate Report Card – free if all eligible schools ordered	\$250		
County Climate Report Card	\$750		
District Raw Data – per data set	\$75	\$75	\$75
County-Wide Raw Data – per data set	\$500	\$500	\$500
County-Wide Report – per report	\$500	\$500	

* If you are a district surveying less than 100 students, please contact your regional center for specific survey costs.

Custom Services

Custom Modules – \$200 development fee for every three questions or fraction thereof; \$100 subsequent use of same module (with no changes)

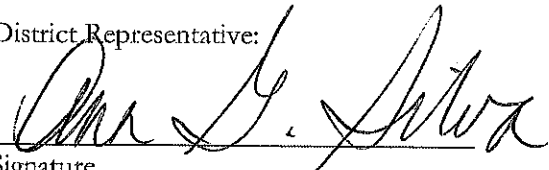
Custom Workshops – \$125 per hour (preparation, travel, and presentation time), plus travel expenses

Other Custom Requests – \$100 per hour

By signing this document, the named District and WestEd signify that each party, has ^{Consent Agenda Item H} reviewed, understands, agrees to, and will comply with the terms and conditions stated above.

District Representative:

WestEd Staff:


Signature

Ana G. Silva
Printed name

10/24/19
Date

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

SUBJECT: Contract for Services with Surveillance Grid at Robert Down Elementary School

DATE: November 21, 2019

PERSON(S) RESPONSIBLE: Jonathan Mejia, Technology Systems Coordinator

RECOMMENDATION:

The District Administration recommends the Board review and approve the contract for services with Surveillance Grid at Robert Down Elementary School.

BACKGROUND:

Robert Down Elementary School had 22 cameras installed two years ago as part of the camera project throughout the District. The warranties for the servers and cameras are three years and the warranties for switches and Network extension products is one year.

INFORMATION:

The camera server that runs the Robert Down Elementary School security cameras experienced a hardware failure intermittently prior to the Fall break and by the break, all 22 cameras were not functioning. The hard drive was reporting a 98% usage which was abnormal and caused security cameras to be unstable.

Given the tight timeline to diagnose the problem and cognizance of student and staff security, we proceeded to work with Surveillance Grid which was the company that installed these cameras. While troubleshooting we found that Bosch and Arecont cameras used at Robert Down also had mismatching and incompatible firmware. The Structure of our camera system does not allow for remote mass updates. We also found that because of how the security cameras were structured there was a high probability that if we updated the camera server housed at the Middle School we would lose all cameras at the High School. We opted to go camera by camera at Robert Down to power cycle and locally update each one. Because we are beyond warranty Surveillance Grid is issuing the following quote. The one-time amount of \$3974.06 will rebuild our camera server, update to compatible firmware and bring all cameras back on line at Robert Down without knocking out security cameras at High School. The cameras server that hosts Robert Down and High School is our oldest camera server.

Currently, 17 out of the 22 cameras are functioning and there are still 5 cameras that still need to be fixed.

FISCAL IMPACT:

The above-mentioned service would be completed in a span of 2 days. The amount for this one-time contract is \$3,974.06 and to be paid out of Measure A.

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 October 30, 2019, and shall be completed on or before January 31, 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 services, materials, labor, supplies and equipment as per
Estimate #1205 dated October 30, 2019

Also known as Project: Robert Down/MS Server Recovery

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 \$3,974.06

Source of Funds: Fund 21 - Technology Bond Measure A on the Jan/Feb. 2020 List

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 1st day of November , 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. -

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

SUBJECT: Contract for Services with Total Compensation Systems, Inc.

DATE: November 21, 2019

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

RECOMMENDATION:

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

BACKGROUND:

The District is required by GASB 74/75 to analyze its unfunded liabilities and perform actuarial study associated with its current retiree health program. This contract is to engage the service of TCS to perform an actuarial study on the District's post-employment liabilities with a valuation date of June 2019 but for audit year June 30, 2020 (2019-20).

INFORMATION:

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

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

GASB 75 requirements can be met every second year by using a streamlined "roll forward" valuation unless circumstances require a full valuation. However, Pacific Grove USD had a "roll forward" valuation last fiscal year and we are back to a full valuation cycle again. The fee is 50% under a "roll forward" valuation but back to 100% for full valuation.

FISCAL IMPACT:

\$5,940 to be paid from the General Fund after a 10% discount from TCS.

CONSULTING SERVICES AGREEMENT

This Agreement is entered into effective the 15th day of November, 2019 by and between Total Compensation Systems, Inc. ("Consultant"), a California corporation with principal offices located at 5655 Lindero Canyon Road, Suite 223, Westlake Village, California, 91362 and Pacific Grove Unified School District ("Customer").

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

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

10. General.

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

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

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

"CONSULTANT"

TOTAL COMPENSATION SYSTEMS, INC.

Signed: 

By: Geoffrey L. Kischuk

Title: President

Date: November 14, 2019

"CUSTOMER"

PACIFIC GROVE UNIFIED SCHOOL DISTRICT

Signed: _____

By: _____

Title: _____

Date: _____

SCHEDULE 1

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

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

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

SCHEDULE 2

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

If Consultant receives a non-refundable deposit from Customer of \$2,970 by November 30, 2019, all amounts shown above shall be reduced by 10%.

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

TCS Total Compensation Systems, Inc.

November 14, 2019

Song Chin-Bendib
Assistant Superintendent
Pacific Grove Unified School District
435 Hillcrest Ave
Pacific Grove, CA 93950-4900

Dear Song,

This letter is our proposal for GASB 74/75 actuarial valuation services for 2019 and 2020. GASB 74/75 dramatically change the way services are provided, resulting in changes to our contracting practices.

To confidently schedule existing clients, we are providing an incentive for clients who make a commitment in advance of the valuation date. To reserve a place in our schedule, please send the signed contract and non-refundable deposit of one-half of the full valuation fee by November 30, 2019. The deposit is non-refundable because of the preliminary work we do to streamline valuations, as well as to compensate for downtime of resources that could result from cancelled contracts. By reserving a spot, Pacific Grove Unified School District not only guarantees a valuation slot, but is given priority over every client that didn't reserve one. As a further incentive to reserve early, we are giving a 10% discount of the full valuation fee (i.e. excluding the meeting fee and ADC funding valuation fee) – as well as of the roll-forward valuation fee – to those who reserve a spot by November 30, 2019. That means that, to reserve a spot, we must receive the signed contract and a check for \$2,970 – i.e. one-half of 90% of \$6,600 – by November 30, 2019.

As you know, GASB 75 requirements can be met every second year by using a streamlined “roll-forward” valuation (unless circumstances require a full valuation). It is only viable for a roll-forward valuation to be performed by the same actuary that performed the original full valuation. For this reason, we are also including in this proposal a second year roll-forward valuation. Pacific Grove Unified School District can later elect not to proceed with the second year “roll-forward” or can choose to have a full valuation in the second year at the fee shown below for a full valuation. The following table shows the fees under GASB 74/75:

	<u>Full GASB 74/75</u>	<u>GASB 74/75 w/ 10% Discount</u>
Fee for Full Valuation as of 06/30/2019	\$6,600	\$5,940
Roll-forward Valuation as of 06/30/2020	\$3,300	\$2,970
ADC Funding Valuation Fee* (optional)	\$1,600	\$1,600
Meeting Fee* (optional)	\$1,900	\$1,900

*Not subject to 10% discount

If you choose *NOT* to reserve a spot, we still hope to work with you on the GASB 74/75 valuation, though it will be at the full fee quoted above. Should you choose to proceed, attached is a one pager describing our information needs. Depending on your plan, we may need to request additional information.

Please let me know if you have any questions about the above or about retiree health benefits, in general. We would very much appreciate once again having the opportunity to work with Pacific Grove Unified School District.

Sincerely,



Geoffrey L. Kischuk, FSA, FCA, MAAA
Consultant
gkischuk@totcomp.com

encl.

DATA NEEDED TO COMPLETE RETIREE HEALTH VALUATION:**BENEFIT DESCRIPTION DOCUMENTS**

To conduct a valuation, we need a full description of retiree health eligibility rules, extent of employer contributions, duration of coverage, etc. These are most commonly included in relevant sections of collective bargaining agreements, Board policies, etc. If you provide us with language from collective bargaining agreements, please also include a description of benefits provided to *non*-bargained employees (e.g. management, confidential, etc.)

DEMOGRAPHIC INFORMATION

In addition, we need demographic information. Following are the data elements we need to perform the retiree health valuation. It is OK to send data for active employees and retirees separately *as long as the data is "as of" the same date*. If possible, the data should be sent via E-mail to gkischuk@totcomp.com, in a standard file format (e.g. ASCII text, Excel, DBF, Access, etc). We can arrange a secured transfer upon request. Please note that we recognize that all data is sensitive and confidential and we take steps to safeguard the privacy of that data.

Active Employees:

NOTE: Please include a record for all benefit eligible employees, whether they receive benefits or not; and whether they are eligible for retiree benefits or not. There is no need to include records for employees who are not eligible for health benefits as an active employee.

- SSN, Identification Number or other unique identifying information
- Date of Birth
- Sex
- Hire Date
- % FTE Indicator
- Employee Classification/Bargaining Unit
- Current rate of regular pay used to generate pension credits
- Frequency of above pay rate (e.g. hourly, monthly, annual, etc.)
- An indication of the medical plan and coverage level (i.e. employee only, employee + one, etc.)

Retired Employees:

NOTE: Please only include records for retirees who receive medical and/or dental benefits or indicate in the record whether and which benefits a retiree has. Retirees should be included even if they are intended to pay the entire cost of their benefits.

- SSN, Identification Number or other unique identifying information
- Date of Birth
- Sex
- Retirement Date (if available)
- Employee Classification/Bargaining Unit
- District Contributions for retiree health benefits or enrolled plan (if available)

MEDICAL COST INFORMATION

If medical benefits are NOT provided through the CalPERS medical plan, please provide medical premium rates (including both employee and employer share) for active employees and also for retirees. If claim information is available, please provide the most recent 12 months of month by month claim data and month by month enrollment (by coverage type) for the most recent available 12 months. If there is an annual rate renewal calculation, please provide the most recent documentation.

MISCELLANEOUS

If OPEB benefits are being funded through a trust, please provide the most recent trust asset statement.

TCS Actuarial Clients

Following is a list of California public employers for which we have performed retiree health valuation services.

Acalanes Union High School District	Cascade Union Elementary School District
Acton-Agua Dulce Unified School District	Casitas Municipal Water District
Adelanto Elementary School District	Castro Valley Sanitary District
Alameda County Office of Education	Castroville Community Services District
Alameda County Waste Management Authority	Central Elementary School District
Alisal Union School District	Central Union School District
Allan Hancock Joint Community College District	Centralia Elementary School District
Alpine Springs County Water District	Ceres Unified School District
Alta Loma School District	Cerritos Community College District
Alvord Unified School District	Chabot-Las Positas Community College District
Amador County Office of Education	Chaffey Community College District
Anderson Union High School District	Chaffey Joint Union High School District
Antelope Valley College	Chatom Union School District
Antelope Valley Mosquito & Vector Control District	Chino Valley Unified School District
Antelope Valley Union High School District	Chualar Union School District
Antelope Valley-East Kern Water Agency	Citrus Community College District
Apple Valley Unified School District	City College of San Francisco Bookstore
Aptos - La Selva Fire Protection District	City of Arcata
Arcadia Unified School District	City of Auburn
Arcohe Union Elementary School District	City of Bell
Armona Union Elementary School District	City of Bellflower
Arrowbear Park County Water District	City of Blue Lake
Associated Students of San Jose State University	City of Buena Park
Atwater Elementary School District	City of Calabasas
Auburn Union Elementary School District	City of Canyon Lake
Baldy View Regional Occupation Program	City of Capitola
Banning Unified School District	City of Chino
Banta Elementary School District	City of Chino Hills
Barstow Community College District	City of Claremont
Bass Lake Joint Union Elementary School District	City of Colton
Bassett Unified School District	City of Covina
Bay Area Rapid Transit District	City of Elk Grove
Bear Valley Unified School District	City of Emeryville
Beaumont-Cherry Valley Recreation and Park District	City of Folsom
Belmont Redwood Shores School District	City of Fountain Valley
Berkeley Unified School District	City of Garden Grove
Big Bear City Airport	City of Imperial Beach
Big Bear City Community Services District	City of Industry
Blue Lake Union School District	City of Ione
Bonny Doon Union Elementary School District	City of Irwindale
Butte-Glenn Community College District	City of La Cañada Flintridge
Cabrillo College Foundation	City of La Palma
Cabrillo Community College District	City of La Puente
Cachuma Operation and Maintenance Board	City of Lafayette
Calistoga Joint Unified School District	City of Lake Forest
Carmel Unified School District	City of Lakeport
Carmichael Water District	City of Lawndale

City of Loma Linda	Cypress School District
City of Los Alamitos	Davis Joint Unified School District
City of Los Banos	Del Norte County Schools
City of Manhattan Beach	Del Paso Manor Water District
City of Menifee	Delano Joint Union High School District
City of Mission Viejo	Denair Unified School District
City of Morro Bay	Desert Center Unified School District
City of Porterville	Desert Health Care District
City of Rancho Mirage	Desert Sands Unified School District
City of Rancho Santa Margarita	Diocese of San Bernardino
City of Rolling Hills	Dixon Unified School District
City of San Clemente	Dos Palos Oro Loma Joint Unified School District
City of Scotts Valley	Downey Unified School District
City of Seal Beach	Duarte Unified School District
City of Signal Hill	Ducor Union Elementary School District
City of Simi Valley -- General Unit	Durham Unified School District
City of Solvang	East Whittier City School District
City of Stanton	Eastside Union School District
Claremont Unified School District	El Camino Community College District
Cloverdale Unified School District	El Dorado Hills County Water District
Coachella Valley Mosquito and Vector Control District	El Dorado Irrigation District
Coachella Valley Unified School District	El Dorado Union High School District
Coalinga Huron Joint Unified School District	El Rancho Unified School District
Coast Community College District	El Segundo Unified School District
Coastline Regional Occupational Program	El Toro Water District
Coastside County Water District	Elk Grove Benefit Employee Retirement Trust
Coastside Fire Protection District	Elk Grove Unified School District
College and Career Advantage	Emery Unified School District
College of Marin	Escalon Unified School District
College of the Desert	Etiwanda School District
College of the Redwoods	Eureka City Schools
College of the Sequoias	Fairfax Elementary School District
College of the Siskiyous	Fairfield-Suisun Sewer District
Colusa County Office of Education	Fall River Joint Unified School District
Compton Community College District	Feather River Community College District
Compton Creek Mosquito Abatement District	Ferndale Unified School District
Conrad Hilton Foundation	Fieldbrook Elementary School District
Contra Costa Community College District	Fillmore Unified School District
Contra Costa County Office of Education	First 5 San Benito
Copper Mountain Community College District	Folsom-Cordova Unified School District
Corcoran Joint Unified School District	Fontana Unified School District
Corona-Norco Unified School District	Foothill-DeAnza Community College District
Cotati-Rohnert Park Unified School District	Fortuna Union High School District
Cottonwood Fire Protection District	Fountain Valley Elementary School District
Cottonwood Union School District	Fowler Unified School District
Crestline Sanitation District	Franklin Elementary School District
Cuesta College	Fremont Union High School District
Culver City Unified School District	Freshwater School District
Cutten Elementary School District	Fresno County Superintendent of Schools
Cypress Charter High School	Fruitvale Elementary School District

Fullerton Elementary School District
 Fullerton Joint Union High School District
 Galt Joint Union Elementary School District
 Garfield School District
 Glendale Community College District
 Glenn County Office of Education
 Gold Coast Transit
 Gold Oak Union Elementary School District
 Goleta Water District
 Goleta West Sanitary District
 Great Basin Unified Air Pollution Control District
 Greater Anaheim Special Education Local Plan Area
 Greenfield Union Elementary School District
 Grossmont-Cuyamaca Community College District
 Guadalupe Union Elementary School District
 Guerneville Elementary School District
 Gustine Unified School District
 Hacienda La Puente Unified School District
 Happy Valley Union Elementary School District
 Hart Ransom Academic Charter School
 Hart Ransom Union Elementary School District
 Hartnell Community College District
 Healdsburg Unified School District
 Hemet Unified School District
 Hi-Desert Water District
 Hillsborough City School District
 Housing Authority of the City of Eureka
 Housing Authority of the City of Los Angeles
 Housing Authority of the County of San Joaquin
 Hughson Unified School District
 Humboldt Bay Harbor Recreation and Conservation
 District
 Humboldt County Office of Education
 Humboldt State University Center
 Humboldt Transit Authority
 Huntington Beach City Elementary School District
 Igo-Ono-Platina Union School District
 Imperial Community College District
 Indian Wells Valley Water District
 Ironhouse Sanitary District
 Jacoby Creek School District
 Jefferson School District
 Jefferson Union High School District
 John Swett Unified School District
 Kaweah Delta Water Conservation District
 Kensington Police Protection & Community Services
 District
 Kerman Unified School District
 Kern Community College District
 Kern Council of Governments

Kern County Law Library
 Kernville Union School District
 Kings County Office of Education
 Kings River Union Elementary School District
 Kings River-Hardwick Union School District
 Kingsburg Elementary Charter School District
 Kit Carson Union Elementary School District
 Knights Ferry Elementary School District
 La Habra City School District
 Lafayette School District
 Laguna Beach Unified School District
 Lake Hemet Municipal Water District
 Lake Tahoe Community College District
 Lakeside Fire Protection District
 Lakeside Union Elementary School District
 Lamont Elementary School District
 Lancaster School District
 Las Lomas School District
 Las Virgenes Municipal Water District
 Lassen Community College District
 Lassen County Office of Education
 Lassen Municipal Utility District
 Lassen Union High School District
 Laton Unified School District
 Lawndale Elementary School District
 Le Grand Union Elementary School District
 Lemoore Union Elementary School District
 Lemoore Union High School District
 Liberty Union High School District
 Live Oak School District
 Live Oak Unified School District
 Livingston Union School District
 Lodi Unified School District
 Loleta Union Elementary School District
 Long Beach City College
 Loomis Union School District
 Los Alamitos Unified School District
 Los Angeles County Law Library
 Los Angeles County West Vector & Vector-Borne
 Disease Control District
 Los Gatos-Saratoga Joint Union High School District
 Luther Burbank Elementary School District
 Magnolia School District
 Mammoth Unified School District
 March Joint Powers Authority
 Marin County Office of Education
 Mark West Union School District
 Martinez Unified School District
 Marysville Joint Unified School District
 McCabe Union Elementary School District

McFarland Unified School District	Norwalk La Mirada Unified School District
McKinleyville Community Services District	Novato Unified School District
McKinleyville Union School District	Oakdale Joint Unified School District
Meeks Bay Fire Protection District	Oakley Union Elementary School District
Mendocino-Lake Community College	Ocean View School District
Menlo Park City School District	Oceanside Unified School District
Merced Community College District	Ohlone Community College District
Merced County Office of Education	Ojai Valley Sanitary District
Merced Union High School District	Old Adobe Union School District
Mid-Placer Public Schools Transportation Agency	Ontario Montclair School District Board of Trustees
Midway City Sanitary District	Orange Center School District
Millbrae School District	Orange County Superintendent of Schools
Mission Union School District	Orange Unified School District
Mission Valley ROP	Orcutt Academy Charter
Mono County Office of Education	Orcutt Union School District
Monroe Elementary School District	Oroville Union High School District
Montecito Sanitary District	Oxnard School District
Montecito Water District	Pacheco Union School District
Monterey Peninsula Community College District	Pacific Grove Unified School District
Monterey Peninsula Regional Park District	Pacific Union School District
Monterey Peninsula Unified School District	Pacifica School District
Monterey Regional Waste Management District	Pajaro Valley Unified School District
Moraga School District	Palermo Union Elementary School District
Moreland School District	Palm Springs Unified School District
Morongo Unified School District	Palo Verde Community College District
Mosquito & Vector Management District of Santa Barbara County	Palo Verde Unified School District
Mount San Antonio Community College District	Palomar Community College District
Mount San Antonio Community College District Auxiliary	Paradise Elementary School District
Mount Shasta Union School District	Paradise Irrigation District
Mountain View Elementary School District	Pasadena Area Community College District
Mountain View Los Altos Union High School District	Patterson Joint Unified School District
Mt. San Jacinto Community College District	Peralta Community College District
Municipalities, Colleges and Schools Insurance Group	Perris Elementary School District
Murrieta Valley Unified School District	Pico Water District
Napa County Office of Education	Piedmont Unified School District
Napa Sanitation District	Pioneer Union School District
Nevada Joint Union High School District	Placer County Office of Education
New Hope Elementary School District	Placer County Transportation Planning Agency
New Jerusalem Elementary School District	Placer Hills Union School District
Newman Crows Landing Unified School District	Planada Elementary School District
North County Fire Protection District of San Diego County	Pleasant Valley School District
North Monterey County Unified School District	Plumas County Community Development Commission
North of the River Municipal Water District	Port of Hueneme - Oxnard Harbor District
North Orange County Community College District	Porterville Unified School District
North Orange County Regional Occupational Program	Processing Tomato Advisory Board
North Tahoe Fire Protection District	PSA2 Area Agency on Aging
Northwest Mosquito and Vector Control District	Public Employees Union, Local 1
	Rancho Santiago Community College District
	Ravenswood City Elementary School District
	Reclamation District No. 1000

Reclamation District No. 900	Santa Barbara Community College District
Redlands Unified School District	Santa Barbara County Association of Governments
Reef-Sunset Unified School District	Santa Clarita Community College District
Rescue Fire Protection District	Santa Cruz County Office of Education
Rim of the World Unified School District	Santa Maria Public Airport District
Rincon del Diablo Municipal Water District	Santa Monica Community College District
Rincon Valley Union School District	Santa Paula City Housing Authority
Rio Dell Elementary School District	Santa Rita Union School District
Rio Hondo Community College District	Savanna Elementary School District
Ripon Unified School District	Scotia Union Elementary School District
Riverbank Unified School District	Scotts Valley Fire Protection District
Riverdale Joint Unified School District	Selma Kingsburg Fowler County Sanitation District
Riverside Transit Agency	Sequoia Union High School District
Roberts Ferry Elementary School District	Shasta Regional Transportation Agency
Robla School District	Shasta Tehama Trinity Joint Community College District
Rocklin Unified School District	Shasta Union Elementary School District
Rodeo-Hercules Fire Protection District	Shasta Union High School District
Romoland School District	Shasta Union High School District Charter Schools
Rosedale Union School District	Sierra Joint Community College District
Roseland Elementary School District	Sierra Lakes County Water District
Roseville City School District	Sierra Unified School District
Roseville Public Cemetery District	Silicon Valley Clean Water
Ross School District	Silver Valley Unified School District
Ross Valley Elementary School District	Simi Valley Unified School District
Rowland Unified School District	Siskiyou County Office of Education
Rubidoux Community Services District	Siskiyou Union High School District
Sacramento Suburban Water District	Solano County Community College District
Saddleback Valley Unified School District	Solano County Office of Education
Salinas Union High School District	Soledad Unified School District
San Bernardino City Unified School District	Sonoma Valley Unified School District
San Bernardino Community College District	South Bay Union School District
San Bernardino County Superintendent of Schools	South County Support Services Agency
San Bruno Park School District	South Fork Union School District
San Carlos School District	South Monterey County Joint Union High School District
San Francisco Community College District	South Pasadena Unified School District
San Francisco Unified School District	South San Francisco Unified School District
San Gabriel Valley Mosquito & Vector Control District	South San Luis Obispo County Sanitation District
San Gabriel Valley Municipal Water District	Southern California Library Cooperative
San Jacinto Unified School District	Southern Humboldt Joint Unified School District
San Joaquin County Office of Education	Southern Kern Unified School District
San Joaquin Delta Community College District	Southern Trinity Joint Unified School District
San Juan Water District	Southwest Transportation Agency
San Lorenzo Unified School District	Southwestern Community College District
San Lorenzo Valley Unified School District	Squaw Valley Public Service District
San Marino Unified School District	Standard Elementary School District
San Mateo County Community College District	Stanislaus County Office of Education
San Mateo County Office of Education	Stanislaus Union School District
San Mateo County Schools Insurance Group	Steger Sanitary District
San Mateo Union High School District	Stellar Charter School
Santa Ana Unified School District	Stockton Unified School District

Successor Agency to the Redevelopment Agency of the
City and County of San Francisco dba San Francisco
Office of Community Investment and Infrastructure
(OCII)

Sundale Union Elementary School District
Sunnyside Union Elementary School District
Susanville Sanitary District
Susanville School District
Sutter County Office of Education
Sweetwater Authority
Taft City School District
Tahoe-Truckee Sanitation Agency
Tahoe-Truckee Unified School District
TCS Miscellaneous
Temple City Unified School District
Town of Ross
Tracy Joint Unified School District
Trinidad Union School District
Truckee Fire Protection District
Truckee Sanitary District
Trust for Retirees of Associated California Schools
Turlock Unified School District
Tustin Unified School District
United Water Conservation District
Upper San Gabriel Valley Municipal Water District
Val Verde Unified School District
Valley County Water District
Valley Home Joint School District
Valley Sanitary District
Ventura County Community College District
Ventura County Office of Education
Victor Elementary School District
Victor Valley Community College District
Victor Valley Union High School District
Victor Valley Wastewater Reclamation Authority
Vineland Elementary School District
Walnut Creek School District
Wasco Union Elementary School District
Washington Unified School District
Washington Union School District
Weed Union Elementary School District
West Contra Costa Transportation Advisory Committee
West Hills Community College District
West Kern Community College District
West Sonoma County Union High School District
West Valley Mission Community College District
Western Placer Unified School District
Westwood Unified School District
Wheatland School District
Wheatland Union High School District

Williams Unified School District
Willits Unified School District
Winters Joint Unified School District
Winton School District
Woodland Joint Unified School District
Woodside Elementary School District
Yolo County Office of Education
Yosemite Community College District
Yreka Union Elementary School District
Yreka Union High School District
Yuba Community College District
Yuba County Office of Education
Yucaipa-Calimesa Unified School District

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

SUBJECT: Adoption of Resolution No. 1037 on the Levy of Developer Fees

DATE: November 21, 2019

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

RECOMMENDATION:

The District Administration recommends that the Board adopt Resolution No. 1037 on the levy of developer fees.

BACKGROUND:

The District has never levied any developer fees in the past. Upon review of the criteria and justifications, the District is in a favorable position to levy Level I developer fees.

Developer fees are fees that are paid by property owners and developers to school districts to mitigate the impact created by *new* development within a school district's boundaries on the school facilities. Fees are typically paid to the school district as a condition of a property developer or owner obtaining a building permit from the city or county for a construction project.

INFORMATION:

Level I (Developer Fee Justification Study) fees are established by the State and are considered the basic mitigation fee. Justification for the fee can be shown if anticipated residential, commercial and industrial development within a district will impact it with additional students. The State Allocation Board (SAB) adjusts the rates every two years. Education Code allows for an exemption from development impact fees for any additions to existing residential structures that are 500 square feet or less.

The current rates adopted on January 24, 2018, are **\$3.79** per square foot for residential construction and **\$0.61** per square foot for commercial/industrial construction. The next proposed increase will be in January 2020 at the SAB meeting.

Attached is the 2018 Developer Fee Justification Study completed for Pacific Grove USD. Based on the result of the study by School Works, Inc. Pacific Grove USD is qualified to levy developer fees subject to the timeline laid out per Government Code Section 6062(a).

The adoption of the Resolution was postponed from November 14 Board meeting to the November 21 Board meeting based on request by the City of Pacific Grove to allow more input time.

FISCAL IMPACT:

The fee to be paid to School Works, Inc. for this study at \$3,500 can be paid from the newly created Fund 25, Developer Fees Fund. There are no fees collected yet. General Fund will have to advance the fee and be reimbursed by collection of developer fees later.

Action/Discussion Item A

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

In the Matter of Adopting Development
Fees on Residential and Commercial and
Industrial Development to Fund the
Construction or Reconstruction of School
Facilities

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)
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)

RESOLUTION

NO. ____ 1037 _____

WHEREAS, Education Code section 17620 et seq. and Government Code section 65995, authorize the governing board of any school district to levy a fee, charge, dedication, or other form of requirement (hereinafter “fee” or “fees”), in the maximum amounts specified therein, against residential, commercial and industrial development projects occurring within the boundaries of the district (hereinafter “development”), for the purpose of funding the construction or reconstruction of school facilities; and

WHEREAS, Government Code section 65995 provides that the maximum fees which may be levied on development projects shall be increased starting in 2000 and every two years thereafter according to the adjustment for inflation set forth in the statewide cost index for Class B construction as determined by the State Allocation Board “SAB” and to become effective at its January meeting; and

WHEREAS, the SAB at its January 24, 2018 meeting, set the maximum fee to \$3.79 per square foot for residential development and to \$0.61 per square foot for commercial/industrial development; and

WHEREAS, the new Fees are an increase of what is currently being collected by Pacific Grove Unified School District. A copy of the Study is attached hereto, marked Exhibit "A," and incorporated herein by this reference; and

WHEREAS, in the judgment of this Board it is necessary and appropriate, and in the best interests of the District and its students, to levy fees for the purpose of funding the construction or reconstruction of school facilities necessary to serve the students generated by new development occurring within the District;

NOW, THEREFORE, BE IT RESOLVED, ORDERED AND FOUND by this Board as follows:

1. The foregoing recitals are true and correct.

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**BEFORE THE GOVERNING BOARD OF TRUSTEES OF THE
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MONTEREY COUNTY, CALIFORNIA**

2. This Board approves and adopts the Study and recommendation of the District Superintendent, or designee, to levy fees in the maximum amounts authorized on new residential, commercial and industrial development that occurs within the District, and based upon the Study and recommendations, and upon all other written and oral information presented to this Board concerning this matter, makes the following findings:

A. The purpose of the fees is to finance the construction and reconstruction of school facilities in order to provide adequate school facilities for the students of the District who will be generated by new residential and commercial/industrial development taking place in the District.

B. The construction or reconstruction of school facilities is necessary to create updated, adequate, appropriate classroom space and academic support facilities for the following reasons:

(1) New residential and commercial and industrial development is projected to occur within the District within the next five years which will generate additional school-aged children.

(2) Additional students projected from new development will impact and increase the need of the District to create updated, adequate, appropriate classroom space and academic support facilities.

(3) Existing school facilities in the District are in need of, or will be in need of, reconstruction or modernization. New development will generate students who will attend District schools and be housed in existing facilities. These students cannot be housed without upgrading existing school facilities, ultimately making reconstruction or modernization of such facilities necessary.

(4) Both existing students and new students generated by future development occurring within the district will need to be housed and served in existing school facilities, as well as new and additional school facilities necessary to serve the projected student population.

(5) As commercial and industrial development occurs, new jobs are created. Many of the people hired for these jobs move into the community, thereby increasing the need for residential development which generates additional students adding to the impact on

Action/Discussion Item A

**BEFORE THE GOVERNING BOARD OF TRUSTEES OF THE
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the school facilities of the District. The maximum fee that can be levied against residential development is insufficient to cover the full cost of the new or reconstructed school facilities needed by the district to house students generated from new residential development, and therefore justifies a separate fee against commercial and industrial development in the maximum amount allowed by law.

C. Without the addition of new school facilities and/or the reconstruction and modernization of existing facilities, the District will be unable to adequately house and serve additional students generated by new development which will impair or adversely impact the normal functioning of educational programs and services of the District.

D. The District has no, or limited local revenue sources available for funding the construction or reconstruction of school facilities attributable to new development;

E. The fees adopted herein bear a reasonable relationship to the need for, and the estimated cost of, the construction or reconstruction of school facilities attributable to the type of new development on which the fees will be imposed.

F. The cost of providing for the construction and/or reconstruction of school facilities attributable to the type of new development occurring in the District will exceed the revenues reasonably anticipated from fees.

G. Existing students will benefit from the use of developer fees for new school facilities. Conversely, students generated from new development will occupy existing school facilities and will benefit from the use of fees to reconstruct or modernize those facilities. Therefore, it is appropriate to use developer fees for existing facilities to the extent of the estimated use of such facilities by students generated by new development.

3. Based on the foregoing, this Board hereby determines:

A. To levy a fee on any new or on other residential development, as described in Education Code § 17620(a), occurring within the District, in the maximum amount currently authorized by law of \$3.79 per square foot of assessable space as such space is defined in Government Code § 65995(b)(1).

B. To levy a fee on categories of new commercial or industrial development, as described in Education Code § 17620(a), occurring within the boundaries of the District, in the maximum amount currently authorized by law of \$0.61 per square foot of chargeable covered

Action/Discussion Item A

**BEFORE THE GOVERNING BOARD OF TRUSTEES OF THE
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and enclosed space as such space is defined in Government Code § 65995(b)(2), except for Rental Self Storage facilities in which a fee of \$0.04 per square foot is justified .

4. The fee provisions of this Resolution are not exclusive, and this Board specifically reserves authority to undertake other or additional methods to finance school facilities in partial or complete substitution for, or in conjunction with, the fee provisions set forth therein, as authorized by law. This Board reserves the authority, in its discretion, to substitute the dedication of land or other form of requirement in lieu of fees to be levied pursuant to this Resolution.

5. The District intends to utilize fees for new construction of school facilities, reconstruction or modernization of existing facilities, purchase, lease or lease-purchase of portable or relocatable classrooms and related facilities as interim school facilities to house students pending the construction of permanent facilities, or the purchase of land for school facilities. This includes all associated costs to plan and execute school facilities projects including, but not limited to, architectural and engineering costs, testing and inspection costs, permits and plan checking, and other administrative costs related to the provision of school facilities. Construction, reconstruction or modernization of school facilities includes, but is not limited to, classrooms and equipment and furnishings for classrooms, and all other reasonable and customary auxiliary, accessory, adjunct, or other supportive facilities for classrooms such as restrooms, gymnasiums, administrative offices, cafeterias, libraries, multi-purpose rooms, maintenance and storage rooms, walkways, overhangs, parking lots, landscaping, and all other similar facilities. Finally, fees may be used for studies and reports necessary to make the findings and determinations required by law for the collection of fees which may include the school facilities needs analysis described in Government Code section 65995.6, for reimbursement of administrative costs to collect fees, and for such other purposes consistent with the purpose and intent of this Resolution, or authorized by law, or deemed necessary or appropriate by this governing board.

6. The Superintendent, or designee, is authorized to certify compliance of a particular development project with the fee or other requirement levied by this Board, or to certify where appropriate that a project is fully or partially exempt from fees in appropriate circumstances. Any certification of compliance for a particular residential construction project is

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expressly conditioned upon the continued satisfaction by that project of the requirements for that certification and failure to meet those requirements in the future may result in the revocation of such certification and enforcement of the appropriate fee requirement for the project.

7. Pursuant to Education Code § 17621(c), this board determines that the fee levied on residential development is not subject to the restrictions set forth in subdivision (a) of Government Code § 66007 and, pursuant to Education Code § 17620(b), shall be collected at the time of issuance of the building or similar permit required for a particular development project.

8. Pursuant to Government Code section 66001(d), the Superintendent or the District's designee shall review the Fund established pursuant to this Resolution for the fifth fiscal year following the first deposit of fees in the Fund, and every five years thereafter, and with respect to any portion of a fee remaining unspent five or more years after deposit, the Superintendent or the District's designee shall report to this Board which shall either make the findings required by section 66001(d) for said unspent fees, or direct the refund of such fees in the manner provided in 66001(e) and (f).

9. Pursuant to Government Code section 66001(e), the Superintendent or designee, shall advise this board whenever it appears sufficient fees have been collected to complete financing on incomplete public improvements that have been identified in a Study. This board shall then make a determination whether or not sufficient fees have been collected for a particular project, and when a determination is made by this board that sufficient fees have been collected, this Board shall identify, within 180 days of the determination, an approximate date by which the construction of the public improvement will be commenced, or shall refund the fees as provided in said section, unless the provisions of section 66001(f) are deemed to apply.

10. The fees adopted herein are effective sixty (60) days after the approval of this Resolution unless the School Board states this is an urgency due to the significant needs and impacts of the impending new housing developments and there is a 4/5ths majority vote, to cause that the imposition of fees shall take effect thirty (30) days after the date of this Resolution.

11. The Superintendent or the District's designee is hereby authorized and directed to do the following:

A. As required by Government Code § 66006(a), to establish a separate capital facilities fund (herein "Fund") into which the fees received by the District shall be

Action/Discussion Item A

**BEFORE THE GOVERNING BOARD OF TRUSTEES OF THE
PACIFIC GROVE UNIFIED SCHOOL DISTRICT
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deposited and shall not be commingled with other revenues and funds of the District. The fees, and any interest earned thereon, shall be expended only for the purpose of funding the construction or reconstruction of school facilities or such other purposes as are permitted by law and authorized by this Board.

B. If applicable, negotiate agreements with other school district(s) with common territorial boundaries ensuring that the total fees collected by each school district does not exceed the maximum fees allowed by law for residential and commercial and industrial development and providing for an equitable division of the fees with such other school district(s). As required by Education Code section § 17623(a), copies of such agreement(s) shall be transmitted to the State Allocation Board, and shall also be sent to any county or city planning agency which is calculating or collecting fees on behalf of the District.

C. Take such further action as is necessary or appropriate to carry out the purpose and intent of this Resolution.

I, _____, Secretary to the Board of Trustees of the Pacific Grove Unified School District, do hereby certify that the foregoing Resolution was proposed by Board member _____, seconded by Board member _____, and was duly passed and adopted, by vote of said Board, at an official and public meeting thereof held on October 24, 2019, as follows:

AYES:

NOES:

ABSENT:

ABSTAIN:

Dated: _____

Secretary, Board of Trustees

SEPTEMBER 2019

2018 DEVELOPER FEE JUSTIFICATION STUDY PACIFIC GROVE UNIFIED SCHOOL DISTRICT

RALPH PORRAS,
SUPERINTENDENT

SCHOOLWORKS, INC.
8331 Sierra College Blvd., #221
Roseville, CA 95661

PHONE: 916-733-0402
WWW.SCHOOLWORKSGIS.COM

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- **SAB 50-01 - Enrollment Certification/Projection**
- **Census Data**
- **Uses of Developer Fees**
- **Site Development Costs**
- **Index Adjustment on the Assessment for Development – State Allocation Board Meeting of January 24, 2018**
- **Annual Adjustment to School Facility Program Grants**
- **PGUSD Capital Projects List**

Executive Summary

This Developer Fee Justification Study demonstrates that the Pacific Grove Unified School District requires the full statutory impact fee to accommodate impacts from development activity.

Pacific Grove Unified School District has never collected Level 1 Developer Fees. The fee amounts approved at the January 24, 2018 State Allocation Board meeting are **\$3.79** per square foot for residential construction and **\$0.61*** per square foot for commercial/industrial construction.

The following table shows the fee amounts:

Table 1
Pacific Grove Unified School District
Developer Fee Collection Rates

Totals	<u>Previous</u>	<u>New</u>	<u>Change</u>
Residential	\$0.00	\$3.79	\$3.79
Commercial/Ind.	\$0.00	\$0.61	\$0.61

*except for Rental Self Storage facilities in which a fee of \$0.04 per square foot is justified.

Background

Education Code Section 17620 allows school districts to assess fees on new residential and commercial construction within their respective boundaries. These fees can be collected without special city or county approval, to fund the construction of new school facilities necessitated by the impact of residential and commercial development activity. In addition, these fees can also be used to fund the reconstruction of school facilities to accommodate students generated from new development projects. Fees are collected immediately prior to the time of the issuance of a building permit by the City or the County.

As enrollment increases, additional school facilities will be needed to house the growth in the student population. Because of the high cost associated with constructing school facilities and the District's limited budget, outside funding sources are required for future school construction. State and local funding sources for the construction and/or reconstruction of school facilities are limited.

The authority cited in Education Code Section 17620 states in part "... the governing board of any school district is authorized to levy a fee, charge, dedication or other form of requirement against any development project for the construction or reconstruction of school facilities." The legislation originally established the maximum fee rates at \$1.50 per square foot for residential construction and \$0.25 per square foot for commercial/industrial construction. Government Code Section 65995 provides for an inflationary increase in the fees every two years based on the changes in the Class B construction index. As a result of these adjustments, the fees authorized by Education Code 17620 are currently **\$3.79** per square foot of residential construction and **\$0.61** per square foot of commercial or industrial construction.

Purpose and Intent

Prior to levying developer fees, a district must demonstrate and document that a reasonable relationship exists between the need for new or reconstructed school facilities and residential, commercial and industrial development. The justification for levying fees is required to address three basic links between the need for facilities and new development. These links or nexus are:

Burden Nexus: A district must identify the number of students anticipated to be generated by residential, commercial and industrial development. In addition, the district shall identify the school facility and cost impact of these students.

Cost Nexus: A district must demonstrate that the fees to be collected from residential, commercial and industrial development will not exceed the cost of providing school facilities for the students to be generated from the development.

Benefit Nexus: A district must show that the construction or reconstruction of school facilities to be funded by the collection of developer fees will benefit the students generated by residential, commercial and industrial development.

The purpose of this Study is to document if a reasonable relationship exists between residential, commercial and industrial development and the need for new and/or modernized facilities in the Pacific Grove Unified School District.

Following in this Study will be figures indicating the current enrollment and the projected development occurring within the attendance boundaries of the Pacific Grove Unified School District. The projected students will then be loaded into existing facilities to the extent of available space. Thereafter, the needed facilities will be determined and an estimated cost will be assigned. The cost of the facilities will then be compared to the area of residential, commercial and industrial development to determine the amount of developer fees justified.

Enrollment Projections

In 2018/2019 the District's total enrollment (CBEDS) was 2,035 students. The enrollment by grade level is shown here in Table 2.

Table 2

**Pacific Grove Unified School District
CURRENT ENROLLMENT**

Grade	2018/2019
TK/K	173
1	131
2	177
3	139
4	152
5	134
6	175
<hr/>	
TK-6 Total	1,081
7	144
8	168
<hr/>	
7-8 Total	312
9	185
10	151
11	155
12	151
<hr/>	
9-12 Total	642
<hr/>	
TK-12 Total	2,035

This data will be the basis for the enrollment projections which will be presented later after a review of the development projections and the student generation factors.

Student Generation Factor

In determining the impact of new development, the District is required to show how many students will be generated from the new developments. In order to ensure that new development is paying only for the impact of those students that are being generated by new homes and businesses, the student generation factor is applied to the number of new housing units to determine development-related impacts.

The student generation factor identifies the number of students per housing unit and provides a link between residential construction projects and projections of enrollment. The State-wide factor used by the Office of Public School Construction is 0.70 for grades TK-12. For the purposes of this Study we will use the local factors to determine the students generated from new housing developments. This was done by comparing the number of housing units in the school district to the number of students living in the school district as of the 2010 Census. Table 3 shows the student generation factors for the various grade groupings.

Table 3

**Pacific Grove Unified School District
STUDENT GENERATION FACTORS**

<u>Grades</u>	<u>Students per Household</u>
TK-6	0.1307
7-8	0.0389
9-12	0.0873
Total	0.2569

When using the Census data to determine the average district student yield rate, it is not possible to determine which students were living in multi-family units versus single family units. Therefore, only the total average yield rate is shown. The overall student generation rate will be used to determine student yields from the projected developments.

New Residential Development Projections

The Pacific Grove Unified School District has experienced an average new residential construction rate of approximately 5 units per year over the past four years. This was determined by reviewing the residential permits pulled at the City of Pacific Grove building department. After contacting the City of Pacific Grove planning and building departments within the school district boundaries, it was determined that the residential construction rate over the next five years will average 5 units per year. Projecting the average rate forward, we would expect that 25 units of residential housing will be built within the District boundaries over the next five years.

To determine the impact of residential development, a student projection is done. Applying the student generation factor of 0.2569 to the projected 25 units of residential housing, we expect that 6 students will be generated from the new residential construction over the next five years. This includes 3 elementary school students, 1 middle school student, and 2 high school students.

The following table shows the projected impact of new development. The students generated by development will be utilized to determine the facility cost impacts to the school district.

Table 4

Pacific Grove Unified School District DEVELOPMENT IMPACT ANALYSIS

<u>Grades</u>	<u>Current Enrollment</u>	<u>Development Projection</u>	<u>Projected Enrollment</u>
TK to 6	1,081	3	1,084
7 to 8	312	1	313
9 to 12	642	2	644
Totals	2,035	6	2,041

Existing Facility Capacity

To determine the need for additional school facilities, the capacity of the existing facilities must be identified and compared to current and anticipated enrollments. The District's existing building capacity will be calculated using the State classroom loading standards shown in Table 6. The following types of "support-spaces" necessary for the conduct of the District's comprehensive educational program, are not included as "teaching stations," commonly known as "classrooms" to the public:

Table 5

List of Core and Support Facilities

Library	Resource Specialist
Multipurpose Room	Gymnasium
Office Area	Lunch Room
Staff Workroom	P.E. Facilities

Because the District requires these types of support facilities as part of its existing facility and curriculum standards at its schools, new development's impact must not materially or adversely affect the continuance of these standards. Therefore, new development cannot require that the District house students in these integral support spaces.

Classroom Loading Standards

The following maximum classroom loading-factors are used to determine teaching-station "capacity," in accordance with the State legislation and the State School Building Program. These capacity calculations are also used in preparing and filing the baseline school capacity statement with the Office of Public School Construction.

Table 6

State Classroom Loading Standards

TK/Kindergarten	25 Students/Classroom
1 st -3 rd Grades	25 Students/Classroom
4 th -6 th Grades	25 Students/Classroom
7 th -8 th Grades	27 Students/Classroom
9 th -12 th Grades	27 Students/Classroom

Existing Facility Capacity

The State determines the baseline capacity by either loading all permanent teaching stations plus a maximum number of portables equal to 25% of the number of permanent classrooms or by loading all permanent classrooms and only portables that are owned or have been leased for over 5 years. As allowed by law and required by the State, facility capacities are calculated by identifying the number of teaching stations at each campus. All qualified teaching stations are included in the calculation of the capacities. Using these guidelines the District's current State calculated capacity is shown in Table 7.

Table 7

Pacific Grove Unified School District Summary of Existing Facility Capacity							
<u>School Facility</u>	<u>Permanent Classrooms</u>	<u>Portable Classrooms</u>	<u>Chargeable Portables</u>	<u>Total Chargeable Classrooms</u>	<u>State Loading Factor</u>	<u>State Funded Projects</u>	<u>Total State Capacity</u>
Grades TK-6	64	15	15	79	25	0	1,975
Grades 7-8	24	4	4	28	27	0	756
Grades 9-12	35	2	2	37	27	0	999
Totals	123	21	21	144		0	3,730

This table shows a basic summary of the form and procedures used by OPSC (Office of Public School Construction) to determine the capacity of a school district. There are a total of 123 permanent classrooms in the District. In addition there are 21 portable classrooms. OPSC regulations state that if the number of portables exceeds 25% of the permanent classrooms, then the maximum number of portables to be counted in the baseline capacity is 25% of the permanent classrooms. Since the District has fewer portable classrooms than 25% of the permanent classrooms, all 21 portable classrooms are included in the baseline. This results in a total classroom count of 144 and is referred to as the chargeable classrooms. As Table 7 shows, the total State capacity of the District facilities is 3,730 students.

Unhoused Students by State Housing Standards

This next table compares the facility capacity with the space needed to determine if there is available space for new students from the projected developments. The space needed was determined by reviewing the historic enrollments over the past four years along with the projected enrollment in five years to determine the number of seats needed to house the students within the existing homes. The seats needed were determined individually for each

grade grouping. The projected enrollment in this analysis did not include the impact of any new housing units.

Table 8

**Pacific Grove Unified School District
Summary of Available District Capacity**

<u>School Facility</u>	<u>State Capacity</u>	<u>Space Needed</u>	<u>Available Capacity</u>
Grades TK-6	1,975	1,130	845
Grades 7-8	756	345	411
Grades 9-12	999	642	357
Totals	3,730	2,117	1,613

The District capacity of 3,730 is more than the space needed of 2,117, assuming the existing facilities remain in sufficient condition to maintain existing levels of service. The difference is 1,613 students.

Calculation of Development's Fiscal Impact on Schools

This section of the Study will demonstrate that a reasonable relationship exists between residential, commercial/industrial development and the need for school facilities in the Pacific Grove Unified School District. To the extent this relationship exists, the District is justified in levying developer fees as authorized by Education Code Section 17620.

Reconstruction/Modernization Costs

There is a need to reconstruct or modernize existing facilities in order to maintain the existing levels of service as students from new development continue to arrive in the District's facilities. In order to generate capacity, it may also be necessary to reopen closed school facilities. Such reopening often requires reconstruction in order to provide the District's existing level of service. For purposes of this report, the analysis of modernization/reconstruction includes the possible reopening and refurbishing of closed or unused school facilities.

California has made a significant investment in school facilities through grants provided to help extend the useful life of public schools. The State's largest funding source for public school modernization projects, the School Facilities Program (SFP), requires a minimum local funding contribution of 40% of SFP-eligible costs. The State may provide up to 60% of the eligible costs at those times that State funding is available. However, SFP modernization grants frequently, if not usually, fall short of providing 60% of the actual costs for major modernizations. In the best cases, developer fees can help meet the District's required 40% local share. In many cases, developer fees may be necessary to supplement both the State's and the school district's contribution to a project.

Buildings generate eligibility for State reconstruction/modernization funding once they reach an age of 25 years old for permanent buildings and 20 years old for portables.

The usable life of school facilities is an important consideration in determining district facility needs into the future. The specific time when the projected residential developments will be built cannot be precisely predicted. Some new homes may be immediately occupied by families with school aged children, while others may be immediately occupied who will have school-aged children in five to ten years. As a result of these variables, for each new home, the District must be prepared to house the students residing there for an extended period of time. Students generated by the next five years of development will need to be

accommodated in District schools for a significant amount of time that could exceed twenty years. Thus, the District will need to ensure that it has facilities in place for future decades.

As evidenced by the State Building program's use of the criteria that buildings older than twenty-five years (and portables older than twenty years) are eligible for modernization funds, school buildings require reconstruction/modernization to remain in use for students beyond the initial twenty to twenty-five years of life of those buildings. To the extent that the District has buildings older than twenty to twenty-five years old, the point will be reached without reconstruction/modernization that those buildings will no longer be able to provide the existing level of service to students, and may, in some circumstances, need to be closed entirely for health and safety reasons. However, because of the new development, reconstruction/modernization must occur in order to have available school housing for the new students from development.

The following table shows the District's eligibility for modernization/reconstruction funding in the State Building Program.

Table 9

Modernization Project Needs

<u>School</u>	<u>Eligible Modernization Grants</u>				<u>State Funding</u>	<u>District Share</u>	<u>Project Total</u>
	<u>Elem</u>	<u>Middle</u>	<u>High</u>	<u>Spec Ed</u>			
Forest Grove Elem	69	0	0	0	\$359,324	\$239,550	\$598,874
Robert Down Elem	491	0	0	0	\$2,297,448	\$1,531,632	\$3,829,080
Pacific Grove Middle	0	499	0	0	\$2,465,429	\$1,643,620	\$4,109,049
Pacific Grove High	0	0	50	0	\$357,843	\$238,562	\$596,404
TOTALS	560	499	50	0	\$5,480,044	\$3,653,363	\$9,133,407

Table 10

New Development Share of Modernization Costs

<u>Grade</u>	<u>Eligible Modernization Grants</u>	<u>New Development</u>		
	<u>Grants</u>	<u>Students</u>	<u>\$/Student</u>	<u>Amount</u>
TK-6	560	3	\$29,893	\$89,679
7-8	499	1	\$36,884	\$36,884
9-12	50	2	\$41,072	\$82,144
Totals	1,109	6		\$208,707

Includes students from new developments not housed in new facilities.
Amounts based on State OPSC budgets for new construction projects.

This data is used to show that there are significant needs within the school District to invest in its existing facilities. Without modernizing its schools, the District could be forced to begin closing some of its buildings and schools.

To accurately account for the amount of the modernization projects attributed to the impact of new developments, only the students from new developments that were not already housed in new facilities are included in the net needs for modernization projects. As can be seen in the charts, the net modernization needs due to new development impacts are much less than the total District modernization needs.

Impact of New Residential Development

This next table compares the development-related enrollment to the available district capacity for each grade level and then multiplies the unhoused students by the new school construction costs to determine the total school facility costs related to the impact of new residential housing developments.

The modernization needs are included for the students not housed in new facilities but who would be housed in existing facilities that are eligible for and need to be modernized to provide adequate housing and to maintain the existing level of service for the students generated by development.

Table 11

**Pacific Grove Unified School District
Summary of Residential Impact**

<u>School Facility</u>	<u>Development Projection</u>	<u>Available Space</u>	<u>Net Unhoused</u>	<u>Construction Cost Per Student</u>	<u>Total Facility Costs</u>
Elementary	3	845	0	\$23,550	\$0
Middle	1	411	0	\$24,966	\$0
High & Cont.	2	357	0	\$31,676	\$0
Site Purchase: 0.0 acres					\$0
Site Development:					\$0
New Construction Needs:					\$0
Modernization Needs:					\$208,707
TOTAL NEEDS:					\$208,707
Average cost per student:					\$34,785

The total need for school facilities based solely on the impact of the 25 new housing units projected over the next five years totals \$208,707. To determine the impact per square foot of residential development, this amount is divided by the total square feet of the projected developments. As calculated from the historic Developer Fee Permits, the average size home built has averaged 2,161 square feet. The total area for 25 new homes would therefore be 54,025 square feet. The total residential fee needed to be able to collect \$208,707 would be **\$3.86** per square foot.

Impact of Other Residential Development

In addition to new residential development projects that typically include new single family homes and new multi-family units, the District can also be impacted by additional types of new development projects. These include but are not limited to redevelopment projects, additions to existing housing units, and replacement of existing housing units with new housing units.

These development projects are still residential projects and therefore it is reasonable to assume they would have the same monetary impacts per square foot as the new residential

development projects. However, the net impact is reduced due to the fact that there was a previous residential building in its place. Therefore, the development impact fees should only be charged for other residential developments if the new building(s) exceed the square footage area of the previous building(s). If the new building is larger than the existing building, then it is reasonable to assume that additional students could be generated by the project. The project would only pay for the development impact fees for the net increase in assessable space generated by the development project. Education Code allows for an exemption from development impacts fees for any additions to existing residential structures that are 500 square feet or less.

Impact of Commercial/Industrial Development

There is a correlation between the growth of commercial/industrial firms/facilities within a community and the generation of school students within most business service areas. Fees for commercial/industrial can only be imposed if the residential fees will not fully mitigate the cost of providing school facilities to students from new development.

The approach utilized in this section is to apply statutory standards, U.S. Census employment statistics, and local statistics to determine the impact of future commercial/industrial development projects on the District. Many of the factors used in this analysis were taken from the U.S. Census, which remains the most complete and authoritative source of information on the community in addition to the "1990 SanDAG Traffic Generators Report".

Employees per Square Foot of Commercial Development

Results from a survey published by the San Diego Association of Governments "1990 San DAG Traffic Generators" are used to establish numbers of employees per square foot of building area to be anticipated in new commercial or industrial development projects. The average number of workers per 1,000 square feet of area ranges from 0.06 for Rental Self Storage to 4.79 for Standard Commercial Offices. The generation factors from that report are shown in the following table.

Table 12

Commercial/Industrial Category	Average Square Foot Per Employee	Employees Per Average Square Foot
Banks	354	0.00283
Community Shopping Centers	652	0.00153
Neighborhood Shopping Centers	369	0.00271
Industrial Business Parks	284	0.00352
Industrial Parks	742	0.00135
Rental Self Storage	15541	0.00006
Scientific Research & Development	329	0.00304
Lodging	882	0.00113
Standard Commercial Office	209	0.00479
Large High Rise Commercial Office	232	0.00431
Corporate Offices	372	0.00269
Medical Offices	234	0.00427

Source: 1990 SanDAG Traffic Generators report

Students per Employee

The number of students per employee is determined by using the 2008-2012 American Community Survey 5-Year Estimates for the District. There were 8,308 employees and 8,283 homes in the District. This represents a ratio of 1.003 employees per home.

There were 1,855 school age children living in the District in 2010. This is a ratio of 0.2233 students per employee. This ratio, however, must be reduced by including only the percentage of employees that worked in their community of residence (41.4%), because only those employees living in the District will impact the District's school facilities with their children. The net ratio of students per employee in the District is 0.0924.

School Facilities Cost per Student

Facility costs for housing commercially generated students are the same as those used for residential construction. The cost factors used to assess the impact from commercial development projects are contained in Table 11.

Residential Offset

When additional employees are generated in the District as a result of new commercial/ industrial development, fees will also be charged on the residential units necessary to provide housing for the employees living in the District. To prevent a commercial or industrial development from paying for the portion of the impact that will be covered by the residential fee, this amount has been calculated and deducted from each category. The residential offset

amount is calculated by multiplying the following factors together and dividing by 1,000 (to convert from cost per 1,000 square feet to cost per square foot).

- Employees per 1,000 square feet (varies from a low of 0.06 for rental self storage to a high of 4.79 for office building).
- Percentage of employees that worked in their community of residence (41.4 percent).
- Housing units per employee (0.997). This was derived from the 2008-2012 ACS 5 Year Estimates data for the District, which indicates there were 8,283 housing units and 8,308 employees.
- Percentage of employees that will occupy new housing units (75 percent).
- Average square feet per dwelling unit (2,161).
- Residential fee charged by the District (\$3.79 per square foot).
- Average cost per student was determined in Table 11.

The following table shows the calculation of the school facility costs generated by a square foot of new commercial/industrial development for each category of development.

Table 13

**Pacific Grove Unified School District
Summary of Commercial and Industrial Uses**

Type	Employees per 1,000 Sq. Ft.	Students per Employee	Students per 1,000 Sq. Ft.	Average Cost per Student	Cost per Sq. Ft.	Residential offset per Sq. Ft.	Net Cost per Sq. Ft.
Banks	2.83	0.0924	0.262	\$34,785	\$9.10	\$7.18	\$1.92
Community Shopping Centers	1.53	0.0924	0.141	\$34,785	\$4.92	\$3.88	\$1.04
Neighborhood Shopping Centers	2.71	0.0924	0.251	\$34,785	\$8.71	\$6.87	\$1.84
Industrial Business Parks	3.52	0.0924	0.325	\$34,785	\$11.32	\$8.92	\$2.39
Industrial Parks	1.35	0.0924	0.125	\$34,785	\$4.34	\$3.42	\$0.92
Rental Self Storage	0.06	0.0924	0.006	\$34,785	\$0.19	\$0.15	\$0.04
Scientific Research & Development	3.04	0.0924	0.281	\$34,785	\$9.77	\$7.71	\$2.07
Lodging	1.13	0.0924	0.104	\$34,785	\$3.63	\$2.87	\$0.77
Standard Commercial Office	4.79	0.0924	0.443	\$34,785	\$15.40	\$12.14	\$3.26
Large High Rise Commercial Office	4.31	0.0924	0.398	\$34,785	\$13.86	\$10.93	\$2.93
Corporate Offices	2.69	0.0924	0.249	\$34,785	\$8.65	\$6.82	\$1.83
Medical Offices	4.27	0.0924	0.395	\$34,785	\$13.73	\$10.83	\$2.90

*Based on 1990 SanDAG Traffic Generator Report

Net Cost per Square Foot

Since the State Maximum Fee is now \$0.61 for commercial/industrial construction, the District is justified in collecting the maximum fee for all categories with the exception of Rental Self Storage. The District can only justify collection of \$0.04 per square foot of Rental Self Storage construction.

Verifying the Sufficiency of the Development Impact

Education Code Section 17620 requires districts to find that fee revenues will not exceed the cost of providing school facilities to the students generated by the development paying the fees. This section shows that the fee revenues do not exceed the impact of the new development.

The total need for school facilities resulting from new development totals \$208,707. The amount the District would collect over the five year period at the maximum rate of \$3.79 for residential and \$0.61 for commercial/industrial development would be as follows:

$\$3.79 \times 25 \text{ homes} \times 2,161 \text{ sq ft per home} = \$204,755$ for Residential

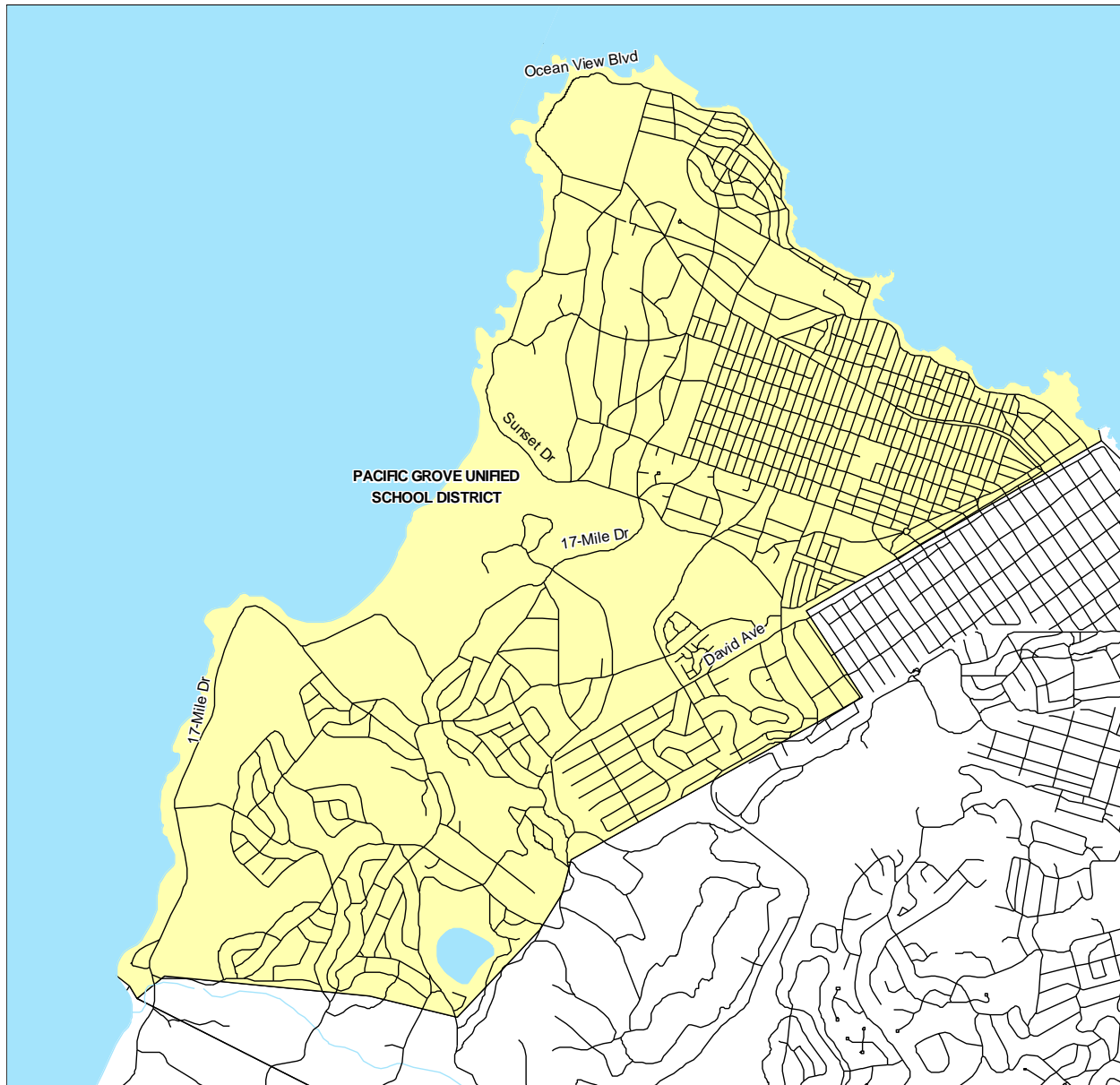
$\$0.61 \times 1,000 \text{ sq ft per year} \times 5 \text{ years} = \$3,050$ for Commercial/Industrial

Total projected 5 year income: \$207,805

The estimated income is less than the projected facility needs due to the impact of new development projects.

District Map

The following map shows the extent of the areas for which development fees are applicable to the Pacific Grove Unified School District.



Conclusion

Based on the data contained in this Study, it is found that a reasonable relationship exists between residential, commercial/industrial development and the need for school facilities in the Pacific Grove Unified School District. The following three nexus tests required to show justification for levying fees have been met:

Burden Nexus: New residential development will generate an average of 0.2569 TK-12 grade students per unit. Because the District does not have adequate facilities for all the students generated by new developments, the District will need to build additional facilities and/or modernize/reconstruct the existing facilities in order to maintain existing level of services in which the new students will be housed.

Cost Nexus: The cost to provide new and reconstructed facilities is an average of \$3.86 per square foot of residential development. Each square foot of residential development will generate \$3.79 in developer fees resulting in a shortfall of \$0.07 per square foot.

Benefit Nexus: The developer fees to be collected by the Pacific Grove Unified School District will be used for the provision of additional and reconstructed or modernized school facilities. This will benefit the students to be generated by new development by providing them with adequate educational school facilities.

The District's planned use of the fees received from development impacts will include the following types of projects, each of which will benefit students from new developments.

- 1) New Schools: When there is enough development activity occurring in a single area, the District will build a new school to house the students from new developments.
- 2) Additions to Existing Schools: When infill development occurs, the District will accommodate students at existing schools by building needed classrooms and/or support facilities such as cafeterias, restrooms, gyms and libraries as needed to increase the school capacity. Schools may also need upgrades of the technology and tele-communication systems to be able to increase their capacity.

- 3) Portable Replacement Projects: Some of the District's capacity is in temporary portables and therefore may not be included in the State's capacity calculations. These portables can be replaced with new permanent or modular classrooms to provide adequate space for students from new developments. These projects result in an increase to the facility capacity according to State standards. In addition, old portables that have reached the end of their life expectancy, will need to be replaced to maintain the existing level of service. These types of projects are considered modernization projects in the State Building Program. If development impacts did not exist, the old portables could be removed.
- 4) Modernization/Upgrade Projects: In many cases, students from new developments are not located in areas where new schools are planned to be built. The District plans to modernize or upgrade older schools to be equivalent to new schools so students will be housed in equitable facilities to those students housed in new schools. These projects may include updates to the building structures to meet current building standards, along with upgrades to the current fire and safety standards and any access compliance standards.

The District plans to use the developer fees to assist with high priority projects with estimated costs of \$2,370,000 in addition to medium priority projects estimated at \$1,769,200. All of these projects represent typical modernization scope of work located at all of the District schools.

The reasonable relationship identified by these findings provides the required justification for the Pacific Grove Unified School District to levy the maximum fees of **\$3.79** per square foot for residential construction and **\$0.61** per square foot for commercial/industrial construction, except for Rental Self Storage facilities in which a fee of **\$0.04** per square foot is justified as authorized by Education Code Section 17620.

Appendices

2018 Developer Fee Justification Study

Pacific Grove Unified School District

ENROLLMENT CERTIFICATION/PROJECTION

SAB 50-01 (REV 05/09)

SCHOOL DISTRICT	FIVE DIGIT DISTRICT CODE NUMBER (see California Public School Directory)
COUNTY	HIGH SCHOOL ATTENDANCE AREA (HSAA) OR SUPER HSAA (if applicable)

Check one: ☐ Fifth-Year Enrollment Projection ☐ Tenth-Year Enrollment ProjectionHSAA Districts Only - Check one: ☐ Attendance ☐ Residency☐ Residency - COS Districts Only - (Fifth Year Projection Only)☐ Modified Weighting (Fifth-Year Projection Only)☐ Alternate Weighting - (Fill in boxes to the right):

3rd Prev. to 2nd Prev.	2nd Prev. to Prev.	Previous to Current

Part G. Number of New Dwelling Units

(Fifth-Year Projection Only)

Part H. District Student Yield Factor

(Fifth-Year Projection Only)

Part I. Projected Enrollment**1. Fifth-Year Projection****Enrollment/Residency - (except Special Day Class pupils)**

K-6	7-8	9-12	TOTAL

Special Day Class pupils only - Enrollment/Residency

	Elementary	Secondary	TOTAL
Non-Severe			
Severe			
TOTAL			

2. Tenth-Year Projection**Enrollment/Residency - (except Special Day Class pupils)**

K-6	7-8	9-12	TOTAL

Special Day Class pupils only - Enrollment/Residency

	Elementary	Secondary	TOTAL
Non-Severe			
Severe			
TOTAL			

Part A. K-12 Pupil Data

Grade	7th Prev.	6th Prev.	5th Prev.	4th Prev.	3rd Prev.	2nd Prev.	Previous	Current
K	/	/	/	/	/	/	/	/
1								
2								
3								
4								
5								
6								
7								
8								
9								
10								
11								
12								
TOTAL								

Part B. Pupils Attending Schools Chartered By Another District

7th Prev.	6th Prev.	5th Prev.	4th Prev.	3rd Prev.	2nd Prev.	Previous	Current

Part C. Continuation High School Pupils - (Districts Only)

Grade	7th Prev.	6th Prev.	5th Prev.	4th Prev.	3rd Prev.	2nd Prev.	Previous	Current
9								
10								
11								
12								
TOTAL								

Part D. Special Day Class Pupils - (Districts or County Superintendent of Schools)

	Elementary	Secondary	TOTAL
Non-Severe			
Severe			
TOTAL			

Part E. Special Day Class Pupils - (County Superintendent of Schools Only)

7th Prev.	6th Prev.	5th Prev.	4th Prev.	3rd Prev.	2nd Prev.	Previous	Current
/	/	/	/	/	/	/	/

Part F. Birth Data - (Fifth-Year Projection Only)☐ County Birth Data ☐ Birth Data by District ZIP Codes☐ Estimate ☐ Estimate ☐ Estimate

8th Prev.	7th Prev.	6th Prev.	5th Prev.	4th Prev.	3rd Prev.	2nd Prev.	Previous	Current

I certify, as the District Representative, that the information reported on this form and, when applicable, the High School Attendance Area Residency Reporting Worksheet attached, is true and correct and that:

- I am designated as an authorized district representative by the governing board of the district.*
- If the district is requesting an augmentation in the enrollment projection pursuant to Regulation Section 1859.42.1 (a), the local planning commission or approval authority has approved the tentative subdivision map used for augmentation of the enrollment and the district has identified dwelling units in that map to be contracted. All subdivision maps used for augmentation of enrollment are available at the district for review by the Office of Public School Construction (OPSC).*
- This form is an exact duplicate (verbatim) of the form provided by the Office of Public School Construction. In the event a conflict should exist, then the language in the OPSC form will prevail.*

NAME OF DISTRICT REPRESENTATIVE (PRINT OR TYPE)

SIGNATURE OF DISTRICT REPRESENTATIVE

DATE

TELEPHONE NUMBER

E-MAIL ADDRESS



DP04

SELECTED HOUSING CHARACTERISTICS

2008-2012 American Community Survey 5-Year Estimates

Supporting documentation on code lists, subject definitions, data accuracy, and statistical testing can be found on the American Community Survey website in the Data and Documentation section.

Sample size and data quality measures (including coverage rates, allocation rates, and response rates) can be found on the American Community Survey website in the Methodology section.

Although the American Community Survey (ACS) produces population, demographic and housing unit estimates, it is the Census Bureau's Population Estimates Program that produces and disseminates the official estimates of the population for the nation, states, counties, cities and towns and estimates of housing units for states and counties.

Subject	Pacific Grove Unified School District, California			
	Estimate	Margin of Error	Percent	Percent Margin of Error
HOUSING OCCUPANCY				
Total housing units	9,976	+/-402	9,976	(X)
Occupied housing units	8,283	+/-342	83.0%	+/-2.2
Vacant housing units	1,693	+/-250	17.0%	+/-2.2
Homeowner vacancy rate	2.0	+/-1.6	(X)	(X)
Rental vacancy rate	4.5	+/-2.6	(X)	(X)
UNITS IN STRUCTURE				
Total housing units	9,976	+/-402	9,976	(X)
1-unit, detached	6,587	+/-416	66.0%	+/-2.7
1-unit, attached	621	+/-163	6.2%	+/-1.6
2 units	393	+/-124	3.9%	+/-1.3
3 or 4 units	730	+/-201	7.3%	+/-2.0
5 to 9 units	560	+/-160	5.6%	+/-1.6
10 to 19 units	368	+/-130	3.7%	+/-1.3
20 or more units	591	+/-122	5.9%	+/-1.3
Mobile home	126	+/-45	1.3%	+/-0.5
Boat, RV, van, etc.	0	+/-20	0.0%	+/-0.4
YEAR STRUCTURE BUILT				
Total housing units	9,976	+/-402	9,976	(X)
Built 2010 or later	0	+/-20	0.0%	+/-0.4
Built 2000 to 2009	348	+/-140	3.5%	+/-1.4
Built 1990 to 1999	400	+/-131	4.0%	+/-1.3
Built 1980 to 1989	701	+/-153	7.0%	+/-1.5
Built 1970 to 1979	1,500	+/-250	15.0%	+/-2.5
Built 1960 to 1969	1,635	+/-230	16.4%	+/-2.2
Built 1950 to 1959	1,942	+/-236	19.5%	+/-2.3
Built 1940 to 1949	1,018	+/-175	10.2%	+/-1.8
Built 1939 or earlier	2,432	+/-282	24.4%	+/-2.5
ROOMS				
Total housing units	9,976	+/-402	9,976	(X)

Subject	Pacific Grove Unified School District, California				Action/Discussion Item A
	Estimate	Margin of Error	Percent	Percent Margin of Error	
1 room	204	+/-110	2.0%	+/-1.1	
2 rooms	438	+/-126	4.4%	+/-1.3	
3 rooms	1,068	+/-200	10.7%	+/-1.9	
4 rooms	2,213	+/-243	22.2%	+/-2.4	
5 rooms	2,072	+/-304	20.8%	+/-2.7	
6 rooms	1,654	+/-255	16.6%	+/-2.4	
7 rooms	1,130	+/-200	11.3%	+/-2.0	
8 rooms	652	+/-147	6.5%	+/-1.4	
9 rooms or more	545	+/-137	5.5%	+/-1.4	
Median rooms	5.0	+/-0.1	(X)	(X)	
BEDROOMS					
Total housing units	9,976	+/-402	9,976	(X)	
No bedroom	254	+/-117	2.5%	+/-1.2	
1 bedroom	1,589	+/-255	15.9%	+/-2.5	
2 bedrooms	3,673	+/-333	36.8%	+/-2.9	
3 bedrooms	3,157	+/-336	31.6%	+/-2.8	
4 bedrooms	1,132	+/-217	11.3%	+/-2.3	
5 or more bedrooms	171	+/-61	1.7%	+/-0.6	
HOUSING TENURE					
Occupied housing units	8,283	+/-342	8,283	(X)	
Owner-occupied	4,378	+/-344	52.9%	+/-3.0	
Renter-occupied	3,905	+/-256	47.1%	+/-3.0	
Average household size of owner-occupied unit	2.20	+/-0.11	(X)	(X)	
Average household size of renter-occupied unit	2.11	+/-0.12	(X)	(X)	
YEAR HOUSEHOLDER MOVED INTO UNIT					
Occupied housing units	8,283	+/-342	8,283	(X)	
Moved in 2010 or later	987	+/-186	11.9%	+/-2.3	
Moved in 2000 to 2009	3,875	+/-322	46.8%	+/-3.4	
Moved in 1990 to 1999	1,588	+/-262	19.2%	+/-3.0	
Moved in 1980 to 1989	645	+/-145	7.8%	+/-1.6	
Moved in 1970 to 1979	682	+/-134	8.2%	+/-1.5	
Moved in 1969 or earlier	506	+/-103	6.1%	+/-1.2	
VEHICLES AVAILABLE					
Occupied housing units	8,283	+/-342	8,283	(X)	
No vehicles available	376	+/-103	4.5%	+/-1.3	
1 vehicle available	3,539	+/-318	42.7%	+/-3.1	
2 vehicles available	3,202	+/-293	38.7%	+/-3.1	
3 or more vehicles available	1,166	+/-173	14.1%	+/-2.1	
HOUSE HEATING FUEL					
Occupied housing units	8,283	+/-342	8,283	(X)	
Utility gas	6,648	+/-357	80.3%	+/-2.7	
Bottled, tank, or LP gas	98	+/-50	1.2%	+/-0.6	
Electricity	1,380	+/-221	16.7%	+/-2.6	
Fuel oil, kerosene, etc.	0	+/-20	0.0%	+/-0.5	
Coal or coke	0	+/-20	0.0%	+/-0.5	
Wood	76	+/-53	0.9%	+/-0.6	
Solar energy	0	+/-20	0.0%	+/-0.5	
Other fuel	33	+/-34	0.4%	+/-0.4	
No fuel used	48	+/-41	0.6%	+/-0.5	
SELECTED CHARACTERISTICS					
Occupied housing units	8,283	+/-342	8,283	(X)	
Lacking complete plumbing facilities	0	+/-20	0.0%	+/-0.5	

Subject	Pacific Grove Unified School District, California				Action/ Discussion Item A
	Estimate	Margin of Error	Percent	Percent Margin of Error	
Lacking complete kitchen facilities	38	+/-26	0.5%	+/-0.3	
No telephone service available	371	+/-145	4.5%	+/-1.8	
OCCUPANTS PER ROOM					
Occupied housing units	8,283	+/-342	8,283	(X)	
1.00 or less	8,164	+/-356	98.6%	+/-0.7	
1.01 to 1.50	108	+/-54	1.3%	+/-0.7	
1.51 or more	11	+/-17	0.1%	+/-0.2	
VALUE					
Owner-occupied units	4,378	+/-344	4,378	(X)	
Less than \$50,000	45	+/-32	1.0%	+/-0.7	
\$50,000 to \$99,999	48	+/-41	1.1%	+/-0.9	
\$100,000 to \$149,999	10	+/-15	0.2%	+/-0.3	
\$150,000 to \$199,999	36	+/-30	0.8%	+/-0.7	
\$200,000 to \$299,999	186	+/-83	4.2%	+/-1.8	
\$300,000 to \$499,999	546	+/-121	12.5%	+/-2.5	
\$500,000 to \$999,999	2,457	+/-225	56.1%	+/-3.4	
\$1,000,000 or more	1,050	+/-178	24.0%	+/-3.5	
Median (dollars)	756,200	+/-31,623	(X)	(X)	
MORTGAGE STATUS					
Owner-occupied units	4,378	+/-344	4,378	(X)	
Housing units with a mortgage	2,761	+/-253	63.1%	+/-3.4	
Housing units without a mortgage	1,617	+/-201	36.9%	+/-3.4	
SELECTED MONTHLY OWNER COSTS (SMOC)					
Housing units with a mortgage	2,761	+/-253	2,761	(X)	
Less than \$300	0	+/-20	0.0%	+/-1.3	
\$300 to \$499	16	+/-21	0.6%	+/-0.7	
\$500 to \$699	58	+/-40	2.1%	+/-1.4	
\$700 to \$999	153	+/-61	5.5%	+/-2.1	
\$1,000 to \$1,499	242	+/-84	8.8%	+/-2.9	
\$1,500 to \$1,999	360	+/-101	13.0%	+/-3.3	
\$2,000 or more	1,932	+/-210	70.0%	+/-4.4	
Median (dollars)	2,654	+/-188	(X)	(X)	
Housing units without a mortgage	1,617	+/-201	1,617	(X)	
Less than \$100	15	+/-22	0.9%	+/-1.4	
\$100 to \$199	71	+/-47	4.4%	+/-2.8	
\$200 to \$299	188	+/-71	11.6%	+/-4.3	
\$300 to \$399	271	+/-82	16.8%	+/-5.1	
\$400 or more	1,072	+/-183	66.3%	+/-6.7	
Median (dollars)	537	+/-67	(X)	(X)	
SELECTED MONTHLY OWNER COSTS AS A PERCENTAGE OF HOUSEHOLD INCOME (SMOCAPI)					
Housing units with a mortgage (excluding units where SMOCAPI cannot be computed)	2,733	+/-257	2,733	(X)	
Less than 20.0 percent	773	+/-150	28.3%	+/-4.7	
20.0 to 24.9 percent	284	+/-91	10.4%	+/-2.9	
25.0 to 29.9 percent	434	+/-128	15.9%	+/-4.6	
30.0 to 34.9 percent	232	+/-87	8.5%	+/-3.2	
35.0 percent or more	1,010	+/-178	37.0%	+/-5.5	
Not computed	28	+/-30	(X)	(X)	
Housing unit without a mortgage (excluding units where SMOCAPI cannot be computed)	1,602	+/-200	1,602	(X)	
Less than 10.0 percent	791	+/-138	49.4%	+/-7.0	

Subject	Pacific Grove Unified School District, California			
	Estimate	Margin of Error	Percent	Percent Margin of Error
10.0 to 14.9 percent	286	+/-77	17.9%	+/-4.6
15.0 to 19.9 percent	74	+/-43	4.6%	+/-2.7
20.0 to 24.9 percent	97	+/-49	6.1%	+/-3.0
25.0 to 29.9 percent	79	+/-49	4.9%	+/-2.9
30.0 to 34.9 percent	0	+/-20	0.0%	+/-2.3
35.0 percent or more	275	+/-119	17.2%	+/-6.6
Not computed	15	+/-24	(X)	(X)
GROSS RENT				
Occupied units paying rent	3,745	+/-265	3,745	(X)
Less than \$200	25	+/-27	0.7%	+/-0.7
\$200 to \$299	19	+/-22	0.5%	+/-0.6
\$300 to \$499	22	+/-26	0.6%	+/-0.7
\$500 to \$749	109	+/-83	2.9%	+/-2.2
\$750 to \$999	291	+/-94	7.8%	+/-2.4
\$1,000 to \$1,499	1,565	+/-212	41.8%	+/-5.0
\$1,500 or more	1,714	+/-244	45.8%	+/-5.6
Median (dollars)	1,434	+/-80	(X)	(X)
No rent paid	160	+/-72	(X)	(X)
GROSS RENT AS A PERCENTAGE OF HOUSEHOLD INCOME (GRAPI)				
Occupied units paying rent (excluding units where GRAPI cannot be computed)	3,681	+/-268	3,681	(X)
Less than 15.0 percent	464	+/-139	12.6%	+/-3.7
15.0 to 19.9 percent	355	+/-112	9.6%	+/-2.9
20.0 to 24.9 percent	511	+/-154	13.9%	+/-3.9
25.0 to 29.9 percent	481	+/-136	13.1%	+/-3.6
30.0 to 34.9 percent	577	+/-149	15.7%	+/-4.0
35.0 percent or more	1,293	+/-199	35.1%	+/-5.2
Not computed	224	+/-108	(X)	(X)

Data are based on a sample and are subject to sampling variability. The degree of uncertainty for an estimate arising from sampling variability is represented through the use of a margin of error. The value shown here is the 90 percent margin of error. The margin of error can be interpreted roughly as providing a 90 percent probability that the interval defined by the estimate minus the margin of error and the estimate plus the margin of error (the lower and upper confidence bounds) contains the true value. In addition to sampling variability, the ACS estimates are subject to nonsampling error (for a discussion of nonsampling variability, see Accuracy of the Data). The effect of nonsampling error is not represented in these tables.

The median gross rent excludes no cash renters.

In prior years, the universe included all owner-occupied units with a mortgage. It is now restricted to include only those units where SMOCAPI is computed, that is, SMOC and household income are valid values.

In prior years, the universe included all owner-occupied units without a mortgage. It is now restricted to include only those units where SMOCAPI is computed, that is, SMOC and household income are valid values.

In prior years, the universe included all renter-occupied units. It is now restricted to include only those units where GRAPI is computed, that is, gross rent and household income are valid values.

The 2007, 2008, 2009, 2010, 2011, and 2012 plumbing data for Puerto Rico will not be shown. Research indicates that the questions on plumbing facilities that were introduced in 2008 in the stateside American Community Survey and the 2008 Puerto Rico Community Survey may not have been appropriate for Puerto Rico.

Median calculations for base table sourcing VAL, MHC, SMOC, and TAX should exclude zero values.

While the 2008-2012 American Community Survey (ACS) data generally reflect the December 2009 Office of Management and Budget (OMB) definitions of metropolitan and micropolitan statistical areas; in certain instances the names, codes, and boundaries of the principal cities shown in ACS tables may differ from the OMB definitions due to differences in the effective dates of the geographic entities.

Estimates of urban and rural population, housing units, and characteristics reflect boundaries of urban areas defined based on Census 2000 data. Boundaries for urban areas have not been updated since Census 2000. As a result, data for urban and rural areas from the ACS do not necessarily reflect the results of ongoing urbanization.

Source: U.S. Census Bureau, 2008-2012 American Community Survey

Explanation of Symbols:

1. An '***' entry in the margin of error column indicates that either no sample observations or too few sample observations were available to compute a standard error and thus the margin of error. A statistical test is not appropriate.
2. An '-' entry in the estimate column indicates that either no sample observations or too few sample observations were available to compute an estimate, or a ratio of medians cannot be calculated because one or both of the median estimates falls in the lowest interval or upper interval of an open-ended distribution.
3. An '-' following a median estimate means the median falls in the lowest interval of an open-ended distribution.
4. An '+' following a median estimate means the median falls in the upper interval of an open-ended distribution.
5. An '****' entry in the margin of error column indicates that the median falls in the lowest interval or upper interval of an open-ended distribution. A statistical test is not appropriate.
6. An '*****' entry in the margin of error column indicates that the estimate is controlled. A statistical test for sampling variability is not appropriate.
7. An 'N' entry in the estimate and margin of error columns indicates that data for this geographic area cannot be displayed because the number of sample cases is too small.
8. An '(X)' means that the estimate is not applicable or not available.



S0802

MEANS OF TRANSPORTATION TO WORK BY SELECTED CHARACTERISTICS

2013-2017 American Community Survey 5-Year Estimates

Supporting documentation on code lists, subject definitions, data accuracy, and statistical testing can be found on the American Community Survey website in the Technical Documentation section.

Sample size and data quality measures (including coverage rates, allocation rates, and response rates) can be found on the American Community Survey website in the Methodology section.

Although the American Community Survey (ACS) produces population, demographic and housing unit estimates, it is the Census Bureau's Population Estimates Program that produces and disseminates the official estimates of the population for the nation, states, counties, cities, and towns and estimates of housing units for states and counties.

Subject	Pacific Grove Unified School District, California				
	Total		Car, truck, or van -- drove alone		Car, truck, or van -- carpooled
	Estimate	Margin of Error	Estimate	Margin of Error	Estimate
Workers 16 years and over	8,308	+/-412	6,378	+/-394	596
AGE					
16 to 19 years	1.8%	+/-1.1	1.6%	+/-1.1	0.0%
20 to 24 years	4.8%	+/-1.7	4.5%	+/-1.8	7.0%
25 to 44 years	38.0%	+/-3.3	38.1%	+/-3.9	49.5%
45 to 54 years	20.4%	+/-2.5	21.1%	+/-3.0	22.5%
55 to 59 years	12.5%	+/-2.0	13.3%	+/-2.4	8.4%
60 years and over	22.5%	+/-2.5	21.5%	+/-2.5	12.6%
Median age (years)	47.0	+/-1.4	47.0	+/-1.7	40.7
SEX					
Male	47.3%	+/-2.2	48.3%	+/-2.8	41.9%
Female	52.7%	+/-2.2	51.7%	+/-2.8	58.1%
RACE AND HISPANIC OR LATINO ORIGIN					
One race	97.0%	+/-1.3	96.8%	+/-1.6	99.0%
White	87.3%	+/-2.4	87.4%	+/-2.5	83.9%
Black or African American	1.0%	+/-0.6	1.0%	+/-0.7	2.0%
American Indian and Alaska Native	0.4%	+/-0.5	0.6%	+/-0.6	0.0%
Asian	6.5%	+/-2.0	6.1%	+/-1.7	10.2%
Native Hawaiian and Other Pacific Islander	0.0%	+/-0.4	0.0%	+/-0.5	0.0%
Some other race	1.7%	+/-0.8	1.7%	+/-1.0	2.9%
Two or more races	3.0%	+/-1.3	3.2%	+/-1.6	1.0%
Hispanic or Latino origin (of any race)	12.1%	+/-2.6	13.4%	+/-3.1	10.4%
White alone, not Hispanic or Latino	77.5%	+/-2.9	76.2%	+/-3.5	76.3%
NATIVITY AND CITIZENSHIP STATUS					
Native	86.9%	+/-2.7	87.9%	+/-2.4	79.0%
Foreign born	13.1%	+/-2.7	12.1%	+/-2.4	21.0%
Naturalized U.S. citizen	8.5%	+/-2.0	9.4%	+/-2.3	9.6%

Subject	Pacific Grove Unified School District, California				
	Total		Car, truck, or van -- drove alone		Car, truck, or van -- carpooled
	Estimate	Margin of Error	Estimate	Margin of Error	Estimate
Not a U.S. citizen	4.6%	+/-1.6	2.7%	+/-1.3	11.4%
LANGUAGE SPOKEN AT HOME AND ABILITY TO SPEAK ENGLISH					
Speak language other than English	17.4%	+/-3.2	16.5%	+/-3.4	26.3%
Speak English "very well"	12.6%	+/-2.6	12.2%	+/-2.9	19.0%
Speak English less than "very well"	4.8%	+/-1.4	4.2%	+/-1.4	7.4%
EARNINGS IN THE PAST 12 MONTHS (IN 2017 INFLATION-ADJUSTED DOLLARS) FOR WORKERS					
Workers 16 years and over with earnings	8,308	+/-412	6,378	+/-394	596
\$1 to \$9,999 or less	11.5%	+/-2.1	8.2%	+/-2.2	19.6%
\$10,000 to \$14,999	5.7%	+/-1.8	6.0%	+/-2.0	0.8%
\$15,000 to \$24,999	10.8%	+/-1.7	9.3%	+/-1.9	17.4%
\$25,000 to \$34,999	8.4%	+/-2.0	8.2%	+/-2.3	8.1%
\$35,000 to \$49,999	14.3%	+/-2.6	15.9%	+/-3.0	16.3%
\$50,000 to \$64,999	10.6%	+/-2.0	10.2%	+/-2.3	10.7%
\$65,000 to \$74,999	6.3%	+/-1.9	7.4%	+/-2.2	3.9%
\$75,000 or more	32.3%	+/-3.2	34.8%	+/-3.7	23.2%
Median earnings (dollars)	48,555	+/-5,925	52,712	+/-6,692	36,875
POVERTY STATUS IN THE PAST 12 MONTHS					
Workers 16 years and over for whom poverty status is determined	8,308	+/-412	6,378	+/-394	596
Below 100 percent of the poverty level	3.6%	+/-1.4	2.4%	+/-1.0	3.2%
100 to 149 percent of the poverty level	4.3%	+/-1.7	4.3%	+/-1.7	2.9%
At or above 150 percent of the poverty level	92.1%	+/-2.3	93.3%	+/-2.0	94.0%
Workers 16 years and over	8,308	+/-412	6,378	+/-394	596
OCCUPATION					
Management, business, science, and arts occupations	51.5%	+/-3.4	50.1%	+/-4.0	49.2%
Service occupations	14.5%	+/-2.4	14.4%	+/-2.5	21.1%
Sales and office occupations	21.4%	+/-2.7	21.4%	+/-3.2	21.0%
Natural resources, construction, and maintenance occupations	5.9%	+/-1.8	6.9%	+/-2.2	5.4%
Production, transportation, and material moving occupations	4.4%	+/-1.2	4.4%	+/-1.5	2.5%
Military specific occupations	2.4%	+/-1.1	2.9%	+/-1.4	0.8%
INDUSTRY					
Agriculture, forestry, fishing and hunting, and mining	1.2%	+/-0.6	1.1%	+/-0.6	1.5%
Construction	5.9%	+/-1.8	6.3%	+/-2.1	5.4%
Manufacturing	3.6%	+/-1.0	3.3%	+/-0.9	3.5%
Wholesale trade	1.6%	+/-0.9	2.1%	+/-1.2	0.0%
Retail trade	8.4%	+/-1.5	8.5%	+/-1.9	0.0%
Transportation and warehousing, and utilities	2.0%	+/-0.8	1.7%	+/-0.8	5.5%
Information and finance and insurance, and real estate and rental and leasing	9.2%	+/-1.8	8.3%	+/-1.9	9.4%
Professional, scientific, management, and administrative and waste management services	12.2%	+/-1.8	9.6%	+/-1.6	15.9%
Educational services, and health care and social assistance	27.9%	+/-3.0	30.0%	+/-3.2	31.7%
Arts, entertainment, and recreation, and accommodation and food services	15.4%	+/-2.8	15.6%	+/-3.3	13.8%
Other services (except public administration)	2.6%	+/-0.9	2.7%	+/-1.1	3.7%
Public administration	6.5%	+/-1.5	6.7%	+/-1.6	7.9%
Armed forces	3.6%	+/-1.3	4.2%	+/-1.6	1.7%
CLASS OF WORKER					
Private wage and salary workers	60.3%	+/-3.5	63.2%	+/-3.7	53.9%

Subject	Pacific Grove Unified School District, California				
	Total		Car, truck, or van -- drove alone		Car, truck, or van -- carpooled
	Estimate	Margin of Error	Estimate	Margin of Error	Estimate
Government workers	25.0%	+/-2.9	27.6%	+/-3.3	24.0%
Self-employed workers in own not incorporated business	14.7%	+/-2.7	9.2%	+/-2.1	22.1%
Unpaid family workers	0.0%	+/-0.4	0.0%	+/-0.5	0.0%
PLACE OF WORK					
Worked in state of residence	99.5%	+/-0.4	99.4%	+/-0.5	100.0%
Worked in county of residence	91.1%	+/-1.9	89.7%	+/-2.2	88.8%
Worked outside county of residence	8.4%	+/-1.9	9.7%	+/-2.1	11.2%
Worked outside state of residence	0.5%	+/-0.4	0.6%	+/-0.5	0.0%
Workers 16 years and over who did not work at home	7,461	+/-407	6,378	+/-394	596
TIME LEAVING HOME TO GO TO WORK					
12:00 a.m. to 4:59 a.m.	1.8%	+/-0.9	2.0%	+/-1.0	0.0%
5:00 a.m. to 5:29 a.m.	2.5%	+/-1.1	2.7%	+/-1.2	2.0%
5:30 a.m. to 5:59 a.m.	1.6%	+/-0.7	1.4%	+/-0.7	0.0%
6:00 a.m. to 6:29 a.m.	6.6%	+/-1.6	7.1%	+/-1.8	4.7%
6:30 a.m. to 6:59 a.m.	5.9%	+/-1.4	6.6%	+/-1.5	0.8%
7:00 a.m. to 7:29 a.m.	14.9%	+/-2.2	14.7%	+/-2.3	19.3%
7:30 a.m. to 7:59 a.m.	16.9%	+/-3.0	17.7%	+/-3.4	14.3%
8:00 a.m. to 8:29 a.m.	14.6%	+/-2.7	15.0%	+/-2.9	15.8%
8:30 a.m. to 8:59 a.m.	6.1%	+/-1.6	6.5%	+/-1.8	3.7%
9:00 a.m. to 11:59 p.m.	29.0%	+/-3.0	26.2%	+/-3.2	39.4%
TRAVEL TIME TO WORK					
Less than 10 minutes	21.9%	+/-3.1	20.8%	+/-3.3	30.0%
10 to 14 minutes	19.5%	+/-2.8	19.0%	+/-3.2	27.0%
15 to 19 minutes	21.7%	+/-2.6	23.3%	+/-2.9	7.0%
20 to 24 minutes	14.3%	+/-2.5	14.7%	+/-2.7	11.4%
25 to 29 minutes	1.8%	+/-0.7	2.0%	+/-0.9	0.0%
30 to 34 minutes	5.1%	+/-1.2	4.5%	+/-1.2	9.7%
35 to 44 minutes	6.4%	+/-1.6	5.9%	+/-1.6	13.4%
45 to 59 minutes	3.7%	+/-1.2	4.1%	+/-1.4	1.3%
60 or more minutes	5.6%	+/-1.7	5.6%	+/-1.7	0.0%
Mean travel time to work (minutes)	20.3	+/-1.4	20.6	+/-1.6	16.2
Workers 16 years and over in households	8,271	+/-406	6,369	+/-393	596
HOUSING TENURE					
Owner-occupied housing units	46.2%	+/-4.3	44.8%	+/-4.5	50.3%
Renter-occupied housing units	53.8%	+/-4.3	55.2%	+/-4.5	49.7%
VEHICLES AVAILABLE					
No vehicle available	2.6%	+/-1.4	1.8%	+/-1.1	0.0%
1 vehicle available	24.2%	+/-3.0	25.1%	+/-3.8	12.6%
2 vehicles available	41.3%	+/-4.3	42.1%	+/-4.7	49.0%
3 or more vehicles available	31.9%	+/-4.7	31.1%	+/-4.5	38.4%
PERCENT ALLOCATED					
Means of transportation to work	8.2%	(X)	(X)	(X)	(X)
Time leaving home to go to work	16.0%	(X)	(X)	(X)	(X)
Travel time to work	10.7%	(X)	(X)	(X)	(X)
Vehicles available	0.5%	(X)	(X)	(X)	(X)

Subject	Pacific Grove Unified School District, California		
	Car, truck, or van -- carpooled	Public transportation (excluding taxicab)	
	Margin of Error	Estimate	Margin of Error
Workers 16 years and over	+/-159	35	+/-26
AGE			
16 to 19 years	+/-5.7	0.0%	+/-52.0
20 to 24 years	+/-5.0	0.0%	+/-52.0
25 to 44 years	+/-14.6	65.7%	+/-36.3
45 to 54 years	+/-11.6	0.0%	+/-52.0
55 to 59 years	+/-9.1	14.3%	+/-25.0
60 years and over	+/-7.3	20.0%	+/-28.3
Median age (years)	+/-7.2	40.5	+/-20.1
SEX			
Male	+/-10.0	31.4%	+/-40.6
Female	+/-10.0	68.6%	+/-40.6
RACE AND HISPANIC OR LATINO ORIGIN			
One race	+/-1.6	100.0%	+/-52.0
White	+/-8.0	100.0%	+/-52.0
Black or African American	+/-3.6	0.0%	+/-52.0
American Indian and Alaska Native	+/-5.7	0.0%	+/-52.0
Asian	+/-8.4	0.0%	+/-52.0
Native Hawaiian and Other Pacific Islander	+/-5.7	0.0%	+/-52.0
Some other race	+/-3.6	0.0%	+/-52.0
Two or more races	+/-1.6	0.0%	+/-52.0
Hispanic or Latino origin (of any race)	+/-8.1	0.0%	+/-52.0
White alone, not Hispanic or Latino	+/-9.4	100.0%	+/-52.0
NATIVITY AND CITIZENSHIP STATUS			
Native	+/-10.6	100.0%	+/-52.0
Foreign born	+/-10.6	0.0%	+/-52.0
Naturalized U.S. citizen	+/-5.9	0.0%	+/-52.0
Not a U.S. citizen	+/-8.0	0.0%	+/-52.0
LANGUAGE SPOKEN AT HOME AND ABILITY TO SPEAK ENGLISH			
Speak language other than English	+/-9.9	0.0%	+/-52.0
Speak English "very well"	+/-9.2	0.0%	+/-52.0
Speak English less than "very well"	+/-5.0	0.0%	+/-52.0
EARNINGS IN THE PAST 12 MONTHS (IN 2017 INFLATION-ADJUSTED DOLLARS) FOR WORKERS			
Workers 16 years and over with earnings	+/-159	35	+/-26
\$1 to \$9,999 or less	+/-8.2	34.3%	+/-41.0
\$10,000 to \$14,999	+/-1.6	0.0%	+/-52.0
\$15,000 to \$24,999	+/-10.9	0.0%	+/-52.0
\$25,000 to \$34,999	+/-5.1	34.3%	+/-36.3
\$35,000 to \$49,999	+/-9.8	0.0%	+/-52.0
\$50,000 to \$64,999	+/-8.8	0.0%	+/-52.0
\$65,000 to \$74,999	+/-4.8	0.0%	+/-52.0
\$75,000 or more	+/-9.9	31.4%	+/-40.6
Median earnings (dollars)	+/-18,196	-	**
POVERTY STATUS IN THE PAST 12 MONTHS			
Workers 16 years and over for whom poverty status is determined	+/-159	35	+/-26
Below 100 percent of the poverty level	+/-3.6	0.0%	+/-52.0
100 to 149 percent of the poverty level	+/-3.8	0.0%	+/-52.0

Action/Discussion Item A

Subject	Pacific Grove Unified School District, California		
	Car, truck, or van -- carpoled	Public transportation (excluding taxicab)	
	Margin of Error	Estimate	Margin of Error
At or above 150 percent of the poverty level	+/-5.2	100.0%	+/-52.0
Workers 16 years and over	+/-159	35	+/-26
OCCUPATION			
Management, business, science, and arts occupations	+/-13.6	31.4%	+/-40.6
Service occupations	+/-12.6	20.0%	+/-28.3
Sales and office occupations	+/-11.6	34.3%	+/-41.0
Natural resources, construction, and maintenance occupations	+/-8.9	0.0%	+/-52.0
Production, transportation, and material moving occupations	+/-2.6	14.3%	+/-25.0
Military specific occupations	+/-1.2	0.0%	+/-52.0
INDUSTRY			
Agriculture, forestry, fishing and hunting, and mining	+/-2.3	0.0%	+/-52.0
Construction	+/-8.9	0.0%	+/-52.0
Manufacturing	+/-4.2	14.3%	+/-25.0
Wholesale trade	+/-5.7	0.0%	+/-52.0
Retail trade	+/-5.7	65.7%	+/-36.3
Transportation and warehousing, and utilities	+/-6.1	0.0%	+/-52.0
Information and finance and insurance, and real estate and rental and leasing	+/-8.1	0.0%	+/-52.0
Professional, scientific, management, and administrative and waste management services	+/-9.9	0.0%	+/-52.0
Educational services, and health care and social assistance	+/-11.7	0.0%	+/-52.0
Arts, entertainment, and recreation, and accommodation and food services	+/-8.0	20.0%	+/-28.3
Other services (except public administration)	+/-4.5	0.0%	+/-52.0
Public administration	+/-6.6	0.0%	+/-52.0
Armed forces	+/-1.8	0.0%	+/-52.0
CLASS OF WORKER			
Private wage and salary workers	+/-13.7	85.7%	+/-25.0
Government workers	+/-9.6	0.0%	+/-52.0
Self-employed workers in own not incorporated business	+/-13.0	14.3%	+/-25.0
Unpaid family workers	+/-5.7	0.0%	+/-52.0
PLACE OF WORK			
Worked in state of residence	+/-5.7	100.0%	+/-52.0
Worked in county of residence	+/-8.2	100.0%	+/-52.0
Worked outside county of residence	+/-8.2	0.0%	+/-52.0
Worked outside state of residence	+/-5.7	0.0%	+/-52.0
Workers 16 years and over who did not work at home	+/-159	35	+/-26
TIME LEAVING HOME TO GO TO WORK			
12:00 a.m. to 4:59 a.m.	+/-5.7	0.0%	+/-52.0
5:00 a.m. to 5:29 a.m.	+/-3.2	0.0%	+/-52.0
5:30 a.m. to 5:59 a.m.	+/-5.7	0.0%	+/-52.0
6:00 a.m. to 6:29 a.m.	+/-4.7	20.0%	+/-28.3
6:30 a.m. to 6:59 a.m.	+/-1.2	0.0%	+/-52.0
7:00 a.m. to 7:29 a.m.	+/-9.9	80.0%	+/-28.3
7:30 a.m. to 7:59 a.m.	+/-9.3	0.0%	+/-52.0
8:00 a.m. to 8:29 a.m.	+/-8.5	0.0%	+/-52.0
8:30 a.m. to 8:59 a.m.	+/-4.0	0.0%	+/-52.0
9:00 a.m. to 11:59 p.m.	+/-13.5	0.0%	+/-52.0
TRAVEL TIME TO WORK			

Action/Discussion Item A

Subject	Pacific Grove Unified School District, California			Action/Discussion Item A
	Car, truck, or van -- carpooled	Public transportation (excluding taxicab)		
	Margin of Error	Estimate	Margin of Error	
Less than 10 minutes	+/-12.8	0.0%	+/-52.0	
10 to 14 minutes	+/-13.3	0.0%	+/-52.0	
15 to 19 minutes	+/-5.6	0.0%	+/-52.0	
20 to 24 minutes	+/-8.9	0.0%	+/-52.0	
25 to 29 minutes	+/-5.7	0.0%	+/-52.0	
30 to 34 minutes	+/-7.6	20.0%	+/-28.3	
35 to 44 minutes	+/-10.5	45.7%	+/-41.8	
45 to 59 minutes	+/-1.9	0.0%	+/-52.0	
60 or more minutes	+/-5.7	34.3%	+/-41.0	
Mean travel time to work (minutes)	+/-3.4	57.9	+/-26.0	
Workers 16 years and over in households	+/-159	35	+/-26	
HOUSING TENURE				
Owner-occupied housing units	+/-14.5	34.3%	+/-41.0	
Renter-occupied housing units	+/-14.5	65.7%	+/-41.0	
VEHICLES AVAILABLE				
No vehicle available	+/-5.7	20.0%	+/-28.3	
1 vehicle available	+/-8.4	14.3%	+/-25.0	
2 vehicles available	+/-16.1	31.4%	+/-40.6	
3 or more vehicles available	+/-15.7	34.3%	+/-41.0	
PERCENT ALLOCATED				
Means of transportation to work	(X)	(X)	(X)	
Time leaving home to go to work	(X)	(X)	(X)	
Travel time to work	(X)	(X)	(X)	
Vehicles available	(X)	(X)	(X)	

Data are based on a sample and are subject to sampling variability. The degree of uncertainty for an estimate arising from sampling variability is represented through the use of a margin of error. The value shown here is the 90 percent margin of error. The margin of error can be interpreted roughly as providing a 90 percent probability that the interval defined by the estimate minus the margin of error and the estimate plus the margin of error (the lower and upper confidence bounds) contains the true value. In addition to sampling variability, the ACS estimates are subject to nonsampling error (for a discussion of nonsampling variability, see Accuracy of the Data). The effect of nonsampling error is not represented in these tables.

Foreign born excludes people born outside the United States to a parent who is a U.S. citizen.

Methodological changes to data collection in 2013 may have affected language data for 2013. Users should be aware of these changes when using 2013 data or multi-year data containing data from 2013. For more information, see: Language User Note.

Workers include members of the Armed Forces and civilians who were at work last week.

Industry codes are 4-digit codes and are based on the North American Industry Classification System 2012. The Industry categories adhere to the guidelines issued in Clarification Memorandum No. 2, "NAICS Alternate Aggregation Structure for Use By U.S. Statistical Agencies," issued by the Office of Management and Budget.

Occupation codes are 4-digit codes and are based on Standard Occupational Classification 2010.

When information is missing or inconsistent, the Census Bureau logically assigns an acceptable value using the response to a related question or questions. If a logical assignment is not possible, data are filled using a statistical process called allocation, which uses a similar individual or household to provide a donor value. The "Allocated" section is the number of respondents who received an allocated value for a particular subject.

While the 2013-2017 American Community Survey (ACS) data generally reflect the February 2013 Office of Management and Budget (OMB) definitions of metropolitan and micropolitan statistical areas; in certain instances the names, codes, and boundaries of the principal cities shown in ACS tables may differ from the OMB definitions due to differences in the effective dates of the geographic entities.

Estimates of urban and rural populations, housing units, and characteristics reflect boundaries of urban areas derived from the 2010 data. As a result, data for urban and rural areas from the ACS do not necessarily reflect the results of ongoing urbanization.

Source: U.S. Census Bureau, 2013-2017 American Community Survey 5-Year Estimates

Explanation of Symbols:

1. An '***' entry in the margin of error column indicates that either no sample observations or too few sample observations were available to compute a standard error and thus the margin of error. A statistical test is not appropriate.
2. An '-' entry in the estimate column indicates that either no sample observations or too few sample observations were available to compute an estimate, or a ratio of medians cannot be calculated because one or both of the median estimates falls in the lowest interval or upper interval of an open-ended distribution.
3. An '-' following a median estimate means the median falls in the lowest interval of an open-ended distribution.
4. An '+' following a median estimate means the median falls in the upper interval of an open-ended distribution.
5. An '****' entry in the margin of error column indicates that the median falls in the lowest interval or upper interval of an open-ended distribution. A statistical test is not appropriate.
6. An '*****' entry in the margin of error column indicates that the estimate is controlled. A statistical test for sampling variability is not appropriate.
7. An 'N' entry in the estimate and margin of error columns indicates that data for this geographic area cannot be displayed because the number of sample cases is too small.
8. An '(X)' means that the estimate is not applicable or not available.



Use of Developer Fees:

A School District can use the revenue collected on residential and commercial/industrial construction for the purposes listed below:

- Purchase or lease of interim school facilities to house students generated by new development pending the construction of permanent facilities.
- Purchase or lease of land for school facilities for such students.
- Acquisition of school facilities for such students, including:
 - Construction
 - Modernization/reconstruction
 - Architectural and engineering costs
 - Permits and plan checking
 - Testing and inspection
 - Furniture, Equipment and Technology for use in school facilities
- Legal and other administrative costs related to the provision of such new facilities
- Administration of the collection of, and justification for, such fees, and
- Any other purpose arising from the process of providing facilities for students generated by new development.

Following is an excerpt from the Education Code that states the valid uses of the Level 1 developer fees. It refers to construction and reconstruction. The term reconstruction was originally used in the Leroy Greene program. The term modernization is currently used in the 1998 State Building Program and represents the same scope of work used in the original reconstruction projects.

Ed Code Section 17620. (a) (1) The governing board of any school district is authorized to levy a fee, charge, dedication, or other requirement against any construction within the boundaries of the district, for the purpose of funding the construction or reconstruction of school facilities, subject to any limitations set forth in Chapter 4.9 (commencing with Section 65995) of Division 1 of Title 7 of the Government Code. This fee, charge, dedication, or other requirement may be applied to construction only as follows: ...

The limitations referred to in this text describe the maximum amounts that can be charged for residential and commercial/industrial projects and any projects that qualify for exemptions. They do not limit the use of the funds received.

REPORT OF THE EXECUTIVE OFFICER
State Allocation Board Meeting, January 24, 2018

INDEX ADJUSTMENT ON THE ASSESSMENT FOR DEVELOPMENT

PURPOSE OF REPORT

To report the index adjustment on the assessment for development, which may be levied pursuant to Education Code Section 17620.

DESCRIPTION

The law requires the maximum assessment for development be adjusted every two years by the change in the Class B construction cost index, as determined by the State Allocation Board (Board) at its January meeting. This item requests that the Board make the adjustment based on the change reflected using the RS Means index.

AUTHORITY

Education Code Section 17620(a)(1) states the following: "The governing board of any school district is authorized to levy a fee, charge, dedication, or other requirement against any construction within the boundaries of the district, for the purpose of funding the construction or reconstruction of school facilities, subject to any limitations set forth in Chapter 4.9 (commencing with Section 65995) of Division 1 of Title 7 of the Government Code."

Government Code Section 65995(b)(3) states the following: "The amount of the limits set forth in paragraphs (1) and (2) shall be increased in 2000, and every two years thereafter, according to the adjustment for inflation set forth in the statewide cost index for class B construction, as determined by the State Allocation Board at its January meeting, which increase shall be effective as of the date of that meeting."

BACKGROUND

There are three levels that may be levied for developer's fees. The fees are levied on a per-square foot basis. The lowest fee, Level I, is assessed if the district conducts a Justification Study that establishes the connection between the development coming into the district and the assessment of fees to pay for the cost of the facilities needed to house future students. The Level II fee is assessed if a district makes a timely application to the Board for new construction funding, conducts a School Facility Needs Analysis pursuant to Government Code Section 65995.6, and satisfies at least two of the requirements listed in Government Code Section 65995.5(b)(3). The Level III fee is assessed when State bond funds are exhausted; the district may impose a developer's fee up to 100 percent of the School Facility Program new construction project cost.

A historical comparison of the assessment rates for development fees for 2014 and 2016 are shown below for information. According to the RS Means, the cost index for Class B construction increased by 8.78, during the two year period from January 2016 to January 2018, requiring the assessment for development fees to be adjusted as follows beginning January 2018:

RS Means Index Maximum Level I Assessment Per Square Foot

	<u>2014</u>	<u>2016</u>	<u>2018</u>
Residential	\$3.36	\$3.48	\$3.79
Commercial/Industrial	\$0.54	\$0.56	\$0.61

RECOMMENDATION

Increase the 2018 maximum Level I assessment for development in the amount of 8.78 percent using the RS Means Index to be effective immediately.

REPORT OF THE EXECUTIVE OFFICER
State Allocation Board Meeting, January 24, 2018

ANNUAL ADJUSTMENT TO SCHOOL FACILITY PROGRAM GRANTS

PURPOSE OF REPORT

To adopt the annual adjustment in the School Facility Program (SFP) grants based on the change in construction costs pursuant to the Education Code (EC) and SFP Regulations.

DESCRIPTION

This item presents the State Allocation Board (Board) with the annual adjustment to the SFP grants based on the statewide cost index for Class B construction. Each year the Board adjusts the SFP grants to reflect construction cost changes. In January 2016, the Board adopted the RS Means index for 2016 and future years. This item presents the 2018 annual adjustment to SFP grants based on the RS Means index.

AUTHORITY

See Attachment A.

STAFF ANALYSIS/STATEMENTS

At the January 2016 meeting, the Board adopted an increase to the SFP grants using the RS Means Construction Cost Index (CCI) as the statewide cost index for Class B construction.

The current rate of change between 2017 and 2018 for the RS Means Class B CCI is 4.17 percent. The chart below reflects the amounts previously adopted for 2017 compared to the potential amount for the new construction base grants.

			RS Means 4.17%
Grade Level	Regulation Section	Current Adjusted Grant Per Pupil Effective 1-1-17	Potential Grant Per Pupil Effective 1-1-18
Elementary	1859.71	\$11,104	\$11,567
Middle	1859.71	\$11,744	\$12,234
High	1859.71	\$14,944	\$15,567
Special Day Class – Severe	1859.71.1	\$31,202	\$32,503
Special Day Class – Non-Severe	1859.71.1	\$20,867	\$21,737

STAFF ANALYSIS/STATEMENTS (cont.)

The following chart shows the amounts previously adopted compared to the potential amount for the modernization base grants.

			RS Means 4.17%
Grade Level	Regulation Section	Current Adjusted Grant Per Pupil Effective 1-1-17	<i>Potential Grant Per Pupil Effective 1-1-18</i>
Elementary	1859.78	\$4,228	\$4,404
Middle	1859.78	\$4,472	\$4,658
High	1859.78	\$5,855	\$6,099
Special Day Class – Severe	1859.78.3	\$13,475	\$14,037
Special Day Class – Non-Severe	1859.78.3	\$9,015	\$9,391

In addition, the CCI adjustment would increase the threshold amount for Government Code Section 66452.6(a)(2) for the period of one year commencing March 1, 2018. The following chart shows the amount previously adopted for 2017 compared to the resulting threshold amount, upon approval of the proposed 2018 CCI adjustment:

	RS Means Effective 3-1-2017	RS Means Potential 3-1-2018
Resulting Amount	\$279,571	\$291,229

RECOMMENDATION

Adopt the increase of 4.17 percent for the 2018 SFP grants based on the RS Means Construction Cost Index as shown in Attachment B.

ATTACHMENT B

ANNUAL ADJUSTMENT TO SCHOOL FACILITY PROGRAM GRANTS
State Allocation Board Meeting, January 24, 2018

Grant Amount Adjustments

		Regulation Section	Current Adjusted Grant Per Pupil Effective 1-1-17	Current Adjusted Grant Per Pupil Effective 1-1-18
New Construction	Elementary	1859.71	\$11,104	\$11,567
	Middle	1859.71	\$11,744	\$12,234
	High	1859.71	\$14,944	\$15,567
	Special Day Class – Severe	1859.71.1	\$31,202	\$32,503
	Special Day Class – Non-Severe	1859.71.1	\$20,867	\$21,737
	Automatic Fire Detection/Alarm System – Elementary	1859.71.2	\$13	\$14
	Automatic Fire Detection/Alarm System – Middle	1859.71.2	\$18	\$19
	Automatic Fire Detection/Alarm System – High	1859.71.2	\$30	\$31
	Automatic Fire Detection/Alarm System – Special Day Class – Severe	1859.71.2	\$56	\$58
	Automatic Fire Detection/Alarm System – Special Day Class – Non-Severe	1859.71.2	\$39	\$41
	Automatic Sprinkler System – Elementary	1859.71.2	\$186	\$194
	Automatic Sprinkler System – Middle	1859.71.2	\$221	\$230
	Automatic Sprinkler System – High	1859.71.2	\$230	\$240
	Automatic Sprinkler System – Special Day Class – Severe	1859.71.2	\$588	\$613
	Automatic Sprinkler System – Special Day Class – Non-Severe	1859.71.2	\$395	\$411
Modernization	Elementary	1859.78	\$4,228	\$4,404
	Middle	1859.78	\$4,472	\$4,658
	High	1859.78	\$5,855	\$6,099
	Special Day Class - Severe	1859.78.3	\$13,475	\$14,037
	Special Day Class – Non-Severe	1859.78.3	\$9,015	\$9,391
	State Special School – Severe	1859.78	\$22,460	\$23,397
	Automatic Fire Detection/Alarm System – Elementary	1859.78.4	\$137	\$143
	Automatic Fire Detection/Alarm System – Middle	1859.78.4	\$137	\$143
	Automatic Fire Detection/Alarm System – High	1859.78.4	\$137	\$143
	Automatic Fire Detection/Alarm System – Special Day Class – Severe	1859.78.4	\$378	\$394
	Automatic Fire Detection/Alarm System – Special Day Class – Non-Severe	1859.78.4	\$253	\$264
	Over 50 Years Old – Elementary	1859.78.6	\$5,874	\$6,119
	Over 50 Years Old – Middle	1859.78.6	\$6,212	\$6,471
	Over 50 Years Old – High	1859.78.6	\$8,132	\$8,471
	Over 50 Years Old – Special Day Class – Severe	1859.78.6	\$18,721	\$19,502
	Over 50 Years Old – Special Day Class – Non-Severe	1859.78.6	\$12,519	\$13,041
	Over 50 Years Old – State Special School – Severe	1859.78.6	\$31,201	\$32,502

ATTACHMENT B

ANNUAL ADJUSTMENT TO SCHOOL FACILITY PROGRAM GRANTS
January 2018

Grant Amount Adjustments

New Construction / Modernization / Joint-Use	Regulation Section	Current Adjusted Grant Per Pupil Effective 1-1-17	Current Adjusted Grant Per Pupil Effective 1-1-18
Therapy/Multipurpose Room/Other (per square foot)	1859.72 1859.73.2 1859.77.3 1859.82 1859.125 1859.125.1	\$182	\$190
Toilet Facilities (per square foot)	1859.72 1859.73.2 1859.82 1859.125 1859.125.1	\$326	\$340
New Construction Only			
Parking Spaces	1859.76	\$14,120	\$14,709
General Site Grant (per acre for additional acreage being acquired)	1859.76	\$18,073	\$18,827
Project Assistance (for school district with less than 2,500 pupils)	1859.73.1	\$6,791	\$7,074
Modernization Only			
Two-stop Elevator	1859.83	\$112,957	\$117,667
Additional Stop	1859.83	\$20,333	\$21,181
Project Assistance (for school district with less than 2,500 pupils)	1859.78.2	\$3,621	\$3,772
Facility Hardship / Rehabilitation			
Current Replacement Cost - Other (per square foot)	1859.2	\$362	\$377
Current Replacement Cost - Toilets (per square foot)	1859.2	\$653	\$680
Interim Housing – Financial Hardship (per classroom)	1859.81	\$37,231	\$38,784
Charter School Facilities Program - Preliminary Apportionment Amounts			
Charter School Elementary	1859.163.1	\$11,161	\$11,626
Charter School Middle	1859.163.1	\$11,816	\$12,309
Charter School High	1859.163.1	\$14,997	\$15,622
Charter School Special Day Class - Severe	1859.163.1	\$31,351	\$32,658
Charter School Special Day Class - Non-Severe	1859.163.1	\$20,966	\$21,840
Charter School Two-stop Elevator	1859.163.5	\$94,131	\$98,056
Charter School Additional Stop	1859.163.5	\$16,943	\$17,650

Determination of Average State allowed amounts for Site Development Costs

Elementary Schools

<u>District</u>	<u>Project #</u>	<u>Acres</u>	Original	Inflation	2009 Adjusted	<u>Project Year</u>	<u>2009 Cost/Acre</u>	
			<u>OPSC Site Development</u>	<u>Factor</u>	<u>Site Development</u>			
Davis Jt Unified	3	9.05	\$532,282	38.4%	\$1,473,469	2004	\$162,814	
Dry Creek Jt Elem	2	8.5	\$516,347	46.2%	\$1,509,322	2002	\$177,567	
Dry Creek Jt Elem	5	11.06	\$993,868	20.1%	\$2,387,568	2006	\$215,874	
Elk Grove Unified	5	12.17	\$556,011	48.2%	\$1,648,316	2001	\$135,441	
Elk Grove Unified	10	11	\$690,120	48.2%	\$2,045,888	2001	\$185,990	
Elk Grove Unified	11	10	\$702,127	48.2%	\$2,081,483	2001	\$208,148	
Elk Grove Unified	14	10	\$732,837	46.2%	\$2,142,139	2002	\$214,214	
Elk Grove Unified	16	9.86	\$570,198	46.2%	\$1,666,733	2002	\$169,040	
Elk Grove Unified	17	10	\$542,662	46.2%	\$1,586,243	2002	\$158,624	
Elk Grove Unified	20	10	\$710,730	43.2%	\$2,034,830	2003	\$203,483	
Elk Grove Unified	25	10	\$645,923	38.4%	\$1,788,052	2004	\$178,805	
Elk Grove Unified	28	10.03	\$856,468	24.4%	\$2,130,974	2005	\$212,460	
Elk Grove Unified	39	9.91	\$1,007,695	20.1%	\$2,420,785	2006	\$244,277	
Folsom-Cordova Unified	1	9.79	\$816,196	20.1%	\$1,960,747	2006	\$200,281	
Folsom-Cordova Unified	4	7.5	\$455,908	46.2%	\$1,332,654	2002	\$177,687	
Folsom-Cordova Unified	5	8	\$544,213	46.2%	\$1,590,776	2002	\$198,847	
Folsom-Cordova Unified	8	8.97	\$928,197	11.2%	\$2,063,757	2007	\$230,073	
Galt Jt Union Elem	2	10.1	\$1,033,044	38.4%	\$2,859,685	2004	\$283,137	
Lincoln Unified	1	9.39	\$433,498	46.2%	\$1,267,148	2002	\$134,947	
Lodi Unified	3	11.2	\$555,999	46.2%	\$1,625,228	2002	\$145,110	
Lodi Unified	10	11.42	\$1,245,492	46.2%	\$3,640,669	2002	\$318,798	
Lodi Unified	19	9.93	\$999,164	11.2%	\$2,221,545	2007	\$223,721	
Lodi Unified	22	10	\$1,416,212	7.7%	\$3,051,426	2008	\$305,143	
Natomas Unified	6	8.53	\$685,284	46.2%	\$2,003,138	2002	\$234,834	
Natomas Unified	10	9.83	\$618,251	43.2%	\$1,770,061	2003	\$180,067	
Natomas Unified	12	9.61	\$735,211	24.4%	\$1,829,275	2005	\$190,351	
Rocklin Unified	8	10.91	\$593,056	46.2%	\$1,733,548	2002	\$158,895	
Stockton Unified	1	12.66	\$1,462,232	7.7%	\$3,150,582	2008	\$248,861	
Stockton Unified	2	10.5	\$781,675	43.2%	\$2,237,946	2003	\$213,138	
Stockton Unified	6	12.48	\$1,136,704	20.1%	\$2,730,703	2006	\$218,806	
Tracy Jt Unified	4	10	\$618,254	46.2%	\$1,807,204	2002	\$180,720	
Tracy Jt Unified	10	10	\$573,006	38.4%	\$1,586,202	2004	\$158,620	
Washington Unified	1	8	\$446,161	46.2%	\$1,304,163	2002	\$163,020	
Washington Unified	4	10.76	\$979,085	7.7%	\$2,109,575	2008	\$196,057	
Totals		341.16			\$68,791,833	Average	\$201,641	2018 Adjustment \$248,896

Middle and High Schools

<u>District</u>	<u>Project #</u>	<u>Acres</u>	Original	Inflation	2009 Adjusted	<u>Project Year</u>	<u>2009 Cost/Acre</u>	
			<u>OPSC Site Development</u>	<u>Factor</u>	<u>Site Development</u>			
Western Placer Unified	4	19.3	\$5,973,312	24.4%	\$7,431,085	2005	\$385,030	
Roseville City Elem	2	21.6	\$1,780,588	48.2%	\$2,639,311	2000	\$122,190	
Elk Grove Unified	4	66.2	\$8,659,494	48.2%	\$12,835,704	2000	\$193,893	
Elk Grove Unified	13	76.4	\$9,791,732	48.2%	\$14,513,986	2001	\$189,974	
Elk Grove Unified	18	84.3	\$13,274,562	43.2%	\$19,002,626	2003	\$225,417	
Grant Jt Union High	2	24	\$2,183,840	48.2%	\$3,237,039	2000	\$134,877	
Center Unified	1	21.2	\$1,944,310	46.2%	\$2,841,684	2002	\$134,042	
Lodi Unified	2	13.4	\$1,076,844	46.2%	\$1,573,849	2002	\$117,451	
Lodi Unified	6	13.4	\$2,002,164	46.2%	\$2,926,240	2002	\$218,376	
Galt Jt Union Elem	1	24.9	\$2,711,360	46.2%	\$3,962,757	2002	\$159,147	
Tahoe Truckee Unified	2	24	\$2,752,632	43.2%	\$3,940,412	2003	\$164,184	
Davis Unified	5	23.3	\$3,814,302	43.2%	\$5,460,199	2003	\$234,343	
Woodland Unified	3	50.2	\$8,664,700	46.2%	\$12,663,792	2002	\$252,267	
Sacramento City Unified	1	35.2	\$4,813,386	46.2%	\$7,034,949	2002	\$199,856	
Lodi Unified	4	47	\$7,652,176	46.2%	\$11,183,950	2002	\$237,956	
Stockton Unified	3	49.1	\$8,959,088	43.2%	\$12,824,996	2003	\$261,202	
Natomas Unified	11	38.7	\$3,017,002	38.4%	\$4,175,850	2004	\$107,903	
Rocklin Unified	11	47.1	\$11,101,088	24.4%	\$13,810,282	2005	\$293,212	
Totals		679.3			\$142,058,711	Average	\$209,125	2018 Adjustment \$234,162
Middle Schools:		260.7			\$49,447,897	Middle	\$189,704	\$234,162
High Schools:		418.6			\$92,610,814	High	\$221,217	\$273,060

PGUSD Capital Projects List (Updated August 22, 2019)

<u>Ranking</u>	<u>School</u>	<u>Project</u>	<u>Estimated Costs</u>	<u>Timing</u>	<u>Notes</u>
<u>High Priority Projects</u>					
1	High School	Pool Heater Replacement	\$100,000.00	Immediate	
2	High School	K&L Dry Rot & Termite Damage	\$500,000.00	Immediate	Termite and dry rot damage to beams and eaves
3	High School	Track Replacement	\$275,000.00	Immediate	
4	High School	Intercom & Bell System	\$50,000.00	Immediate	
Sub Total Immediate Projects			\$925,000.00		
5	High School	Stadium Field Replacement	\$500,000.00	1-2 Years	
6	Middle School	Woodshop Roofing	\$55,000.00	1-2 Years	
7	David Ave	Driveway Improvements	\$60,000.00	1-2 Years	Driveway and parking areas at charter school and community high
8	David Ave	Roofing	\$250,000.00	1-2 Years	Roof replacment to one building and repairs to other buildings
9	David Ave	Sewer Line Replacement	\$200,000.00	1-2 Years	sewer main backs up a few times a year becase of roots and flat sloping.
10	Forest Grove	Rain Gutters K-Wing	\$10,000.00	1-2 Years	
11	High School	Rain Gutters	\$170,000.00	1-2 Years	
12	District Office	John Deere Mower	\$100,000.00	1-2 Years	Current mower is a 2001. Most parts are obsolete.
13	Adult School	Exterior Painting	\$50,000.00	1-2 Years	Main building needs lead abatement and re-paint
14	All Sites	Carpeting Replacement	\$50,000.00	1-2 Years	
Sub Total 1-2 Year Projects			\$1,445,000.00		
Total High Priority Projects			\$2,370,000.00		

PGUSD Capital Projects List (Updated August 22, 2019)

<u>Ranking</u>	<u>School</u>	<u>Project</u>	<u>Estimated Costs</u>	<u>Timing</u>	<u>Notes</u>
<u>Medium Priority Projects</u>					
1	High School	Sprinkler System Painting	\$10,000.00	2-5 Years	
2	Middle School	Exterior Painting	\$150,000.00	2-5 Years	
3	High School	Exterior Painting	\$253,000.00	2-5 Years	
4	Middle School	Front Parking AC Replacment	\$18,000.00	2-5 Years	
5	High School	Varsity BB Backstop, Bleachers, & Pressbox	\$90,000.00	2-5 Years	
6	High School	JV BB Backstop & Bleachers	\$40,000.00	2-5 Years	
7	All Sites	Re-Key Sites	\$118,200.00	2-5 Years	Safety Project - Recommended to do every 10 years.
8	Robert Down	VCT Flooring Replacement	\$75,000.00	2-5 Years	
9	Robert Down	Playground Structures	\$300,000.00	2-5 Years	
10	David Ave	Playground Structures	\$250,000.00	2-5 Years	
11	Adult School	Playground Structures	\$85,000.00	2-5 Years	
12	Forest Grove	Playground Structures	\$125,000.00	2-5 Years	
13	Middle School	VCT Flooring Replacement	\$75,000.00	2-5 Years	
14	District Office	Maintenance Vans/Trucks (6 EA)	\$180,000.00	2-5 Years	
Total Medium Priority Projects			\$1,769,200.00		

Level 1 Timelines and Procedures for Adoption

Procedure for Adopting Level One Developer Fee Justification Study (Government Code Section 6062(a).)

TIMELINE: Level One Developer Fee Study	
<u>Final Date</u>	<u>Event</u>
At least 15 days before meeting:	Notice of hearing: First publication in the local newspaper.
At least 14 days before meeting:	Send a copy of the Developer Fee Justification Study to parties that have requested Notice of any adjustment to the Developer Fees before the presentation of the Study to the Governing Board for adoption.
At least 10 days before meeting:	<p>Notice of hearing: Second publication in the local newspaper. (Publications should be five days apart.)</p> <p>Send a Notice of the Public Hearing to City and County Planning Departments and any parties requesting to be notified.</p> <p>Study made available for public inspection</p>
3 days before meeting:	Notice relating to public hearing included in Board agenda.
Meeting:	Board holds public hearing and adopts appropriate Resolution(s) to levy developer fees
2 days after meeting:	Notify City <u>and</u> County of adoption of Resolution with related documentation
60 days after meeting:	Effective date of fee increase

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

SUBJECT: Replacement of Pool Heater(s) at Pacific Grove High School with Air Tech

DATE: November 21, 2019

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

RECOMMENDATION:

The District Administration recommends the Board review and approve the replacement of one pool heater for \$50,000 with Air Tech at Pacific Grove High School.

BACKGROUND:

The PGHS pool had two heaters installed during the initial construction in 2013. The heaters that were installed were not rated for pool water. In addition, oversized pumps and equipment with dissimilar metals were installed that lead to the deterioration of the heat exchangers in both units. The first heater went down last winter and the second just recently.

INFORMATION:

Ideally, two heaters would be installed that would work in unison to keep the pool heated. Having two would extend the life of the heating units and also allow for preventative maintenance to be performed without cutting off all heating. It is very possible to install just one heater now and a second in the near future to help spread the cost of the repair over a longer period of time.

For this repair the District has asked Air Tech to supply and install the new heater(s). Air Tech has a long proven history of installing quality heaters and boilers for the District.

FISCAL IMPACT:

\$50,000 for one unit. \$100,000 for two units. Funding Source 01 General Fund, and/or Fund 14 Deferred Maintenance, Fund 40 Capital Outlay Fund.

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

SUBJECT: Revisions to Regulation 5117 Interdistrict Attendance

DATE: November 21, 2019

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

RECOMMENDATION:

The Administration recommends that the Board review and approve the revisions to Regulation 5117 Interdistrict Attendance.

BACKGROUND:

At the June 6, 2019 Board meeting, the Board reviewed and adopted changes to Policy 5117. At that time, the regulations had not been updated.

INFORMATION:

The review and adoption of Regulation 5117 will support and align with Board Policy 5117 Interdistrict Attendance and protect the District from legal liabilities, compliance with Education Code, and clarify current practices.

A highlight of this Regulation is that high school administration and staff proposed to clarify and improve upon the criteria for a student attending their senior year but the family has moved out of the District. The term used at the high school is *Senior Privilege*. The following criteria are based on working with and in consultation with the high school administration and counseling. These revisions will help the high school better evaluate requests for Senior Privilege.

In order to approve an interdistrict attendance permit to finish the high school senior year, the following factors shall be considered:

- District enrollment/capacity
- Student's school/attendance record
- District/state financial concerns
- Student academic standing
- Year of original enrollment
- Date of move out of district

If approval is recommended by the high school via the Senior Privilege Form which will contain all the appropriate criteria in the Regulation, the district administration would then approve the interdistrict transfer so the student could complete their senior year and graduation.

FISCAL IMPACT:

There is no direct fiscal cost to this item.

Pacific Grove Unified School District

Students

Regulation #5117

INTERDISTRICT ATTENDANCE

Exceptions to General Policy

The [District](#) Superintendent or designee may make exceptions to the District's general policy of denying interdistrict attendance permits only if capacity is available and only for the following students:

1. *Students Moving Into the District in the Immediate Future.* Interdistrict attendance permits may be approved for students whose parent(s) or guardian(s) provides written evidence that the family will be moving into the District in the immediate future and would like to the student to start the school year in the District.
2. *Students of District Employees Living Outside the District Boundaries.* Interdistrict attendance permits may be approved for students of District employees (certificated, classified, confidential or management) living outside of District boundaries and who are employed by the District for a minimum of 20 hours per week or 0.5 FTE. District employees whose children have been admitted under this policy must apply for readmission annually, and permits will only be approved for so long as the parent or guardian continues to be employed by the District for a minimum of 20 hours per week or 0.5 FTE.

Unless the Superintendent or designee grants an extension, the student's interdistrict attendance permit shall be revoked within 30 calendar days if for any reason the employee is released, resigns, or reduces his or her working hours below the minimum threshold.

3. *Mid-Year Residency Changes.* Interdistrict attendance permits may be approved for a student whose residency changes after mid-year and who notifies the District of the change of residency, in order to permit the student to continue his or her attendance in a District school only until the end of the current school semester. In cases where transferring to a new school district after the end of the current semester would cause a severe hardship, the Superintendent is authorized to grant the interdistrict attendance permit through the end of the current school year. Such permits shall not be renewed.
4. *High School Juniors and Seniors.* ~~Interdistrict attendance permits may be approved for students who have successfully completed their junior year in a District high school and wish to complete their senior year at the same school.~~ No existing interdistrict attendance permits will be rescinded for students after June 30 following the completion of 10th grade or for students in grades 11 or 12. (EC 46600 (a)(4).)

In determining whether to approve an interdistrict attendance permit, the Assistant Superintendent or designee shall consider the following factors:

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Adopted: 9/03/98

Revised Sept. 17, 2009

Revised ~~January 22, 2015~~ November 21, 2019

Pacific Grove Unified School District

Students

Regulation #5117

INTERDISTRICT ATTENDANCE

- a. Whether there is available space to admit the student without disruption of the current student-teacher ratios.
- b. The student's school record, including any discipline and attendance problems
- c. Whether educating the student may cost the District more than the District will receive in additional state aid and which may cause additional cumulative demands upon District resources.

5. High School Seniors. A new interdistrict attendance permit may be approved for a student who would like to continue attending have successfully completed their junior year in their senior year even though their parent(s) or guardian(s) have recently moved outside the district's boundaries. To be eligible to apply, a candidate for Senior Privilege must have successfully completed their junior year at the high school and are currently attending their senior year. Parent(s) or Guardian(s) must first apply for the interdistrict transfer from the district in which their new residence is located. If the new district agrees to release the student, then a Senior Privilege Request Form is to be completed and submitted to the high school. In addition, but not limited to 3 a., b., and c. above, Senior Privilege will also be evaluated based on:

- Student academic standing
- Year of original enrollment
- Date of move out of district

Victims of Bullying

Where a student has been determined by personnel of the District or his or her district of residence to have been the victim of an act of bullying as defined in Education Code 48900(r), committed by a student enrolled in the student's district of residence, at the request of the student's parent(s) or guardian(s), the student shall be given priority for interdistrict transfer under any existing interdistrict attendance agreement between the District and another district, subject to the terms of the interdistrict attendance agreement and a review of the individual student's circumstances. In the absence of an existing interdistrict attendance agreement between the District and another district, if a student desiring to transfer is determined to have been the victim of an act of bullying under Education Code 48900(r), the District shall give additional consideration to the creation of an interdistrict attendance permit. (Education Code 46600, 48900(r)) Students seeking to an interdistrict transfer on the basis that they were a victim of bullying under Education Code section 48900(r), must provide documentation confirming that they were in fact a victim of bullying within the past school year, as determined by their district of residence.

Initial Requests

{M0112439}Page 2 of 3

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Adopted: 9/03/98

~~Revised Sept. 17, 2009~~

Revised ~~January 22, 2015~~ November 21, 2019

Pacific Grove Unified School District

Students

Regulation #5117

INTERDISTRICT ATTENDANCE

The Assistant Superintendent may approve or deny initial interdistrict attendance permit requests in accordance with applicable law and District policy and regulation.

Within 30 calendar days of the receipt of a ~~an~~ “current year request” for interdistrict attendance permit request, which means a request received beginning 15 calendar days before start of the school year for which the transfer is sought, the Assistant Superintendent shall notify the parent(s) or guardian(s) of a student who is denied interdistrict attendance regarding the process for appeal. (46600.1(c) and 46600.2 (a)(5)(A).)

Within 14 calendar days of the receipt of a “future year request” for interdistrict attendance, which means a request received up until 15 calendar days before the start of the school year for which the transfer is sought, the Assistant Superintendent shall notify the parent(s) or guardian(s) of a student who is denied interdistrict attendance regarding the process for appeal. (46600.1 (c) and 46600.2 (a)(5)(B).)

Appeal Process

An appeal to the District Superintendent may be filed within ten (10) calendar days of the date listed on the denial by the Assistant Superintendent. The parent(s) or guardian(s) of a student whose interdistrict transfer request has been denied will be offered an opportunity to meet with the District Superintendent and within twenty (20) calendar days after the appeal was filed, the District Superintendent will give his or her final decision, in writing, to the parent(s) or guardian(s). Except in cases where good cause is shown, the record shall not be reopened to consider evidence or argument which was not presented in the initial interdistrict transfer request. Failure to appeal to the District Superintendent within the required time shall be considered as cause for denial of an appeal.

If denied by the District Superintendent, the parent or guardian will be notified in writing of the right to appeal to the District’s governing board by filing a written notice of appeal no later than ten (10) days from the date of receipt of the District Superintendent’s denial. The Board of Education shall act on the appeal within thirty (30) days of denial by the District Superintendent. If the Board of Education denies the appeal, the District Superintendent or designee shall advise the person requesting the interdistrict attendance permit regarding the process for appeal to the Monterey County Board of Education within thirty (30) calendar days of the final denial. (EC46601 and 46600.2(b). Within thirty (30) calendar days after the appeal is filed, the County Board of Education will determine whether the student should be permitted to attend the District school and the applicable period of attendance (46610 (b)(2)(a)(i). Failure to appeal within the required time shall be considered good cause for denial of an appeal. (46601 (a).)

Pacific Grove Unified School District

Students

Regulation #5117

INTERDISTRICT ATTENDANCE

~~an appeal to the Board of Education may be filed within ten (10) calendar days of the date listed on the denial by the Superintendent. Within thirty (30) calendar days after the appeal was filed, the Board of Education will conduct a hearing and give their decision, in writing, to the parent(s) or guardian(s). Failure to appeal within the required time shall be considered as cause for denial of an appeal.~~

~~If the Board of Education denies the appeal, the Superintendent or designee shall advise the person requesting the interdistrict attendance permit regarding the process for appeal to the County Board of Education as specified in Education Code 46601. (Education Code 46601)~~

The County Board of Education shall render a decision within three school days of any hearing conducted by the County Board of Education unless the parent or guardian requests a postponement. (46601 (b)(2)(B).)

Students who are under consideration for expulsion or who have been expelled may not appeal interdistrict attendance denials or decisions while expulsion proceedings are pending or during the term of the expulsion. (Education Code 46601)

Enrollment in ROC or ROP Program

Interdistrict attendance agreements or permits shall not be required for students enrolling in an ROC or ROP program. (Education Code 52317)

Revocation

With the exception of students who have completed 10th grade or who are in grades 11 or 12, a A student's interdistrict attendance permit may be revoked at any time during the school year due to unsatisfactory attendance or tardiness, behavior, poor academic performance, disruption of the educational program, or because it is determined that a parent or guardian made false statements or misrepresentations in applying for the student's interdistrict attendance permit. (EC 46600 (a)(4).)

Transportation

Transportation will not be provided for students attending a District school on an interdistrict attendance permit.

Pacific Grove Unified School District

Students

Regulation #5117

INTERDISTRICT ATTENDANCE

Exceptions to General Policy

The District Superintendent or designee may make exceptions to the District's general policy of denying interdistrict attendance permits only if capacity is available and only for the following students:

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2. *Students of District Employees Living Outside the District Boundaries.* Interdistrict attendance permits may be approved for students of District employees (certificated, classified, confidential or management) living outside of District boundaries and who are employed by the District for a minimum of 20 hours per week or 0.5 FTE. District employees whose children have been admitted under this policy must apply for readmission annually, and permits will only be approved for so long as the parent or guardian continues to be employed by the District for a minimum of 20 hours per week or 0.5 FTE.

Unless the Superintendent or designee grants an extension, the student's interdistrict attendance permit shall be revoked within 30 calendar days if for any reason the employee is released, resigns, or reduces his or her working hours below the minimum threshold.

3. *Mid-Year Residency Changes.* Interdistrict attendance permits may be approved for a student whose residency changes after mid-year and who notifies the District of the change of residency, in order to permit the student to continue his or her attendance in a District school only until the end of the current school semester. In cases where transferring to a new school district after the end of the current semester would cause a severe hardship, the Superintendent is authorized to grant the interdistrict attendance permit through the end of the current school year. Such permits shall not be renewed.
4. *High School Juniors and Seniors.* No **existing** interdistrict attendance permits will be rescinded for students after June 30 following the completion of 10th grade or for students in grades 11 or 12. (EC 46600 (a)(4).)

In determining whether to approve an interdistrict attendance permit, the Assistant Superintendent or designee shall consider the following factors:

- a. Whether there is available space to admit the student without disruption of the current student-teacher ratios.

Pacific Grove Unified School District

Students

Regulation #5117

INTERDISTRICT ATTENDANCE

- b. The student's school record, including any discipline and attendance problems
 - c. Whether educating the student may cost the District more than the District will receive in additional state aid and which may cause additional cumulative demands upon District resources.
5. *High School Seniors.* A new interdistrict attendance permit may be approved for a student who would like to continue attending their senior year even though their parent(s) or guardian(s) have recently moved outside the district's boundaries. To be eligible to apply, a candidate for Senior Privilege must have successfully completed their junior year at the high school and are currently attending their senior year. Parent(s) or Guardian(s) must first apply for the interdistrict transfer from the district in which their new residence is located. If the new district agrees to release the student, then a Senior Privilege Request Form is to be completed and submitted to the high school. In addition, but not limited to 3 a., b., and c. above, Senior Privilege will also be evaluated based on:
- Student academic standing
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 - Date of move out of district

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Where a student has been determined by personnel of the District or his or her district of residence to have been the victim of an act of bullying as defined in Education Code 48900(r), committed by a student enrolled in the student's district of residence, at the request of the student's parent(s) or guardian(s), the student shall be given priority for interdistrict transfer under any existing interdistrict attendance agreement between the District and another district, subject to the terms of the interdistrict attendance agreement and a review of the individual student's circumstances. In the absence of an existing interdistrict attendance agreement between the District and another district, if a student desiring to transfer is determined to have been the victim of an act of bullying under Education Code 48900(r), the District shall give additional consideration to the creation of an interdistrict attendance permit. (Education Code 46600, 48900(r)) Students seeking an interdistrict transfer on the basis that they were a victim of bullying under Education Code section 48900(r), must provide documentation confirming that they were in fact a victim of bullying within the past school year, as determined by their district of residence.

Initial Requests

The Assistant Superintendent may approve or deny initial interdistrict attendance permit requests in accordance with applicable law and District policy and regulation.

Pacific Grove Unified School District

Students

Regulation #5117

INTERDISTRICT ATTENDANCE

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Within 14 calendar days of the receipt of a “future year request” for interdistrict attendance, which means a request received up until 15 calendar days before the start of the school year for which the transfer is sought, the Assistant Superintendent shall notify the parent(s) or guardian(s) of a student who is denied interdistrict attendance regarding the process for appeal. (46600.1 (c) and 46600.2(a)(5)(B).)

Appeal Process

An appeal to the District Superintendent may be filed within ten (10) calendar days of the date listed on the denial by the Assistant Superintendent. The parent(s) or guardian(s) of a student whose interdistrict transfer request has been denied will be offered an opportunity to meet with the District Superintendent and within twenty (20) calendar days after the appeal was filed, the District Superintendent will give his or her final decision, in writing, to the parent(s) or guardian(s). Except in cases where good cause is shown, the record shall not be reopened to consider evidence or argument which was not presented in the initial interdistrict transfer request. Failure to appeal to the District Superintendent within the required time shall be considered as cause for denial of an appeal.

If denied by the District Superintendent, the parent or guardian will be notified in writing of the right to appeal to the District’s governing board by filing a written notice of appeal no later than ten (10) days from the date of receipt of the District Superintendent’s denial. The Board of Education shall act on the appeal within thirty (30) days of denial by the District Superintendent. If the Board of Education denies the appeal, the District Superintendent or designee shall advise the person requesting the interdistrict attendance permit regarding the process for appeal to the Monterey County Board of Education within thirty (30) calendar days of the final denial. (EC46601 and 46600.2(b). Within thirty (30) calendar days after the appeal is filed, the County Board of Education will determine whether the student should be permitted to attend the District school and the applicable period of attendance (46610 (b)(2)(a)(i). Failure to appeal within the required time shall be considered good cause for denial of an appeal. (46601 (a).)

The County Board of Education shall render a decision within three school days of any hearing conducted by the County Board of Education unless the parent or guardian requests a postponement. (46601 (b)(2)(B).)

Students who are under consideration for expulsion or who have been expelled may not appeal interdistrict attendance denials or decisions while expulsion proceedings are pending or during the term of the expulsion. (Education Code 46601)

Pacific Grove Unified School District

Students

Regulation #5117

INTERDISTRICT ATTENDANCE

Enrollment in ROC or ROP Program

Interdistrict attendance agreements or permits shall not be required for students enrolling in an ROC or ROP program. (Education Code 52317)

Revocation

With the exception of students who have completed 10th grade or who are in grades 11 or 12, a student's interdistrict attendance permit may be revoked at any time during the school year due to unsatisfactory attendance or tardiness, behavior, poor academic performance, disruption of the educational program, or because it is determined that a parent or guardian made false statements or misrepresentations in applying for the student's interdistrict attendance permit. (EC 46600 (a)(4).)

Transportation

Transportation will not be provided for students attending a District school on an interdistrict attendance permit.

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

SUBJECT: Review of Policy and Regulation 1325 Advertising and Promotion

DATE: November 21, 2019

PERSON(S) RESPONSIBLE: Ralph Gómez Porras, Superintendent

RECOMMENDATION:

The Administration recommends that the Board review Policy and Regulation 1325 Advertising and Promotion.

BACKGROUND:

At the November 14, 2019 Board meeting, the Board requested to review the Policy and Regulation regarding advertising banners at Pacific Grove High School.

FISCAL IMPACT:

There is no direct fiscal cost to this item.

Pacific Grove Unified School District

Community Relations

Policy #1325

ADVERTISING AND PROMOTION**Distribution, Posting or Circulation of Noncommercial Materials**

The Governing Board desires to promote positive relationships between the schools and community organizations. Just as community organizations can build support for the schools, the schools can cooperate with these groups under certain circumstances by publicizing services, special events and public meetings of interest to staff and/or students and parents/guardians.

The Superintendent or designee may approve the distribution, posting or circulation in District schools of materials prepared by organizations that are school sponsored or school related. Materials approved for distribution, posting or circulation shall further the District's intended purpose, directly benefit the students, support the basic educational mission of the District or be of intrinsic value to the students. Materials shall not promote any particular religious or political interest except as specified below.

Distribution, Posting or Circulation of Political Materials

The schools shall not distribute, post or circulate campaign materials pertaining to a candidate, party, or ballot measure. Campaign materials shall not be distributed, posted or circulated on District property at any time other than at a forum in which candidates or advocates from all sides are presenting their views to the staff and/or students during school hours, or during events scheduled pursuant to the Civic Center Act.

Distribution, Posting or Circulation of Commercial Materials/Advertising

The Board believes that the students in our schools should focus on educational matters and not be the target of advertising. School-sponsored publications, announcements and other school communications shall carry no advertising. In addition, the Superintendent or designee shall not accept promotional materials of a commercial nature for distribution, posting or circulation by or to staff and/or students.

Advertising of commercial products or services will not be distributed, posted or circulated in District schools unless they relate to appropriate fundraising for student programs and activities such as those sponsored by the Parent-Teacher organization and the District Foundation. Prior approval must be granted by the Superintendent or designee.

Students shall not be required to view commercials during instructional time. Advertisements may be studied, however, as part of the consumer education curriculum.

Pacific Grove Unified School District

Community Relations

Policy #1325

ADVERTISING AND PROMOTION

Products and materials donated by commercial enterprises may be used in the classroom as long as they serve an educational purpose and do not unduly promote any commercial activity or products. Such materials may bear the name or logo of the donor. The use of such materials does not imply District endorsement of any identified commercial products or services.

Legal Reference:

EDUCATION CODE

7050-7058 Political activities of school officers and employees

35160 Authority of governing boards

35160.1 Broad authority of school Districts

35172 Promotional activities

40040-40047 Civic Center Act

48907 Student exercise of free expression

BUSINESS AND PROFESSIONS CODE

25664 Advertisements encouraging minors to drink

Bright v. Los Angeles Unified School District (1976) 134 Cal. Rptr. 639, 556 P.2d 1090, 18 Cal. 3d 450

Lehman v. Shaker Heights (1974) 418 U.S. 298

Pacific Grove Unified School District

Community Relations

Regulation #1325

ADVERTISING AND PROMOTION**Distribution, Posting or Circulation of Materials**

Materials generated by non-students may be distributed, posted or circulated in District schools only when prior approval has been granted by the Superintendent or designee.

Surveys or questionnaires requiring staff and/or student or parent/guardian response also must be first approved by the Superintendent or designee. All materials to be distributed shall bear the name and method of contact of the individuals responsible for the activity.

Prohibitions

Materials shall not be distributed to staff and/or students or advertised in school-sponsored publications if they:

1. Are obscene, libelous, or slanderous. (Education Code 48907)
2. Incite students to commit unlawful acts, violate school rules, or disrupt the school's orderly operation. (Education Code 48907)
3. Discriminate against, attack or denigrate any group on account of gender, race, color, religion, ancestry, national origin, disability, or other unlawful consideration; or promote one group over another.
4. Solicit funds or services for an organization, with the exception of solicitations authorized in Governing Board policy.
5. Promote the use or sale of materials or services which are illegal or inconsistent with school objectives. Ads for tobacco, intoxicants, and r-rated and x-rated movies or products shall not be used.
6. Announce the meetings of non-curricular student-initiated groups.

Before publication, posting, circulation or distribution the Superintendent or designee shall review all copy to assure that it complies with the provisions of Board policy and administrative regulations.

At their discretion, teachers may use commercial-free instructional television programs and other instructional materials that do not require advertising to be viewed.

District schools shall not distribute unsolicited merchandise for which an ensuing payment is requested.

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

SUBJECT: Board Calendar/Future Meetings

DATE: November 21, 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 ✓ 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 ✓ Williams Uniform Complaint Report	District Office
Sept. 21 *Saturday 9am-12pm	Special Board Meeting ✓ Board Goals – Review/Revise ✓ Strategic Plan – Review/Revised	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* ✓ Developer Fee Study Results	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 #2 ✓ PGHS Course Bulletin Action/Discussion ✓ Williams Uniform Complaint Report ✓ Employee Recognition ✓ Review of Legal Services Costs ✓ Solicitation of Funds Report	District Office

Board Meeting Calendar, 2019-20 School Year

Jan. 16	Regular Board Meeting ✓ Report on Governor's Budget Proposal ✓ Preliminary Enrollment Projection for 2020-21 ✓ Property Tax Update ✓ Quarterly District Safety Update*	Adult School (School Site Visit)
Jan. 23	Regular Board Meeting ✓ Second Interim Report ✓ Budget Revision #3 ✓ Open House Schedules Reviewed	Community High School (School Site Visit)
Feb. 13	Regular Board Meeting ✓ Budget Development Calendar ✓ Possible Personnel Action Presented as Information ✓ Preliminary Review of Site Master Schedules ✓ Board Priorities for 2020-21 Instructional Program Design ✓ Possible Personnel Action (RIF) ✓ Quarterly Facilities Project Updates*	District Office
Mar. 5	Regular Board Meeting ✓ Second Interim Report ✓ Budget Revision #3 ✓ Open House Schedules Reviewed	District Office
Mar. 19	Regular Board Meeting ✓ Budget Projections and Assumptions ✓ TRAN Resolution ✓ Williams/Valenzuela Uniform Complaint Report ✓ Review of Legal Services Costs ✓ Solicitation of Funds Report ✓ Quarterly District Safety Update*	District Office
Apr. 2	Regular Board Meeting ✓ Review of Strategic Plan and LCAP ✓ Begin Superintendent Evaluation ✓ Approve 2020-21 Aug.- Dec. Board Meeting Calendar	District Office
April 23	Regular Board Meeting ✓ Review of Site Master Schedules ✓ Review of Strategic Plan and LCAP (as needed) ✓ Review of Facilities Depreciation Schedule ✓ California Day of the Teacher ✓ Week of the CSEA Employee	District Office
May 7	Regular Board Meeting ✓ Begin Superintendent Evaluation ✓ Final Review of Site Master Schedules ✓ Review of Strategic Plan and LCAP (as needed) ✓ Employee Recognition ✓ Governance Handbook 2020-21	District Office
May TBD <i>*If Needed</i>	Special Board Meeting ✓ Budget Update	District Office
May 21	Regular Board Meeting ✓ Week of the CSEA Employee ✓ Retiree Reception ✓ Review Bell Schedule for 2020-21 ✓ Continue Superintendent's Evaluation ✓ Identify Board Member Representatives for Graduations ✓ Review Facility Use Fee Schedule ✓ Review Governor's Revised Budget ✓ Suspensions/Expulsions Annual Report ✓ Quarterly Facilities Project Updates* ✓ Quarterly District Safety Update*	District Office

June 4	Regular Board Meeting ✓ LCAP Public Hearing ✓ 2020-21 Budget Public Hearing ✓ Complete Superintendent Evaluation	District Office
June 18	Regular Board Meeting ✓ Adopt budget for 2020-21 ✓ Approval of LCAP ✓ Approval of Contracts and Purchase Orders for 2020-21 ✓ Review of Legal Services Costs ✓ Solicitation of Funds Report ✓ Consolidated Application	District Office

**Quarterly District Safety Update and Quarterly Facilities Projects Update as needed*

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

SUBJECT: Review of Special Education Contracts

DATE: November 21, 2019

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

RECOMMENDATION:

The District Administration recommends that the Board review the present and projected status of Special Education contracts of 2019-20.

BACKGROUND:

Students with disabilities may require services beyond those which are provided through the district's special education program and personnel. This requires the district to enter into contracts with outside providers to make these additional services available. Outside providers may include non-public schools, non-public agencies, independent contractors, Monterey County Office of Education and Monterey Peninsula Unified School District. Contracts are adjusted throughout the school year as the needs of students change due to Individual Education Plan (IEP) placement and IEP team decisions.

INFORMATION:

Projected cost of contracts was presented and approved by the School Board in June 2019. Since that time some contracts have been adjusted and approved by the Board at later meetings.

FISCAL IMPACT:

Contract funds encumbered to date; \$293,480.

Special Education Contracts 2019-2020 School Year

Contract	Date Board Approved	Original Contract	Expenditures as of 11/13/19
F.A.S.T. Interpreters for all languages	6/20/2019	\$ 6,000	\$ 655
IsoRhythms Music Therapy** Mod/Sev Classes	6/20/2019	\$ 31,980	\$ 7,800
Medical Billing Technology Medi-Cal Direct Billing for LEA	6/20/2019	\$ 5,400	\$ 5,400
Monterey County Office of Education* Infant, Itinerant, SDC/Tuition, Transportation	6/20/2019	\$ 113,142	Billback Quarterly Fund Transfer
Monterey County Office of Education* Physical Therapist	6/20/2019	\$ 16,000	Billback Quarterly Fund Transfer
Psyched Services Independent Education Evaluations	6/20/2019	\$ 14,400	\$ -
Psyched Services** Functional Behavior Assessments & Consultation	6/20/2019	\$ 14,100	\$ -
Sharon Neumann Solow Sign Language Interpreter	6/20/2019	\$ 4,000	\$ -
Cinnamon Hills Youth Crisis Center Placement in Non-Public School	8/22/2019	\$ 37,343	\$ -
Psyched Services Initial & Triennial IEPs, Assessments and Reports	8/22/2019	\$ 50,000	\$ -
Valley Hearing Center Diagnostic Audiological Evaluation	9/5/2019	\$ 165	\$ -
IsoRhythms Music Therapy** Music Assessment	10/24/2019	\$ 950	\$ -
TOTAL		\$ 293,480	\$ 13,855

* MCOE Projections each year: July 1st Budget Projection, December Projection, April Projection, Final Billback.
Original Contract based upon July 1st Budget Projection.

** Contracts are paid out of restricted mental health funds for students on an IEP.

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

SUBJECT: Pacific Grove High School Course Bulletin for the 2020-21 School Year

DATE: November 21, 2019

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

RECOMMENDATION:

The District Administration recommends that the Board review the Course Bulletin for Pacific Grove High School for the 2020-21 school year.

BACKGROUND:

Each year, the high school reviews the course descriptions, pre-requisites, and course offerings prior to student/parent registration held the last week in January. Courses are revised according to State standards and/or changing curriculum needs. In addition, courses that have had traditionally low turnout may be eliminated and replaced with courses that are deemed to be of more interest. At registration, student signups will be used as major criteria in deciding the final course offerings.

INFORMATION:

There have been only a few changes in this bulletin including the following:

- Prerequisite for Honors Chem. changed from “completion of or concurrent enrollment in **IM3**” to “completion of or current enrollment in **Honors IM3**”
- AP English Language changed from “Open to 11th and 12th grades” to “Open to 11th grade.”
- AP English Literature changed from “Open to 11th and 12th grades” to “Open to 12th grade.”
- Honors Integrated Math 2 has been added as a course option (UC/CSU approval pending)
- 3D Design changed from having a prerequisite of 2D Design to having NO prerequisites.
- Psychology has been added as a new course option. (UC/CSU approval pending)
- Intro to Computer Science will be added for the 2021-22 school year (UC/CSU approval pending.)
- Dropped AP Computer Science Principles as a course option.
- New class added, Culinary 1B, Fundamentals of Baking (UC/CSU approval pending.) This course will also be dual enrollment.
- Culinary courses, CSIS course descriptions and titles changed significantly in this year’s Bulletin.
- Healthcare Occupations and Therapeutic Services are anticipated to be dual enrollment next year.

The course bulletin is being designed with the assumption that some courses will not end up being offered due to lack of student interest or conflicts. It is also designed under a zero-sum paradigm that assumes that if students sign up for a new course, there will be a commensurate reduction of students signing up for a different course.

Currently, all courses with the exception of AVID 9-11, leadership, PE, and Special Education courses are a-g approved.

FISCAL IMPACT:

Assuming that there is no significant increase in students for the 2020-21 school year, we anticipate no negative fiscal impact to the general fund (Fund 1).

There is a possibility given the additional funding gained through dual-enrollment courses, that there could be a potential increase of income if additional courses of this nature are added. Additionally, the potential use of Career Technical Education Incentive Grant to fund additional sections gives the possibility of added course offerings without the commensurate costs.

OPTIONS:

Give direction to staff to address areas of Board interest.

PACIFIC GROVE HIGH SCHOOL



COURSE BULLETIN 2020-2021

To view a copy of the Course Bulletin online:
pghigh.pgusd.org/counseling

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PACIFIC GROVE HIGH SCHOOL GRADUATION REQUIREMENTS

1. To **earn a diploma** from Pacific Grove High School, a student must earn a minimum of **230 units of credit** and complete **48 hours of Community Service**.
2. **160 credits** must be **in the required subjects** listed below:
 - A. 40 credits (4 years) of **English**
 - B. 40 credits (4 years) of **Social Science**:
 - 10 credits **Geography**
 - 10 credits **World History**
 - 10 credits **U.S. History**
 - 10 credits **Government & Economics**
 - C. 20 credits (2 years) of **Science**: One year of life science and one year of physical science.
 - D. 20 credits (2 years) of **Mathematics**: Must include Integrated Math II or equivalent.
 - E. 20 credits (2 years) of required **Physical Education**: 1st year will include health.
 - F. 10 credits (1 year) of **Fine Arts**
 - G. 10 credits (1 year) of **Career Technical Education** OR (1 year) Additional **UC A-G approved course**
 - H. Completion of 70 credits of **electives**
 - I. **Extracurricular activities** – (optional) Students may receive a maximum of 10 credits for participating in the following PGHS extracurricular activities; sports, spirit squad, chorus, mock trial, play production, musical and ASB/Class officer, or TA.

Class Standing

Sophomore Standing: Completion of 50 credits
Junior standing: Completion of 110 credits
Senior standing: Completion of 170 credits

The requirements listed above are for Pacific Grove High School graduation. Admission requirements to four year colleges generally includes additional coursework and grading minimums.

COLLEGE ADMISSIONS

COMMUNITY COLLEGE REQUIREMENTS

www.cccco.edu

The following persons are eligible for admission:

1. High school graduates
2. Persons having attained their 18th birthday
3. Transfer students from other colleges upon presentation of satisfactory credentials

Students should meet with their Community College Counselor for information about the ADT (Associates Degree for Transfer) and TAG (Transfer Admissions Guarantee) programs to complete their four year degree at a CSU or UC campus.

UNIVERSITY OF CALIFORNIA

University of California Entrance Requirements:
admission.universityofcalifornia.edu

1. Complete a minimum of 15 college-preparatory courses, 11 courses prior to senior year (including summer courses), with letter grades of C or higher:
 - a. 1 year each of U.S. History and World History
 - b. 4 years English
 - c. 3 years of mathematics: Algebra 1, Algebra 2, and Geometry or Integrated Math I, II, and III
 - d. 2 years of laboratory science: to be chosen from Chemistry, Physics or Biology.
 - e. 2 years foreign language (3 years recommended)
 - f. 1 year visual/performing arts
 - g. 1 college preparatory elective: 1 course to be chosen from history, advanced mathematics, laboratory science, foreign languages, and fine arts.

CALIFORNIA STATE UNIVERSITIES

California State University System Entrance

Requirements:

<https://www2.calstate.edu/apply>

Admission to the California state universities is dependent upon three factors:

1. High school grade point average in grades 10 and 11 in required courses listed below.
2. Scores on the American College Test (ACT) or Scholastic Aptitude Test (SAT).
3. Fifteen college-preparatory courses will be taken during grades 9 -12.

Students must earn a grade of “C” or higher in these courses.

The specific a-g course requirements are:

- a. 1 year each of U.S. History and World History
- b. 4 years English
- c. 3 years of mathematics: Algebra 1, Algebra 2, and Geometry or Integrated Math I, II, and III
- d. 2 years of laboratory science: 1 year life science and 1 year physical science
- e. 2 years foreign language (3 years recommended)
- f. 1 year visual/performing arts
- g. 1 year college preparatory elective: 1 course to be chosen from history, advanced mathematics, laboratory science, foreign languages, and fine arts.

Test scores are required unless you have a grade point average above 3.0 *and* are a resident of California. The CSU uses a calculation called an [eligibility index](#) that combines your high school grade point average with the score you earn on either the SAT or ACT tests. Even if you have a GPA above 3.0, it is useful to take either the SAT or ACT as the CSUs use ‘multiple measures’ to determine placement in the appropriate GE English and math/QR courses for students in their Freshman year at college.

While SAT/ACT test scores are not required to establish the admission eligibility of California residents with high school grade point averages of 3.00 or above, ***impacted campuses and impacted first-time freshmen enrollment categories often include test scores among the supplemental criteria required of all applicants to those campuses and enrollment categories.***

Students earning a grade point average (GPA) below 2.00 are not eligible for admission.

State universities currently require applicants to file their application during the months of October and November. Applications after the closing period are considered only on a space available basis.

CALIFORNIA STATE COLLEGE AND UNIVERSITY SYSTEM

Bakersfield	Pomona
Channel Islands	Northridge
Chico	Sacramento
Dominguez Hills	San Bernadino
Fresno	San Diego
Fullerton	San Francisco
East Bay	San Jose
Humboldt	San Luis Obispo
Long Beach	San Marcos
Los Angeles	Sonoma
Maritime Academy	Stanislaus
Monterey Bay	

4. PRIVATE (INDEPENDENT COLLEGES)

Although there are differences among the private colleges and universities in entrance requirements, generally they expect students to satisfy the same subject pattern as the U.C. system. Students should check with their particular college choices for specific requirements.

DEPARTMENTAL OFFERINGS

ENGLISH

The following sequence of courses will be the English Department's offering for 2020-2021.

All students will be placed in appropriate English classes according to their level of reading and writing skills.

Grade 9	English 1	Honors English 1
Grade 10	English 2	Honors English 2
Grade 11	English 3	Honors English 3
Grade 11	AP English Language	
Grade 12	English 4	
Grade 12	ERWC Expository Reading & Writing	AP English Literature

COURSE **ENGLISH 1**

GRADE LEVEL 9

LENGTH 1 year

CREDIT 5 credits per semester

DESCRIPTION English 1 introduces students to the elements and forms of literature. This course stresses the development of reading and critical thinking skills necessary to gain an appreciation of the various genres of literature. Major writing emphasis will include effective descriptive and expository paragraphs and essays, vocabulary development and a review of grammar and mechanical skills. *UC/CSU approved.*

COURSE **HONORS ENGLISH 1**

PREREQUISITE Grade of B- or higher in previous English class, advanced reading and writing skills, grades and test scores. Entrance exam and/or teacher recommendation will be required.

GRADE LEVEL 9

LENGTH 1 year

CREDIT 5 credits per semester

DESCRIPTION Honors English is designed for the advanced English student who wishes to refine his or her skills in preparation for more advanced classes such as Advanced Placement. This course will survey the four forms of literature (novel, play, poem, and short story), review grammar and mechanical skills, and concentrate on the mastery of the critical essay. *UC/CSU approved.*

COURSE **ENGLISH 2**

GRADE LEVEL 10

LENGTH 1 year

CREDIT 5 credits per semester

DESCRIPTION English 2 introduces various literary genres and concentrates on improving student's writing skills. Major literary emphasis will be on the elements of short story, essay, biography, poetry, drama, and the novel. Students will give special attention to the development of advanced reading and thinking skills necessary to gain better comprehension and appreciation of literary works. Writing emphasis will include expository and descriptive paragraphs, and analytical, persuasive and narrative essays. *UC/CSU approved.*

COURSE	<u>HONORS ENGLISH 2</u>
PREREQUISITE	Grade of B- or higher in Honors English 1, or grade of A in English 1, or teacher recommendation
GRADE LEVEL	10
LENGTH	1 year
CREDIT	5 credits per semester
DESCRIPTION	Honors English 2 is designed for advanced college bound students. This course surveys drama, novels, short stories, and poetry in depth. This course stresses the development of critical writing and thinking skills. Work on special group projects and expository writing will enable students to analyze the way in which the works studied relate to themes and issues of the historical periods covered in class. <i>UC/CSU approved.</i>

COURSE	<u>ENGLISH 3</u>
GRADE LEVEL	11
LENGTH	1 year
CREDIT	5 credits per semester
DESCRIPTION	English 3 is a college prep course which surveys works of literature. In addition, this course emphasizes the expression of individual opinion and of logical argument through expository writing. This course fosters individual growth in literacy. The students create projects that develop diverse reading, writing and speaking skills. <i>UC/CSU approved.</i>

COURSE	<u>HONORS ENGLISH 3</u>
GRADE LEVEL	11
LENGTH	1 year
PREREQUISITE	Grade of A in English 2, or a grade of B- or higher in Honors English 2, or teacher recommendation
CREDIT	5 credits per semester
DESCRIPTION	Honors English 3 is designed for advanced college bound students and will survey drama, novels, short stories, and poetry in depth. This course stresses the development of critical reading, writing, and thinking skills. Work on special projects and expository writing will enable students to analyze the way in which the works studied relate to themes and issues in literature. <i>UC/CSU approved.</i>

COURSE	<u>AP ENGLISH LANGUAGE</u>
PREREQUISITE	Grade of A in English 2, or grade of a B- or higher in Honors English 2, or teacher recommendation
GRADE LEVEL	11
LENGTH	1 year
CREDIT	5 credits per semester
DESCRIPTION	The AP English Language and Composition course is designed to help students become skilled readers of prose written in a variety of rhetorical contexts and to become skilled writers who compose for a variety of purposes. Both their writing and their reading should make students aware of the interactions among a writer's purposes, audience expectations, and subjects as well as the way generic conventions and the resources of language contribute to effectiveness in writing. Students may elect to take the national Advanced Placement exam in May with a chance of earning freshman English college credit. <i>UC/CSU approved.</i>

COURSE	<u>AP ENGLISH LITERATURE</u>
PREREQUISITE	Grade of A in English 2, or grade of B- or higher in Honors English 3 or AP Language, or teacher recommendation
GRADE LEVEL	12
LENGTH	1 year
CREDIT	5 credits per semester
DESCRIPTION	Advanced Placement English Literature is a one-year course offered to students who show unusual skill in literature and composition. This course surveys drama, novels, and poetry in depth, concentrating on the mastery of the critical essay as used in college writing. Students may elect to take the national Advanced Placement exam in May with a chance of earning freshman English college credit. <i>UC/CSU approved.</i>

COURSE	<u>EXPOSITORY READING AND WRITING (ERWC)</u>
PREREQUISITE	A-G eligible
GRADE LEVEL	12
LENGTH	1 year
CREDIT	5 credits per semester
DESCRIPTION	Expository Reading and Writing is a rigorous, rhetorically based, full-year college preparatory English course for high school seniors intending to enroll in a four year college. ERWC is designed to support college-readiness in English. The course's 12 modules, which include a wide variety of nonfiction texts and some literature, emphasize the in-depth study of expository, analytical, and argumentative reading and writing. Students will analyze the interplay of rhetorical devices, vocabulary, and grammar in rich, college-level texts, and then use these same elements in their own expository and persuasive writing. Students enrolling in this course must be A-G eligible. <i>UC/CSU approved.</i>

COURSE	<u>ENGLISH 4</u>
GRADE LEVEL	12
LENGTH	1 year
CREDIT	5 credits per semester
DESCRIPTION	This class is designed to prepare 12th grade students for success after high school in both work and college environments. As such, this course focuses on critical thinking in the areas of reading, writing, and literature, as well as oral academic language and collaborative group work. Students will also learn the proper use of English grammar and diction. Technology will frequently be used to engage students and support learning. <i>UC/CSU approved.</i>

WORLD LANGUAGE

COURSE	<u>SPANISH 1</u>
PREREQUISITE	None
GRADE LEVEL	9, 10, 11, 12
LENGTH	1 year
CREDIT	5 credits per semester
DESCRIPTION	This introductory course uses communicative-based instruction to develop all four basic language skills: listening, speaking, reading and writing. Basic grammatical structures are presented along with vocabulary related to daily life and cultural topics. A variety of authentic language and cultural sources are integrated such as music, food, movies, and magazines. <i>UC/CSU approved.</i>

COURSE **SPANISH 2**
PREREQUISITE Grade of C or higher in Spanish 1 or teacher recommendation
GRADE LEVEL 9, 10, 11, 12
LENGTH 1 year
CREDIT 5 credits per semester
DESCRIPTION This is an intermediate course which provides continued development and practice of the basic language skills: listening, speaking, reading and writing. More advanced grammatical structures are introduced and more emphasis is placed on extended conversation. Includes vocabulary related to daily life and cultural topics with varied units of study and conversational activities. *UC/CSU approved.*

COURSE **SPANISH 3**
PREREQUISITE Grade of B- or higher in Spanish 2 or teacher recommendation
GRADE LEVEL 9, 10, 11, 12
LENGTH 1 year
CREDIT 5 credits per semester
DESCRIPTION Emphasis is on the further development of listening, speaking and writing skills. More advanced vocabulary and grammar study is coupled with more extended speaking in a variety of contexts such as oral reports and group discussion. More academic vocabulary is presented related to relevant topics such as personal relationships, hobbies and sports, and health along with more complex cultural topics such as an in-depth exploration of a Spanish-speaking country. *UC/CSU approved.*

COURSE **SPANISH 4**
PREREQUISITE Grade of B- or higher in Spanish 3 or teacher recommendation
GRADE LEVEL 9, 10, 11, 12
LENGTH 1 year
CREDIT 5 credits per semester
DESCRIPTION This is an advanced course which focuses on developing language skills in academic settings. Relevant topics are explored including personal relationships, technology, and the environment. Reading selections come from authentic sources such as Spanish literature and newspaper articles. More advanced writing and speaking situations are required. More academic vocabulary is presented along with more complex cultural topics. A variety of authentic language and cultural sources are integrated such as songs, movies, newspapers, websites, and news reports. *UC/CSU approved.*

COURSE **AP SPANISH**
PREREQUISITE Grade of A in Spanish 3 or teacher recommendation
GRADE LEVEL 9, 10, 11, 12
LENGTH 1 year
CREDIT 5 credits per semester
DESCRIPTION This is a college-level course which focuses on advanced work in listening, speaking, reading and writing. Emphasis is placed on speaking and writing in academic settings. Includes expository writing, oral presentations, and reading selections from Spanish literature and newspaper articles. Students prepare to take the AP Spanish Language exam in May. **Any summer homework given will be due at the first class meeting in August.** *UC/CSU approved.*

FRENCH

COURSE **FRENCH 1**
PREREQUISITE None
GRADE LEVEL 9, 10, 11, 12
LENGTH 1 year
CREDIT 5 credits per semester
DESCRIPTION An introductory course designed to give students a strong background in conversational French. The focus is communicative-based instruction encouraging active participation by students. Speaking and understanding spoken French are emphasized. Students will learn about current and traditional French music. Field trips and cooking French food make this a “fun” academic class. *UC/CSU approved.*

COURSE **FRENCH 2**
PREREQUISITE Grade of C or higher in French 1 or teacher recommendation
GRADE LEVEL 9, 10, 11, 12
LENGTH 1 year
CREDIT 5 credits per semester
DESCRIPTION Further develops students’ speaking skills with an emphasis on cuisine. Students create their own skits and plays. Reading and writing include longer, more interesting stories than in French 1. Students use authentic situations to demonstrate their knowledge of French; example: students demonstrate and explain in French how to prepare their favorite French dessert! Field trips and French music add to the fun. *UC/CSU approved.*

COURSE **FRENCH 3**
PREREQUISITE Grade of B- or higher in French 2 or teacher recommendation
GRADE LEVEL 9, 10, 11, 12
LENGTH 1 year
CREDIT 5 credits per semester
DESCRIPTION Students perfect their skills in the various tenses with more focus on French film analysis, reading and writing, while continuing to maintain their speaking skills. The focus is on mastering the grammar and learning more about the history and culture of the French-speaking world. Field trips and French music are included. **Summer homework will be due at the first class meeting in August.** *UC/CSU approved.*

COURSE **FRENCH 4**
PREREQUISITE Grade of B- or higher in French 3 or teacher recommendation
GRADE LEVEL 9, 10, 11, 12
LENGTH 1 year
CREDIT 5 credits per semester
DESCRIPTION French 4 is a course designed for motivated students who can work independently and efficiently. Advanced grammar topics will be covered, incorporating high-interest topics such as making travel and hotel arrangements for a trip to a French-speaking country, communicating medical emergencies, and managing more advanced conversations in French. Extensive reading and writing will be required. Students will read various genres of literature by famous francophone authors such as Paul Eluard, Guy de Maupassant, Andre Theuriet and many others. The cultural emphasis will be on countries other than France where French is spoken. **Summer homework will be due at the first class meeting in August.** *UC/CSU approved.*

COURSE	<u>AP FRENCH LANGUAGE AND CULTURE</u>
PREREQUISITE	Grade of A in French 3 or teacher recommendation
GRADE LEVEL	9, 10, 11, 12
LENGTH	1 year
CREDIT	5 credits per semester
DESCRIPTION	AP French is a college level course designed for motivated students who desire to become proficient communicators of French and prepare for the AP French Language and Culture Exam. Advanced grammar topics will be covered, incorporating high-interest historical topics. Extensive reading and writing will be required. Students will read various genres of literature by famous francophone authors such as Giraudoux Rostand, Voltaire, and Duras. The cultural emphasis will be on various countries where French is spoken. Summer homework will be due at the first class meeting in August. <i>UC/CSU approved.</i>

SOCIAL SCIENCE

The following sequence of courses will be the Social Science Department's offering for 2020-2021:

Grade 9	World Geography	AP Human Geography
Grade 10	World History	AP World History
Grade 11	U.S. History	AP. U.S. History
Grade 12	Government/Economics	AP Government/Economics

COURSE	<u>WORLD GEOGRAPHY</u>
PREREQUISITE	None
GRADE LEVEL	9
LENGTH	1 year
CREDIT	5 credits per semester
DESCRIPTION	This course will develop the basic themes of physical, cultural and political geography with an emphasis on domestic and international current events. World geographic and historical issues, world cultures, and place identification will also be emphasized. Study skills such as time management, organization, note taking, and research skills will be an early focus of this course. <i>UC/CSU approved.</i>

COURSE	<u>AP HUMAN GEOGRAPHY</u>
PREREQUISITE:	Grade of B- or higher in previous History and English classes, advanced reading and writing skills, grades and test scores. Entrance exam and/or teacher recommendation will be required.
GRADE LEVEL:	9, this course is also open to 10 th – 12 th grade students in need of fulfilling a geography graduation requirement.
LENGTH:	1 year
CREDIT:	5 credits per semester
DESCRIPTION:	This course is a college-level freshman class where students are introduced to the systematic study of patterns and processes that have shaped human understanding, use, and alteration of the Earth's surface. The content of an AP Human Geography course helps students develop critical thinking skills through the understanding, application, and analysis of the fundamental concepts of geography. Students will meet the five college-level goals as determined by the National Geographic Standards using college level materials. This rigorous course requires a high level of reading, writing, and analysis skills. Study skills such as time management, organization, note taking, and research skills will be an early focus of this course. Students will prepare for the AP Human Geography examination, administered nationally in May. High scores on this exam may result in college credit at participating institutions. <i>UC/CSU approved.</i>

COURSE	<u>WORLD HISTORY</u>
PREREQUISITE	None
GRADE LEVEL	10
LENGTH	1 year
CREDIT	5 credits per semester
DESCRIPTION	This survey course meets the 10 th Grade World History requirement. It will include a selective study of the major political and social developments, and of individuals who played significant roles, in the time period from the mid-1700s up to the present. Units of study include a brief review covering 6 th and 7 th Grade World History, the Enlightenment, the Age of Revolutions, the Industrial Revolution, Nationalism & Imperialism, the First World War and Russian Revolution, Totalitarianism & World War II, and the Postwar World. <i>UC/CSU approved.</i>

COURSE	<u>AP WORLD HISTORY</u>
PREREQUISITE	Grade of A in World Geography and a grade of A in English 1 or grade of B- or higher in AP Human Geography and a B- or higher in Honors English 1, or teacher/counselor recommendation. Passing score on entrance exam will be required.
GRADE LEVEL	10
LENGTH	1 year
CREDIT	5 credits per semester
DESCRIPTION	Advanced Placement World History is a college-level course covering the modern period from about 1200 to the present. AP World History is fast-paced and challenging and requires a high level of reading and writing skill. Students in AP World History should expect heavy reading assignments and should be prepared to develop and demonstrate in writing analytical skills such as comparison and contrast, change over time, and understanding of primary source documents. Students will prepare for the AP World History examination, administered nationally in May. High scores on this exam may result in college credit at participating institutions. <i>UC/CSU approved.</i>

COURSE	<u>UNITED STATES HISTORY</u>
PREREQUISITE	None
GRADE LEVEL	11
LENGTH	1 year
CREDIT	5 credits per semester
DESCRIPTION	The year begins with a selective review of United States history, with an emphasis on two major themes – the nation’s beginnings, linked to the Enlightenment and the rise of democratic ideas; and the industrial transformation of the new nations, linked to the global spread of industrialism during the nineteenth century. After these review units, we will begin our study of the twentieth century with an analysis of the Progressive Era and World War I. Critical responses to the Jazz Age and the Great Depression will also be emphasized during the first semester. In the second semester we will cover the following: World War II, The Cold War, The Civil Rights Movement in the Postwar Era, Vietnam/Late 1960’s and the United States in Recent Times. <i>UC/CSU approved.</i>

COURSE	<u>AP U.S. HISTORY</u>
PREREQUISITE	Grade of A in World History, or B- or higher in AP World History, or teacher recommendation
GRADE LEVEL	11
LENGTH	1 year
CREDIT	5 credits per semester
DESCRIPTION	The Advanced Placement U.S. History course is designed to provide students with the analytical skills and factual knowledge necessary to address critically the themes, issues, events, and materials of American history. Students will learn to evaluate historical materials in order to weigh evidence presented in historical scholarship. Students will be required to analyze and interpret primary sources, including documentary materials, maps, statistical tables, and pictorial and graphic evidence of historical events. The scope of the course is “the age of discovery” to the present. The A.P. U.S. History curriculum is intended to prepare the student for the Advanced Placement Test administered nationally in May. High scores may result in college credit at participating institutions. The course simultaneously satisfies the U.S. History requirement for high school graduation. Summer homework will be due at the first class meeting in August. <i>UC/CSU approved.</i>

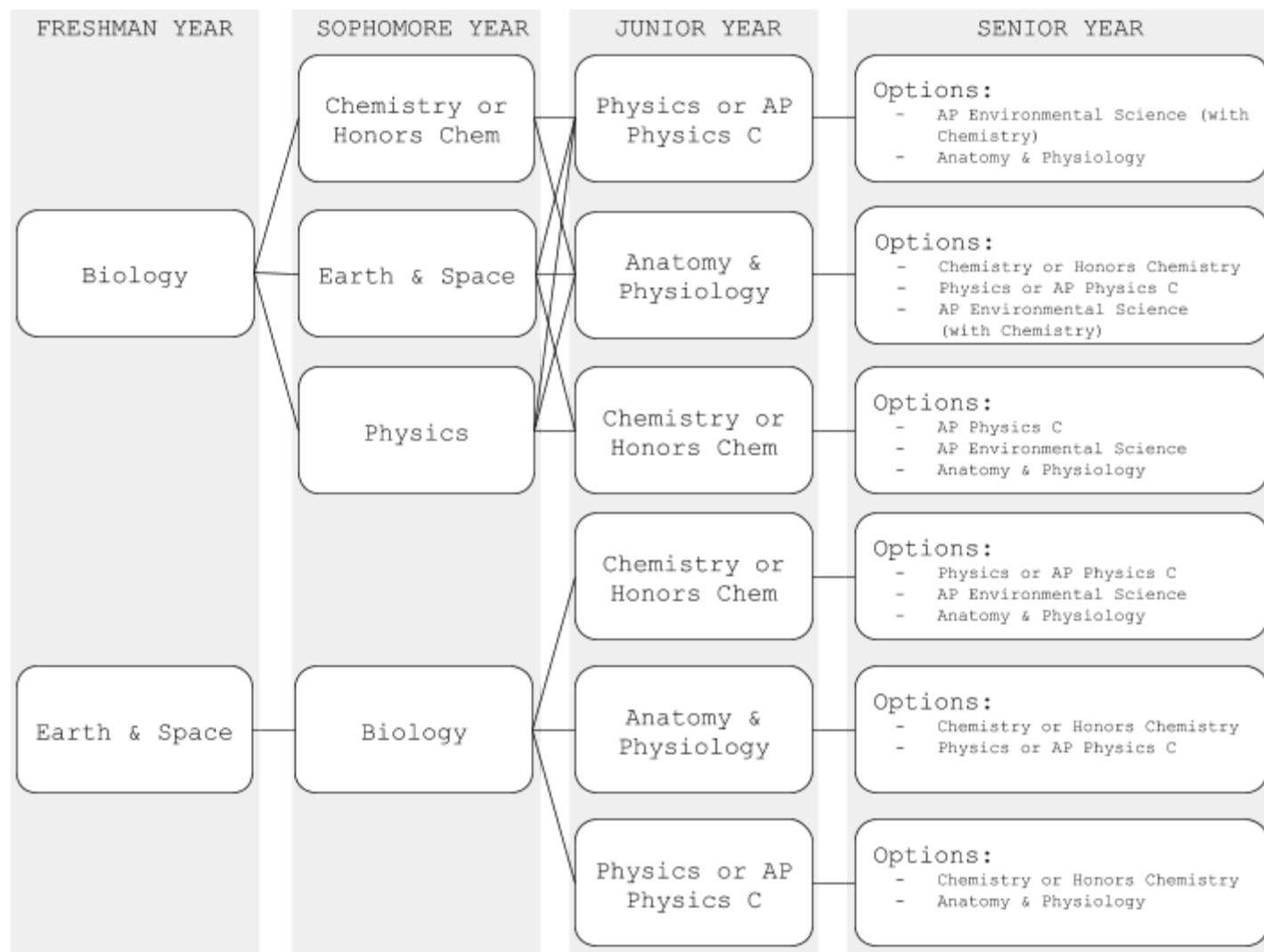
COURSE	<u>ECONOMICS</u>
PREREQUISITE	None
GRADE LEVEL	12
LENGTH	1 semester
CREDIT	5 credits
DESCRIPTION	Economics, a semester-length course, is required for graduation. The goal of this course is to increase understanding of the American economic system, including the nature of supply and demand, market structures, fiscal policy, monetary policy, comparative economic systems and world trade. Emphasis is also placed on such personal finance skills as maintaining good credit, checking accounts, budgeting and other adult consumer needs. <i>UC/CSU approved.</i>

COURSE	<u>AMERICAN GOVERNMENT</u>
PREREQUISITE	None
GRADE LEVEL	12
LENGTH	1 semester
CREDIT	5 credits
DESCRIPTION	Government, a semester-length course, is required for graduation. This course is about the American system of government, including functions of government, governmental programs, roles of the citizen, civil rights and liberties, public opinion, comparative political systems, and current events. <i>UC/CSU approved.</i>

COURSE	<u>AP AMERICAN GOVERNMENT AND POLITICS UNITED STATES</u>
PREREQUISITE	Grade of A in US History, or B- or higher in AP US History, or teacher recommendation
GRADE LEVEL	12
LENGTH	1 year
CREDIT	5 credits per semester
DESCRIPTION	The goal of this course is to increase understanding of the American political system, its framework, traditions and values, and have each student pass the Advanced Placement American Government exam. This course is concerned with the nature of the American political system, its development over the past two hundred plus years, and how it works today. We will examine in detail the principle processes and institutions through which the political system functions, as well as some of the public policies which these institutions establish and how these policies are implemented. Economic concepts are woven within the course throughout the year. Students will prepare for the AP Government examination, administered nationally in May. High scores on this exam may result in college credit at participating institutions. The second semester does not receive AP credit, however, the A.P. Government class is a full year commitment. <i>UC/CSU approved.</i>

SCIENCE

SCIENCE COURSE OFFERINGS & PATHWAYS



The following science classes are all designed to meet the UC and CSU laboratory science entrance requirements, except as noted below.

COURSE	<u>BIOLOGY</u>
PREREQUISITE	None
GRADE LEVEL	9, 10 or teacher/counselor recommendation.
LENGTH	1 year
CREDIT	5 credits per semester
DESCRIPTION	Biology is the study of living things. The course follows an ecological approach. It is designed to build from concrete to abstract concepts such as cell theory, photosynthesis, genetics, ecology and environmental issues. <i>UC/CSU approved.</i>

COURSE	<u>EARTH & SPACE SYSTEMS</u>
PREREQUISITE	None
GRADE LEVEL	9, 10 or teacher/counselor recommendation.
LENGTH	1 year
CREDIT	5 credits per semester
DESCRIPTION	Earth and Space Systems is a laboratory oriented class which is a blend of several different sciences; Geology, Meteorology, and Astronomy. We will be looking more closely at topics such as plate tectonics, astronomy, weather, and climate. <i>This course meets the <u>CSU</u> physical science entrance requirement. It does not meet the UC physical lab science entrance requirement. The UC system recognizes this course as a college prep elective.</i>

COURSE	<u>PHYSICS 1</u>
PREREQUISITE	Grade of C or higher in Integrated Math I or teacher recommendation
GRADE LEVEL	10, 11, 12
LENGTH	1 year
CREDIT	5 credits per semester
DESCRIPTION	The first semester of Physics is a study of motion and its mathematical description, energy, and work. The second semester is a study light, waves, electricity and magnetism. <i>UC/CSU approved.</i>

COURSE	<u>CHEMISTRY</u>
PREREQUISITE	Completion of or concurrent enrollment in Integrated Math III
GRADE LEVEL	10, 11, 12
LENGTH	1 year
CREDIT	5 credits per semester
DESCRIPTION	The Chemistry course is designed to explore the chemistry of real-world environmental problems through research, experimentation, and discourse. The first semester develops the general principles involved in solutions and chemical reactions through the lenses of water and metals. The second semester focuses on energy in chemical reactions, the nature of gases and atomic theory in conjunction with fossil fuels, air pollution, and industrial techniques, respectively. <i>UC/CSU approved.</i>

COURSE	<u>HONORS CHEMISTRY 1</u>
PREREQUISITE	Completion of or concurrent enrollment in Honors Integrated Math III or teacher recommendation.
GRADE LEVEL	10, 11, 12
LENGTH	1 year
CREDIT	5 credits per semester
DESCRIPTION	The honors chemistry course is designed to provide the advanced science student with an opportunity to learn chemistry at a higher level than the Chemistry course. This course is recommended for students wishing to take AP Environmental Science, and continue their science education into college. The honors chemistry course moves at a faster pace, providing a more in-depth coverage of the topics. The course offers an opportunity for enrichment through the use of advanced math concepts and laboratory work. Students taking honors chemistry will be prepared to take the SAT II in chemistry. <i>UC/CSU approved.</i>

COURSE **ANATOMY/PHYSIOLOGY****PREREQUISITE** Biology**GRADE LEVEL** 11, 12**LENGTH** 1 year**CREDIT** 5 credits per semester**DESCRIPTION** Anatomy and Physiology is the study of the structures and functions of the human body.Labs include dissection of fetal pigs, simple experiments, demonstrations, and model building. *UC/CSU approved.***COURSE** **AP PHYSICS C: MECHANICS****PREREQUISITE** Completion of or concurrent enrollment in Calculus AB or BC or teacher recommendation.

Completion of Physics 1 is recommended.

GRADE LEVEL 10, 11, 12**LENGTH** 1 year**CREDIT** 5 credits per semester

DESCRIPTION This course prepares students to take the Advanced Placement Physics C test in mechanics and is the equivalent of a typical first semester college course in physics. Mechanics is the branch of physics that is concerned with quantifying the motion of bodies. Topics include kinematics, Newton's law of motion, work/energy/power, conservation laws (energy/momentum), circular motion and rotation, oscillations, and gravitation. The lab component of the class builds on experiments done in regular physics with emphasis placed on using computers to model and simulate physical systems. Students will use electronic sensors and data analysis programs to explore relationships among physical quantities. The topic of mechanics will be covered in much greater depth and with a higher level of mathematical sophistication than in the regular physics course. Prospective students should be comfortable with using mathematics to solve problems. *UC/CSU approved.*

COURSE **AP ENVIRONMENTAL SCIENCE****PREREQUISITE** Completion of Integrated Math II (Integrated Math III recommended)

Grade of B or higher in Biology

Completion of Physics or AP Physics with a grade of C or higher

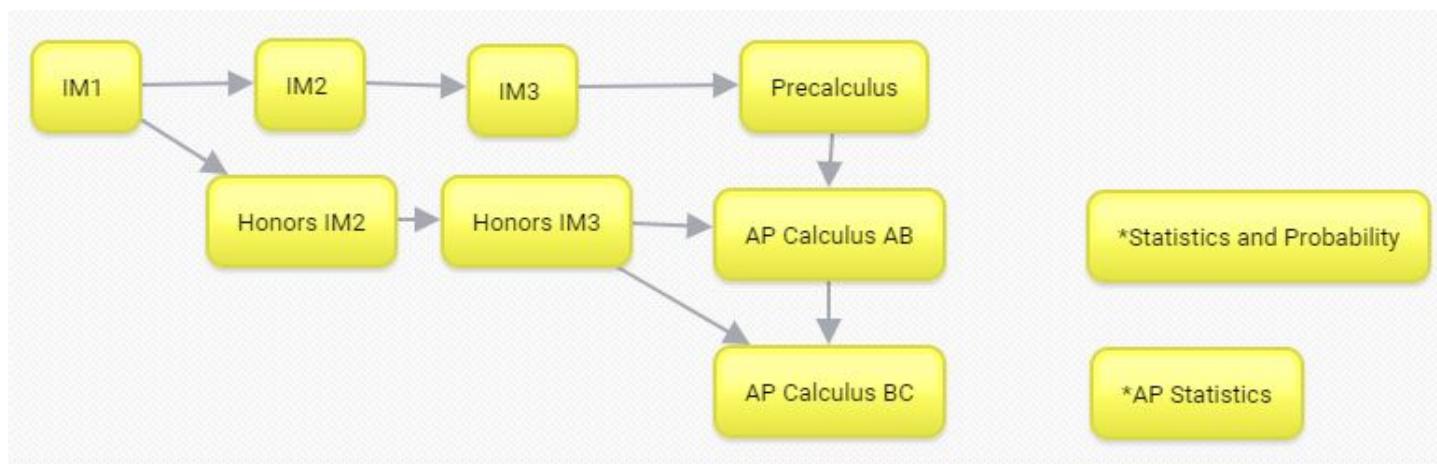
Completion of Chemistry (Honors Chemistry recommended) with a grade of C or higher or teacher recommendation

GRADE LEVEL 11, 12**LENGTH** 1 year**CREDIT** 5 credits per semester

DESCRIPTION This course is designed to be a rigorous science course that is the equivalent of a one-semester, introductory college course in environmental science. Topics will draw together geology, biology, chemistry, and marine science subject matter. Long-term field study projects will be set up at the beginning of each school year. Students will be expected to take an active role in designing and setting up these projects, as well as maintaining a field laboratory notebook throughout the year. Emphasis is on data collection and analysis of data sets, understanding the inter-relationships in the natural world, identifying and analyzing environmental problems both natural and human-made, evaluating risks associated with these problems and possible solutions. Students taking the course should have solid math skills because of the analytical nature of the work, and a solid background of both physical and life science. Junior or senior class standing mandatory. *UC/CSU approved.*

MATHEMATICS

PGHS Math Progression Flow Chart



Note 1: Students may take Probability and Statistics or AP Statistics any time after completing Integrated Math III

Note 2: Students may advance from Honors Integrated Math III to AP Calculus AB or BC only with a satisfactory score on a placement exam and with teacher recommendation.

Online courses in mathematics at any level are generally discouraged. Because PGHS math courses are integrated, Monterey Peninsula College (MPC) and online courses of traditional Algebra 1 and Geometry are not recognized as equivalent courses of Integrated Math I and Integrated Math II, respectively. However, a student may, under special circumstances, earn up to a maximum of 10 credits for mathematics courses outside of the high school in order to accelerate, with faculty and counselor approval. Students should contact their counselors for specific guidance on the different courses that can be taken online or at MPC. *Note that students taking any course outside of PGHS to accelerate will be required to pass a placement exam before being enrolled in the next course.*

COURSE	<u>INTEGRATED MATH I</u>
PREREQUISITE	None
GRADE LEVEL	9, 10, 11
LENGTH	1 year
CREDIT	5 credits per semester
DESCRIPTION	<i>UC/CSU approved.</i> Addressing both the Mathematical Practices and Content Standards associated with the High School Common Core, Integrated Math I focuses on exploring, discussing, and understanding the concepts of:

1. Systems of equations and inequalities
2. Arithmetic and Geometric Sequences
3. Linear and Exponential Functions
4. Features of Functions
5. Congruency, Constructions, and Proofs
6. Connecting Algebra and Geometry
7. Modeling Data

COURSE	<u>INTEGRATED MATH II</u>
PREREQUISITE	Grade of D- or higher in Integrated Math I or teacher recommendation
GRADE LEVEL	9, 10, 11, 12
LENGTH	1 year
CREDIT	5 credits per semester
DESCRIPTION	<i>UC/CSU approved.</i> Addressing both the Mathematical Practices and Content Standards associated with the High School Common Core, Integrated Math II focuses on exploring, discussing, and understanding the concepts of:

1. Quadratics Functions
2. Structures of Expressions
3. Quadratic Equations
4. More Functions
5. Geometric Figures
6. Similarity and Right Triangle Trigonometry
7. Circles from a Geometric Perspective
8. Circles and Other Conics
9. Probability

COURSE	<u>HONORS INTEGRATED MATH II</u>
PREREQUISITE	Grade of A or higher in Integrated Math I or higher or teacher recommendation. Rising 9th graders who wish to enroll in this course will need to take a placement exam at the high school in the spring.
GRADE LEVEL	9, 10, 11, 12
LENGTH	1 year
CREDIT	5 credits per semester
DESCRIPTION	<i>Pending UC/CSU approval.</i> Honors Integrated Math II continues the study of geometry and algebra, though at a much faster pace and with more rigor than Integrated Math II. Addressing both the Mathematical Practices and Content Standards associated with the High School Common Core, Honors Integrated Math II focuses on exploring, discussing, and understanding the concepts of:

1. Quadratics Functions
2. Structures of Expressions
3. Quadratic Equations
4. More Functions
5. Geometric Figures
6. Similarity and Right Triangle Trigonometry
7. Circles from a Geometric Perspective
8. Circles and Other Conics
9. Probability
10. Linear and Quadratic Functions and their Transformations
11. Polynomial Functions

COURSE **INTEGRATED MATH III****PREREQUISITE** Grade of C- or higher in Integrated Math II or teacher recommendation**GRADE LEVEL** 9, 10, 11, 12**LENGTH** 1 year**CREDIT** 5 credits per semester**DESCRIPTION** *UC/CSU approved.* Addressing both the Mathematical Practices and Content Standards associated with the High School Common Core, Integrated Math II focuses on exploring, discussing, and understanding the concepts of:

1. Functions and their Inverses
2. Logarithmic Functions
3. Polynomial Functions
4. Rational Expressions and Functions
5. Modeling with Geometry
6. Trigonometric Functions
7. Modeling with Functions
8. Statistics

COURSE **HONORS INTEGRATED MATH III/ TRIGONOMETRY****PREREQUISITE** Grade of A- or higher in Integrated Math II or teacher recommendation. Starting in the 2021-2022 school year, students must have earned at least a B in Honors Integrated Math II to enroll in Honors Integrated Math III.**GRADE LEVEL** 9, 10, 11**LENGTH** 1 year**CREDIT** 5 credits per semester**DESCRIPTION** *UC/CSU approved.* Honors Integrated Math continues the study of algebra as well as trigonometry and topics addressed in a typical Pre-Calculus class. This course moves at a much faster pace and with more rigor than the Integrated Math III course. Addressing both the Mathematical Practices and Content Standards associated with the High School Common Core, Honors Integrated Math III focuses on exploring, discussing, and understanding the concepts of:

1. Geometric Modeling
2. Linear and Quadratic Functions
3. Polynomial Functions
4. Rational Exponents and Radical Functions
5. Exponential and Logarithmic Functions
6. Rational Functions
7. Sequences and Series
8. Trigonometric Ratios and Functions
9. Trigonometric Identities and Formulas
10. Data Analysis and Statistics
11. Probability

COURSE	<u>PRE-CALCULUS</u>
PREREQUISITE	Successful completion of Honors Integrated Math III/Trigonometry or Integrated Math III with a grade of C or higher or teacher recommendation. Scientific calculator required. Graphing calculator recommended.
GRADE LEVEL	10, 11, 12
LENGTH	1 year
CREDIT	5 credits per semester
DESCRIPTION	This course covers advanced topics in functions, trigonometry, vectors, conic sections, sequences and series, polar coordinate systems, parametric equations, derivatives, limits, continuity, and an introduction of integration. <i>UC/CSU approved.</i>
COURSE	<u>AP CALCULUS AB</u>
PREREQUISITE	Grade of C or higher in Pre-Calculus, or completion of Honors Integrated Math III with an A-, or teacher recommendation. An AP approved graphing calculator is required for this course (a TI 83 Plus or TI 84 is suggested).
GRADE LEVEL	10, 11, 12
LENGTH	1 year
CREDIT	5 credits per semester
DESCRIPTION	This course is a college level introductory calculus course designed to enable the student to pass the Advanced Placement exam in mathematics (Calculus AB exam) in order to receive college credit. AP Calculus AB is roughly equivalent to a first semester college calculus course devoted to topics in differential and integral calculus. Juniors enrolling in this course are expected to enroll in Calculus BC their senior year. <i>UC/CSU approved.</i>
COURSE	<u>AP CALCULUS BC</u>
PREREQUISITE	Grade of C or higher in Calculus AB, grade of A in Honors Introduction to Calculus, grade of A in Honors Integrated Math III, or teacher recommendation. An AP approved graphing calculator is required for this course (a TI 83 Plus or TI 84 is suggested).
GRADE LEVEL	10, 11, 12
LENGTH	1 year
CREDIT	5 credits
DESCRIPTION	This course covers the full curriculum of Calculus AB in one semester rather than two, and extends the content learned in Calculus AB to different types of equations (polar, parametric, vector-valued) and new topics (such as Euler's method, integration by parts, partial fraction decomposition, improper integrals, and sequences and series) in the second semester. Our most rigorous course, AP Calculus BC is the equivalent of two semesters of college calculus. Students are expected to take the AP Calculus BC exam in May. <i>UC/CSU approved.</i>
COURSE	<u>PROBABILITY AND STATISTICS</u>
PREREQUISITE	Grade of C or higher in Integrated Math III or teacher recommendation
GRADE LEVEL	10, 11, 12
LENGTH	1 year
CREDIT	5 credits per semester
DESCRIPTION	Probability and Statistics introduces students to the major concepts and tools for collecting, analyzing, and drawing conclusions from data. The course exposes students to four broad conceptual themes: (1) graphing and analyzing data, (2) designing a survey or experimental study, (3) finding probabilities through mathematics as well as through simulations, and (4) making appropriate inferences from data. <i>UC/CSU approved.</i>

COURSE	<u>AP STATISTICS</u>
PREREQUISITE	Grade of B- or higher in Integrated Math III or teacher recommendation
GRADE LEVEL	10, 11, 12
LENGTH	1 year
CREDIT	5 credits per semester
DESCRIPTION	AP Statistics is the equivalent of a one semester, college-level introductory statistics class. The purpose of the class is to introduce students to the basic ideas and skills for collecting, analyzing and drawing conclusions from data. Students should leave the course not only able to interpret and analyze the many statistics they will encounter on a daily basis, but also evaluate the integrity of their use. The course exposes students to four broad conceptual themes: (1) exploring data –observing patterns and departures from patterns, (2) planning a study – deciding what and how to measure, (3) anticipating patterns – producing probability and simulation, and (4) statistical inference – confirming models. Students are expected to take the AP Statistics exam at the end of the year. <i>UC/CSU approved.</i>

FINE ARTS DIVISION

ART (also see CTE Pathways on Page 31)

COURSE **2D DESIGN**
PREREQUISITE None
GRADE LEVEL 9, 10, 11, 12
LENGTH 1 year
CREDIT 5 credits per semester
FEE \$40.00 suggested donation
DESCRIPTION 2D DESIGN is designed for students who have been afraid of art and for those who feel comfortable making art. Basic skills are taught in addition to a variety of art techniques. Emphasis is placed on introductory units on drawing with graphite, colored pencil, color mixing, collaging, printmaking and general 2D design concepts. Students will learn the fundamental Elements of Art and Principles of Design. Projects from this class may be used for a 2D Design AP Portfolio. A transfer student or a student with advanced skills who wish to challenge this prerequisite need to demonstrate their skills by showing 3 or more different media (example: pencil, marker, paint). It is your responsibility to schedule a time to share your art before or during the first 3 days of the course and all challenges must be approved by Mr. Kelly. May be taken twice for credit. *UC/CSU approved Visual and Performing Arts course.*

COURSE **DRAWING & PAINTING**
PREREQUISITE 2D Design
GRADE LEVEL 10, 11, 12
LENGTH 1 year
CREDIT 5 credits per semester
FEE \$40.00 suggested donation
DESCRIPTION Students will have the opportunity to develop their skill with drawing and painting. Drawing units will focus on observational and interpretive skills. Line, contour, form, value, perspective, composition and space will be studied. Students will explore a variety of black & white and color media. Art from this class may be used for an AP Drawing Portfolio. May be taken twice for credit. *UC/CSU approved Visual and Performing Arts course.*

COURSE **3D DESIGN**
PREREQUISITE None
GRADE LEVEL 10, 11, 12
LENGTH 1 year
CREDIT 5 credits per semester
FEE \$40.00 suggested donation
DESCRIPTION Students will have the opportunity to develop their 3D skills. Students will work with clay, hand building projects including making pinch pots, coil vases, sculpture and designing mugs and clay boxes. Students will also have the opportunity to learn how to throw on the pottery wheel making plates, bowls, and mugs. Students will also learn how to work with copper, brass, and beading to make bracelets, rings, earrings, and necklaces. Various glazing techniques will be explored to finish pottery for personal or commercial use. Art from this course may be used for 3D Design Portfolio. May be taken twice for credit. *UC/CSU approved Visual and Performing Arts course.*

COURSE	<u>AP STUDIO ART: 2D DESIGN/ DRAWING</u>
PREREQUISITE	Grade of B- or higher in Drawing and Painting, 2D Design, 3D Design or teacher recommendation
GRADE LEVEL	11, 12
LENGTH	1 year
CREDIT	5 credits per semester
FEE	\$40.00 suggested donation
DESCRIPTION	AP Studio Art course is for the highly motivated student who wants to create a Drawing (or painting) or 2D Design or 3D Design Portfolio. This is an intensive college level course designed around each student creating a personally meaningful 24 piece portfolio. Students interested in this course must present to Mr. Kelly 6 of their best pieces within the category of the portfolio they want to create – teacher approval is needed to be in this class. This course is offered every year, and students may repeat this course for credit by creating an additional portfolio. Students may elect to submit their portfolio to national Advancement Placement College Board in early May with a chance of earning freshman Art college credit. Summer Projects are required and due the first day of class. <i>UC/CSU approved Visual and Performing Arts course.</i>

MUSIC

COURSE	<u>CHAMBER ORCHESTRA</u>
PREREQUISITE	Participation in MS advanced or HS orchestra during the past 12 months or teacher recommendation
GRADE LEVEL	9, 10, 11, 12
LENGTH	1 year
CREDIT	5 credits per semester
DESCRIPTION	Students will explore music and music-making through study, rehearsal, and performance of a diverse repertoire of musical styles. Students will be provided access to enrichment activities through several school and community sources. <i>UC/CSU approved Visual and Performing Arts course.</i>
COURSE	<u>CONCERT BAND/ MARCHING BAND</u>
PREREQUISITE	Participation in MS advanced or HS band during the past 12 months or teacher recommendation
GRADE	9, 10, 11, 12
LENGTH	1 year
CREDIT	5 credits per semester
DESCRIPTION	Students will explore music and music-making through study, rehearsal, and performance of a diverse repertoire of musical styles. The band will provide entertainment and spirit at concerts, parades, football games, and school rallies. Students will be provided access to enrichment activities through several school and community sources. <i>UC/CSU approved Visual and Performing Arts course.</i>
COURSE	<u>GUITAR</u>
PREREQUISITE	None
GRADE LEVEL	9, 10, 11, 12
LENGTH	1 year
CREDIT	5 credits per semester
DESCRIPTION	This one-year course is designed for students with no previous guitar experience. Students will receive guidance and direction in solving problems related to playing the guitar at a beginning level and will learn many of the different styles, skills and techniques required to become a successful guitarist. Areas of concentration include: correct posture, note reading, aural skills, basic music theory, rhythmic patterns, chord study, finger-picking styles, musical forms, improvisation and performing experiences. <i>UC/CSU approved Visual and Performing Arts course.</i>

PHOTOGRAPHY (see CTE Pathways Page 30)

COURSE	<u>PHOTOGRAPHY I</u>
PREREQUISITE	None
GRADE LEVEL	10, 11, 12
LENGTH	1 year
CREDIT	5 credits per semester
FEE	\$50.00 suggested donation per semester
DESCRIPTION	This course is an introductory level class appropriate for any student curious about producing photographic images with both fine art and commercial applications. This course will cover the operation of a traditional manual 35mm SLR camera, exposure, composition, and basic lighting. Students will learn basic darkroom skills including developing film, enlarging negatives, and different printing techniques. Students will learn basic skills for operating a DSLR camera and will be exposed to Adobe Photoshop editing techniques and digital printing. Students will be exposed to different aspects of photography including: landscape, portrait, and narrative. We will also be learning about the elements of design for creating artistic compositions. Students will learn how to evaluate and analyze their own work as well as learn how to look at and discuss other people's work. A 35mm film SLR camera that can be operated manually is required. A DSLR camera is recommended. <i>UC/CSU approved Visual and Performing Arts course.</i>

COURSE	<u>PHOTOGRAPHY II</u>
PREREQUISITE	Grade of B- or higher in Photography I
GRADE LEVEL	11, 12
LENGTH:	1 year
CREDIT:	5 credits per semester
FEE	\$50 suggested donation per semester
DESCRIPTION	Building on the concepts and skills learned in Photography I, students will have the opportunity to deepen their understanding of how photographic imagery has and continues to shape our society through discussion and practice. Students will expand upon the photographic techniques of composition, traditional and alternative processes. More attention will be given towards creating visual narratives that tell a story. Longer projects will allow students to build a cohesive photographic body of work on a single theme. Emphasis will be on editing and sequencing of work. Students will have the opportunity to create a portfolio and submit it for consideration of the Weston Scholarship. Students will also expand upon their knowledge of digital photographic editing and printing using Adobe Photoshop and professional Epson printers. A 35mm film SLR camera that can be operated manually is required. A DSLR camera is recommended. <i>UC/CSU approved Visual and Performing Arts course.</i>

COURSE	<u>AP STUDIO ART: 2D DESIGN/PHOTOGRAPHY</u>
PREREQUISITE	Grade of B- or higher in Photography II and teacher recommendation
GRADE LEVEL	11, 12
LENGTH	1 year
CREDIT	5 credits per semester
FEE	\$50.00 suggested donation
DESCRIPTION	AP Studio Art/ Photography is intended for the advanced photography student who wishes to create a 24-piece portfolio of independently produced work. This course is especially suited for students wishing to pursue AP 2D Studio Art with a photography emphasis. Students will work independently as well as collaboratively to exceed their present skills, technically as well as conceptually with attention to composition, content, and refining printing skills both in the darkroom and with Adobe Photoshop. Emphasis will be on editing and sequencing of work. Students will have the opportunity to create a portfolio and submit it for consideration of the Weston Scholarship Portfolio Competition. Students may also elect to submit their portfolio to the National Advanced Placement College Board in early May for a chance to earn college credit. Students may also find a photography internship as part of the class. AP Studio Art/Photography should be taken by students with exceptional motivation and interest in photography. A 35mm film SLR camera that can be operated manually is required. A DSLR camera is recommended. <i>UC/CSU approved Visual and Performing Arts course.</i>

THEATER

COURSE	<u>DRAMA</u>
PREREQUISITE	None
GRADE LEVEL	9, 10, 11, 12
LENGTH	1 year
CREDIT	5 credits per semester
DESCRIPTION	Drama is a participation course. Students are required to perform before the class audience in a variety of roles: monologues, skits, improvisations, pantomimes, duets, and scenes. The emphasis will be on changing the student from a passive, accepting viewer into an active critical audience and actor. Written work is expected of the student on a regular basis. <u>May be taken twice for credit.</u> <i>UC/CSU approved Visual and Performing Arts course.</i>

COURSE	<u>ADVANCED DRAMA</u>
PREREQUISITE	None
GRADE LEVEL	9, 10, 11, 12
LENGTH	1 year
CREDIT	5 credits per semester
DESCRIPTION	Advanced Drama is a course offered to returning Drama students that focuses on themes in directing, stagecraft, and complex theater production. Students will develop more sophisticated methods of performance and lead Drama 1 students as they learn the fundamentals of theater. Students in Advanced Drama will be expected to learn the more technical elements of theater including set, light, and sound design. Students will have the opportunity to select performance material and will block, direct, design, and critique scenes. They will also perform in scenes with both beginning and advanced students. <u>May be taken twice for credit.</u> <i>UC/CSU approved Visual and Performing Arts course.</i>

CULINARY ARTS

COURSE	<u>CULINARY I: FUNDAMENTALS OF CULINARY ARTS I/ (MPC) HOSP 23</u>
PREREQUISITE	None
GRADE LEVEL	9*,10,11,12
LENGTH	1 year
CREDIT	5 credits per semester
FEE	\$50.00 suggested donation per semester for materials
DESCRIPTION	This introductory course into the culinary arts focuses on hands-on learning as a way to gain the skills and knowledge necessary to be a competent and creative home cook. Labs and lectures connect academic knowledge from history, math and science to real-life experiences in the kitchen. The National Restaurant Association ProStart Curriculum focuses on foundational food preparation techniques, kitchen safety, and foodservice/hospitality careers. Soft skills such as leadership, teamwork, time and project management are core skills developed in this class to prepare students for independence and success in their lives after high school. *On a space available basis, 9th grade student may take this class by written recommendation from their 8th grade Foods teacher. <i>UC/CSU approved Visual and Performing Arts course.</i>

COURSE:	<u>CULINARY II: FUNDAMENTALS OF CULINARY ARTS II/ (MPC) HOSP 58 & HOSP 24</u>
PREREQUISITE	Grade of C or higher in Culinary I
GRADE LEVEL	10,11,12
LENGTH	1 year
CREDIT	5 credits per semester
FEE	\$50.00 suggested donation per semester for materials
DESCRIPTION	Culinary II continues the study of professional careers in Hospitality and Culinary Arts. Students expand on professional skills used in the foodservice industry. In-depth culinary skills taught include Garde Manger, Saucier, Baking and Pastry, front and back-of-the-house operations, menu planning, table service and customer relations. The Safety/Sanitation unit covers the basic concepts of personal and institutional safety/sanitation, culminating in students earning a ServSafe Food Handler Certification. <i>UC/CSU approved Visual and Performing Arts course.</i>

COURSE	<u>CULINARY III: SUSTAINABLE HOSPITALITY & GLOBAL CUISINE/ (MPC) HOSP 22</u>
PREREQUISITE	Grade of B- or higher in Culinary II
GRADE LEVEL	11,12
LENGTH	1 year
CREDIT	5 credits per semester
FEE	\$50.00 suggested donation per semester for materials
DESCRIPTION	Culinary III is the capstone course in the Culinary Arts Career Pathway, with a focus on exploring world cuisine, food trends, sustainable hospitality practices, and entrepreneurship. Seniors completing the 3-year pathway will graduate with an honor cord and a minimum of 10 transferable college units. <i>UC/CSU approved Visual and Performing Arts course.</i>

PHYSICAL EDUCATION

Students must earn a minimum of 20 credits in Physical Education (State of California requirement) and pass the State Physical Fitness Standards Test. In Core 9 P.E., students will take the State Physical Fitness Standards Test and **must pass five out of six standards**.

Physical Education is open to all students and is required for freshman students.

To meet PGHS graduation requirements, all PGHS students are **REQUIRED** to take a second year of PE in either 10th, 11th, or 12th grade.

COURSE	<u>PHYSICAL EDUCATION - CORE 9</u>
PREREQUISITE	None
GRADE LEVEL	9
LENGTH	1 year
CREDIT	5 credits per semester
DESCRIPTION	Fitness/Individual Sports

Conditioning/Aquatics	Exercise to Music/Dance	Physical Fitness Testing/Golf
Weight Training/Self Defense/Wrestling	Tennis/Ultimate Frisbee	Track & Field/Badminton

The Fitnessgram will be administered to all freshmen students during the spring semester.

HEALTH DESCRIPTION This course includes programs on basic body systems, healthcare, drugs, alcohol, tobacco awareness, sex education, nutrition and exercise, suicide prevention, and decision-making skills.

COURSE	<u>PHYSICAL EDUCATION - CORE 10-12</u>
PREREQUISITE	Completion of P.E. Core 9
GRADE LEVEL	10, 11, 12
LENGTH	1 year
CREDIT	5 credits per semester
DESCRIPTION	Fitness/Team Sports

Basketball/Football/Soccer	Volleyball/Ultimate Frisbee	Softball/Lacrosse
Fitness/Weights	Wt. Lifting/training	Pickleball
Yoga/Stretching		

COURSE	<u>PHYSICAL EDUCATION – STRENGTH TRAINING I</u>
PREREQUISITE	Completion of P.E. Core 9
GRADE LEVEL	10, 11, 12
LENGTH	1 year
CREDIT	5 credits per semester
DESCRIPTION	Resistance training, conditioning, weight lifting, jump rope, agility training

COURSE	<u>PHYSICAL EDUCATION – ADVANCED STRENGTH TRAINING II</u>
PREREQUISITE	Completion of P.E. Core 9 and Strength Training I or teacher recommendation
GRADE LEVEL	11, 12
LENGTH	1 year
CREDIT	5 credits per semester
DESCRIPTION	Resistance training, conditioning, weight lifting, jump rope, agility training

ADDITIONAL COURSE OFFERINGS

COURSE	<u>AP PSYCHOLOGY</u>
PREREQUISITE	Grade of B- or higher in previous history/English classes or teacher recommendation
GRADE LEVEL	10, 11, 12
LENGTH	1 year
CREDIT	5 credits per semester
DESCRIPTION	The A.P. Psychology course is designed to introduce students to the systematic and scientific study of the behavior and mental processes of human beings and other animals. Students are exposed to the psychological facts, principles, and phenomena associated with the major subfields within psychology. All students who are willing to accept the challenge of a rigorous academic curriculum should consider signing up for this class. <i>UC/CSU approved.</i>

COURSE	<u>PSYCHOLOGY</u>
PREREQUISITE	None
GRADE LEVEL	10, 11, 12
LENGTH	1 year
CREDIT	5 credits per semester
DESCRIPTION	The psychology course is designed to introduce students to the systematic and scientific study of the behavior and mental processes of human beings and other animals. Students are exposed to the psychological facts, principles, and phenomena associated with the major subfields within psychology. <i>UC/CSU pending.</i>

COURSE	<u>AVID (Advancement Via Individual Determination)</u>
PREREQUISITE	AVID teacher recommendation
GRADE LEVEL	9
LENGTH	1 year
CREDIT	5 credits per semester
DESCRIPTION	AVID is designed to prepare students, in an academic context, for entrance into four year colleges/universities. The emphasis will be on analytical writing, preparation for college entrance and placement exams, college study skills and test taking, note taking and research. Students will receive one hour of instruction per week in college entry level skills, three hours per week in tutor led study groups, and one hour per week in motivational activities and academic survival skills.

COURSE	<u>AVID 2/AVID 12 (Advancement Via Individual Determination)</u>
PREREQUISITE	AVID teacher recommendation
GRADE LEVEL	10, 11 (AVID 2), 12 (AVID 12)
LENGTH	1 year
CREDIT	5 credits per semester
DESCRIPTION	AVID is designed to prepare students, in an academic context, for entrance into four year colleges/universities. The emphasis will be on analytical writing, preparation for college entrance and placement exams, college study skills and test taking, note taking and research. Students will receive one hour of instruction per week in college entry level skills, three hours per week in tutor led study groups, and one hour per week in motivational activities and academic survival skills. The class will focus on SAT/ACT Prep as well as college visits and information in picking a college that fits a student's needs. <i>UC/CSU approved for students in AVID 12 only.</i>

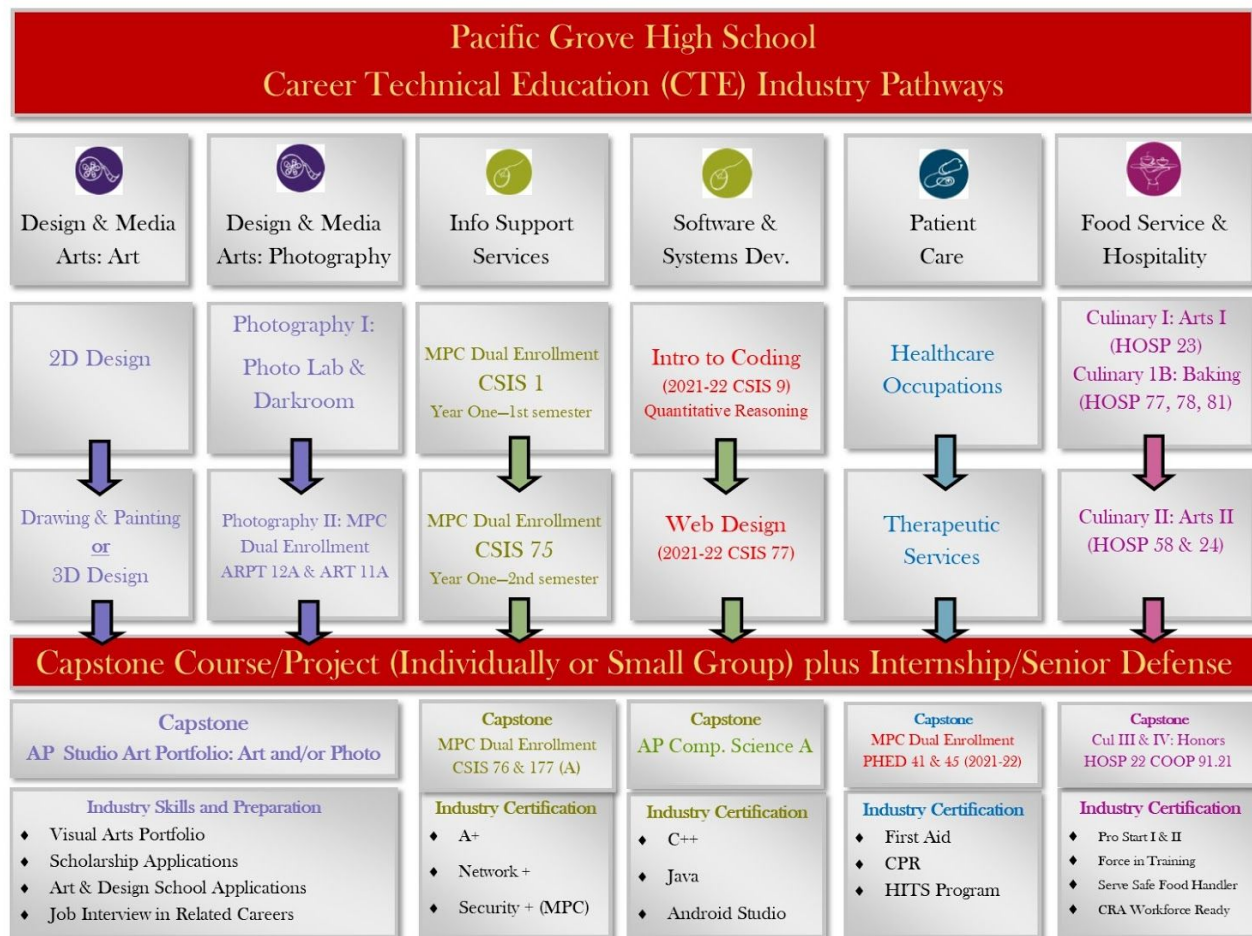
COURSE	<u>LEADERSHIP</u>
PREREQUISITES	Completion of required application process, which includes teacher references and an interview. Maintain a GPA of 3.0, no F's. Incoming 9th grade students must undergo the interview process in 8th grade and be selected as officers for their Freshman year.
GRADE LEVEL	9, 10, 11, 12 (required for class and ASB officers)
LENGTH	1 year
CREDIT	5 credits per semester
DESCRIPTION	The Pacific Grove High School Leadership class meets during the scheduled school day. The class will include the required enrollment of ASB officers, class officers, and commissioners, but is open to all students interested in making a difference at PGHS and planning to take a leadership role on campus. This is a class that requires time outside of the class period to carry out planned activities. Leadership has many outside requirements including float building, early morning/late evening rally setup, early morning Shoe Week hall decorations, dance decorations, and staff breakfast preparations. In addition, students are required to participate in fundraising, dress up days, and lunchtime class meetings. This course will give students the opportunity to work on school activities while helping them gain effective leadership experience. All students will be held accountable to work in their assigned shifts and to complete all assigned tasks within their elected/selected offices. All students must sign a behavior contract indicating their desire to remain drug and alcohol free. For information about required duties, read the PGHS Constitution online at http://pghigh.pgusd.org/asb/ before joining the class.

CAREER TECHNICAL EDUCATION (CTE) PATHWAYS

PGHS supports students earning CTE Certifications and Internships through Career Technical Education Pathways regardless if students plan to attend a 2-year college or 4-year university after high school. Most PGHS CTE courses have articulated units with Monterey Peninsula College (MPC); once 6 units are taken after enrollment at MPC, students may claim college credit for their articulated PGHS CTE courses. In addition, PGHS and MPC negotiated for Dual Enrollment courses in Networking and Cyber Security that are offered as semester-long, college-level classes that will transfer units to a 4-year university. More dual enrollment courses will be offered, pending approval. All students completing a two-year sequence of CTE courses will have the opportunity to earn industry certification and be recognized at graduation with a special cord. Those students continuing onto a third-year Capstone course will earn an internship with a local industry partner and will be recognized with a graduation stole.

Students may complete more than one CTE pathway.

Internships and Industry Certification are great topics to discuss on college applications!



Which Pathway is right for you? What will you wear at graduation? Earn college credits and a graduation cord and/or stole through the PGHS CTE Pathways.

DESIGN & MEDIA ARTS INDUSTRY

Art Pathway: Introductory Level – 1st Year Course

COURSE	2D DESIGN
PREREQUISITE	None
GRADE LEVEL	9, 10, 11, 12
LENGTH	1 year
CREDIT	5 credits per semester
FEE	\$40.00 suggested donation per semester
DESCRIPTION	2D Design is designed for students who have been afraid of art and for those who feel comfortable making art. Basic skills are taught in addition to a variety of art techniques. Emphasis is placed on introductory units on drawing with graphite, colored pencil, color mixing, painting, stenciling, and general 2D design concepts. Students will learn the fundamental Elements of Art and Principles of Design. A transfer student or a student with advanced skills who wish to challenge this prerequisite need to demonstrate their skills by showing 3 or more different media (example: pencil, marker, paint). It is your responsibility to schedule a time to share your art before or during the first 3 days of the course and all challenges must be approved by Mr. Kelly. <i>UC/CSU approved Visual and Performing Arts course.</i>

Art Pathway: Concentrator Level – 2nd Year Courses

COURSE	DRAWING & PAINTING
PREREQUISITE	2D Design
GRADE LEVEL	10, 11, 12
LENGTH	1 year
CREDIT	5 credits per semester
FEE	\$40.00 suggested donation per semester
DESCRIPTION	Students will have the opportunity to further their skill with drawing and painting. Drawing units will focus on realistic and interpretive graphite and ink drawings while the painting units will explore acrylic landscapes and portraits, watercolor still life and silk textile painting. <i>UC/CSU approved Visual and Performing Arts course.</i>

COURSE	3D DESIGN
PREREQUISITE	None
GRADE LEVEL	10, 11, 12
LENGTH	1 year
CREDIT	5 credits per semester
FEE	\$40.00 suggested donation per semester
DESCRIPTION	Students will have the opportunity to develop their 3D skills. The course will begin with a semester of jewelry design. Students will learn how to work with copper, brass, and beading to make bracelets, rings, earrings, and necklaces. Second Semester students will work with clay, hand building projects including making pinch pots, coil vases, sculpture and designing mugs and clay boxes. Students will also have the opportunity to learn how to throw on the pottery wheel making plates, bowls, and mugs. Various glazing techniques will be explored to finish pottery for personal or commercial use. <i>UC/CSU approved Visual and Performing Arts course.</i>

Art Pathway: Capstone Level – 3rd Year Course

COURSE	AP STUDIO ART: 2D DESIGN/ DRAWING
PREREQUISITE	Grade of B or higher in Drawing & Painting, 2D Design, or 3D Design or teacher recommendation
GRADE LEVEL	10, 11, 12
LENGTH	1 year
CREDIT	5 credits per semester
FEE	\$40.00 suggested donation per semester
DESCRIPTION	AP Studio Art course is for the highly motivated student who wants to create a Drawing (or painting) or 2D Design or 3D Design Portfolio. This is an intensive college level course designed around each student creating a personally meaningful 24 piece portfolio. Students interested in this course must present to Mr. Kelly 6 of their best pieces within the category of the portfolio they want to create – teacher approval is needed to be in this class. This course is offered every year, and students may repeat this course for credit by creating an additional portfolio. Students may elect to submit their portfolio to national Advancement Placement College Board in early May with a chance of earning freshman Art college credit. Summer Projects are required and due the first day of class. <i>UC/CSU approved Visual and Performing Arts course.</i>

Photography Pathway: Introductory Level – 1st Year Course

COURSE	PHOTOGRAPHY I
PREREQUISITE	None
GRADE LEVEL	10, 11, 12
LENGTH	1 year
CREDIT	5 credits per semester
FEE	\$50.00 suggested donation per semester
DESCRIPTION	This course is an introductory level class appropriate for any student curious about producing photographic images with both fine art and commercial applications. The course will cover operation of a traditional manual 35mm SLR camera, exposure, composition, and basic lighting. Students will learn basic darkroom skills including developing film, enlarging negatives, and different printing techniques. Students will learn basic skills for operating a DSLR camera and will be exposed to Adobe Photoshop editing techniques and digital printing. Students will be exposed to different aspects of photography including: landscape, portrait, and narrative. We will also be learning about the elements of design for creating artistic compositions. Students will learn how to evaluate and analyze their own work as well as learn how to look at and discuss other people's work. A 35mm film SLR camera that can be operated manually is required. A DSLR camera is recommended. Satisfies MPC ARTP 10 Beginning Photography course. <i>UC/CSU approved Visual and Performing Arts course.</i>

Photography Pathway: Concentrator Level – 2nd Year Course

COURSE:	PHOTOGRAPHY II
PREREQUISITE	Photography I
GRADE LEVEL	11, 12
LENGTH	1 year
CREDIT	5 credits per semester
FEE	\$50 suggested donation per semester
DESCRIPTION	Building on the concepts and skills learned in Photography I, students will have the opportunity to deepen their understanding of how photographic imagery has and continues to shape our society through discussion and practice. Students will expand upon the photographic techniques of composition, traditional and alternative processes. More attention will be given towards creating visual narratives that tell a story. Longer projects will allow students to build a cohesive photographic body of work on a single theme. Emphasis will be on editing and sequencing of work. Students will have the opportunity to create a portfolio and submit it for consideration of the Weston Scholarship. Students will also expand upon their knowledge of digital photographic editing and printing using Adobe Photoshop and professional Epson printers. A 35mm film SLR camera that can be operated manually is required. A DSLR camera is recommended. <i>UC/CSU approved Visual and Performing Arts course.</i>

Photography Pathway: Capstone Level – 3rd Year Course

COURSE	AP STUDIO ART: 2D DESIGN PHOTOGRAPHY
PREREQUISITE	Grade of B or higher in Photography II (with darkroom experience) and teacher recommendation
GRADE LEVEL	11, 12
LENGTH	1 year
CREDIT	5 credits per semester
FEE	\$50.00 suggested donation per semester
DESCRIPTION	AP Studio Art: Photography is intended for the advanced photography student who wishes to create a 24-piece portfolio of independently produced work. This course is especially suited for students wishing to pursue AP 2D Studio Art with a photography emphasis. Students will work independently as well as collaboratively to exceed their present skills, technically as well as conceptually with attention to composition, content, and refining printing skills both in the darkroom and with Adobe Photoshop. Emphasis will be on editing and sequencing of work. Students will have the opportunity to create a portfolio and submit it for consideration of the Weston Scholarship Portfolio Competition. Students may also elect to submit their portfolio to the National Advanced Placement College Board in early May for a chance to earn college credit. Students may also find a photography internship as part of the class. AP Photography should be taken by students with exceptional motivation and interest in photography. A 35mm film SLR camera that can be operated manually is required. A DSLR camera is recommended. <i>UC/CSU approved Visual and Performing Arts course.</i>

INFORMATION AND COMMUNICATION TECHNOLOGIES INDUSTRY

Networking and Cyber Security Pathway: Introductory Level – 1st Year Course

COURSE	IT ESSENTIALS/ (MPC) CSIS 75
PREREQUISITE	None
GRADE LEVEL	10, 11, 12
LENGTH	1 semester (Semester 2 only)
CREDIT	10 credits per semester
FEE	\$30 suggested donation per semester
DESCRIPTION	Students will maintain and repair PC hardware and software during this introduction and hands-on approach to the concepts and practices of how to install, set-up, and maintain a computer system via CISCO netacad curriculum. Topics include hardware, software, procedures, components, and configuration for newly constructed and repaired computer systems. Curriculum offers a career-oriented learning experience with an emphasis in practical activities to help students develop fundamental computer and career skill. In addition, all students will be prepared for entry level Information and Communications Technology (ICT) career opportunities along with CompTIA A+ certification, which helps students differentiate themselves in the marketplace and advance their careers. SkillsUSA competition provides students with additional career skill foundation. MPC articulation credits earned with grade B or higher.

COURSE	NETWORK ENGINEERING/ (MPC) CSIS76
PREREQUISITE	None
GRADE LEVEL	10, 11, 12
LENGTH	1 semester (Semester 1 only)
CREDIT	10 credits per semester
FEE	\$30 suggested donation per semester
DESCRIPTION	Students will learn essential networking technologies and skills, including TCP/IP, stable network creation, wireless networking, mobile devices, and network troubleshooting via CISCO netacad curriculum. Students will also learn to use various networking components and protocols that enable users to share data quickly and easily along with exploring the different types of transmission media, network architecture, and topologies which provide for efficient and secure communication. In addition, students will become versed in the OSI reference model and its relationship to packet creation, and compare and contrast the OSI model with the Internet architecture model. Introduction to basic fundamentals of Cyber Security and how it relates to Information Technology provided. This course helps students prepare for competitive entry level ICT career opportunities with COMPTIA Network+ certification, which helps students differentiate themselves in the marketplace and advance their careers. MPC articulation credits earned with grade B or higher.

COURSE	ROUTING AND SWITCHING BASICS/ (MPC) CSIS 177 (A)
PREREQUISITE	CSIS 76
GRADE LEVEL	10, 11, 12
LENGTH	1 semester (Semester 2 only)
CREDIT	10 credits per semester
FEE	\$30 suggested donation per semester
DESCRIPTION	The Computer Networking and Security program prepares students for employment in the Information Technology (IT) sector, including positions in network and information security administration, Microsoft system administration, network administration, and technical support. It also prepares students for certification through the Cisco Certified Network Academy and in security and Microsoft client and server technologies.

COURSE	INTRODUCTION TO COMPUTER SCI AND INFO TECH/ (MPC) CSIS 1
PREREQUISITE	None
GRADE LEVEL	10, 11, 12
LENGTH	1 semester (Semester 1 only)
CREDIT	10 credits
FEE	\$30 suggested donation per semester
DESCRIPTION	This course offers an examination of information systems and their role in business. Focus is on information systems, database management systems, networking, e-commerce, ethics and security, computer systems hardware, and software components. Application of these concepts and methods is achieved through hands-on projects developing computer-based solutions to business problems.

Software and Systems Development Pathway: Introductory Level – 1st Year Course

COURSE	INTRODUCTION TO COMPUTER SCIENCE
PREREQUISITE	Grade B or higher in Integrated Math I, concurrent enrollment in Integrated Math II or teacher recommendation.
GRADE LEVEL	9, 10, 11, 12
LENGTH	1 year
CREDIT	5 credits per semester
DESCRIPTION	This course introduces students to the creative aspects of programming, abstractions, and algorithms. The first semester will align with MPC's CSIS 9 which covers introductory programming with Python. The second semester will cover topics from MPC's CSIS 77 Web Design, including hands-on development of web pages, including use of CSS. This course will be offered alternating years beginning in the 2021-2022 school year. <i>Pending UC/CSU approval.</i>

Software and Systems Development Pathway: Concentrator Level – 2nd Year Course

COURSE	AP COMPUTER SCIENCE A
PREREQUISITE	Grade of B- or higher in Integrated Math II, concurrent enrollment in Integrated Math III or higher, or teacher recommendation.
GRADE LEVEL	10, 11, 12
LENGTH	1 year
CREDIT	5 credits per semester
DESCRIPTION	AP Computer Science A is the equivalent of an introductory, one semester, college level programming course. The course emphasizes programming methodology with a focus on problem solving and algorithm development using the Java programming language. Specific topics include object-oriented design, program design and implementation, algorithm analysis, and standard data structures. Students will tackle long-term, large scale computer programming problems and are expected to take the AP Computer Science exam in May. Beginning in the 2020-2021 school year, this course may be offered in alternating years. <i>UC/CSU approved.</i>

HEALTH SCIENCE AND MEDICAL TECHNOLOGY INDUSTRY

Patient Care Pathway: Introductory Level – 1st Year Course

COURSE	HEALTHCARE OCCUPATIONS
PREREQUISITE	Biology
GRADE LEVEL	10, 11, 12
LENGTH	1 year
CREDIT	5 credits per semester
FEE	\$50.00 suggested donation per semester
DESCRIPTION	This course provides students with a fun and effective way of learning anatomy and applying that knowledge to the treatment of the most common sports injuries. The first semester covers the lower half of the body. The second semester encompasses the upper extremities and concussion management. This class exposes students to the possibility of careers in healthcare through visiting surgeons, physical therapists, and other medical professionals. Each year the students will visit a college and or professional facility to observe top level sports medicine and athletic training. In addition, this course provides students with manual taping, bracing and first aid skills, knowledge and familiarity in the areas of physical fitness, physical therapy, physical medicine and athletic training. Second year students are eligible for Therapeutic Services which involves internship and observation at various physical therapy and surgical sites. For any student searching for a pre-pre-med program. UC/CSU approved.

Patient Care Pathway: Concentrator Level – 2nd Year Course

COURSE	THERAPEUTIC SERVICES
PREREQUISITE	Healthcare Occupations
GRADE LEVEL	11, 12
LENGTH	1 year
CREDIT	5 credits per semester
FEE	\$50.00 suggested donation per semester
DESCRIPTION	Students will obtain practical, hands-on work experience as team assistant trainers and through internships in health related fields such as physical therapy, physical medicine, nursing, radiology, strength and conditioning, nutrition and orthopedic surgery. Students will become CPR certified and engage in a variety of classroom and lab activities to promote job acquisition and leadership skills. The importance of work relationship development, professionalism and service are emphasized throughout the course. For any student searching for a pre-pre-med program. UC/CSU approved.

HOSPITALITY, TOURISM, AND RECREATION INDUSTRY

Food Service and Hospitality Pathway: Introductory Level – 1st Year Course

COURSE	CULINARY I: FUNDAMENTALS OF CULINARY ARTS I/ (MPC) HOSP 23
PREREQUISITE	None
GRADE LEVEL	9*,10,11,12
LENGTH	1 year
CREDIT	5 credits per semester
FEE	\$50.00 suggested donation per semester for materials
DESCRIPTION	This introductory course into the culinary arts focuses on hands-on learning as a way to gain the skills and knowledge necessary to be a competent and creative home cook. Labs and lectures connect academic knowledge from history, math and science to real-life experiences in the kitchen. The National Restaurant Association ProStart Curriculum focuses on foundational food preparation techniques, kitchen safety, and foodservice/hospitality careers. Soft skills such as leadership, teamwork, time and project management are core skills developed in this class to prepare students for independence and success in their lives after high school. *On a space available basis, 9th grade student may take this class by written recommendation from their 8th grade Foods teacher. <i>UC/CSU approved Visual and Performing Arts course.</i>

COURSE	CULINARY IB: FUNDAMENTALS OF BAKING I/ (MPC) HOSP 77, 78, 81
PREREQUISITE	None
GRADE LEVEL	9, 10,11,12
LENGTH	1 year
CREDIT	5 credits per semester
FEE	\$50.00 suggested donation per semester for materials
DESCRIPTION	Culinary IB is designed for students at a beginner level to learn about the history, science and methodologies of baking. The course begins with Bakeshop: Basic Baking Techniques in the fall and moves on to bread-making, pies, tarts and cakes in the spring. This is a 7th period class. Soft skills such as leadership, teamwork, time and project management are core skills developed in this class to prepare students for independence and success in their lives after high school. <i>Pending UC/CSU approved Visual and Performing Arts course.</i>

COURSE:	CULINARY II: FUNDAMENTALS OF CULINARY ARTS II/(MPC) HOSP 58 & HOSP 24
PREREQUISITE	Grade of C or higher in Culinary I
GRADE LEVEL	10,11,12
LENGTH	1 year
CREDIT	5 credits per semester
FEE	\$50.00 suggested donation per semester for materials
DESCRIPTION	Culinary II continues the study of professional careers in Hospitality and Culinary Arts. Students expand on professional skills used in the foodservice industry. In-depth culinary skills taught include Garde Manger, Saucier, Baking and Pastry, front and back-of-the-house operations, menu planning, table service and customer relations. The Safety/Sanitation unit covers the basic concepts of personal and institutional safety/sanitation, culminating in students earning a ServSafe Food Handler Certification. <i>UC/CSU approved Visual and Performing Arts course.</i>

COURSE	CULINARY III: SUSTAINABLE HOSPITALITY & GLOBAL CUISINE/ (MPC) HOSP 22
PREREQUISITE	Grade of B- or higher in Culinary II
GRADE LEVEL	11,12
LENGTH	1 year
CREDIT	5 credits per semester
FEE	\$50.00 suggested donation per semester
DESCRIPTION	Culinary III is the capstone course in the Culinary Arts Career Pathway, with a focus on exploring world cuisine, food trends, sustainable hospitality practices, and entrepreneurship. Seniors completing the 3-year pathway will graduate with an honor cord and a minimum of 10 transferable college units. <i>UC/CSU approved Visual and Performing Arts course.</i>

COURSE	CULINARY IV: HONORS/ (MPC) COOP 91.21 Work Experience
PREREQUISITE	Grade of B or higher in Culinary Arts III and teacher recommendation
GRADE LEVEL	11, 12
LENGTH	1 year
CREDIT	5 credits per semester
FEE:	\$50.00 suggested donation per semester
DESCRIPTION	Honors Culinary is an intense hands-on course for the highly motivated student with a desire to pursue independent projects and professional skills development in Foodservice and Hospitality. The course focuses on refining culinary proficiencies, menu development, advanced baking techniques, costing/purchasing, operations management, menu evaluation/creation, advanced plating and presentation, and exploring career options and opportunities in the industry. Students will design an original restaurant concept, prepare a business proposal, and bring the concept to life in Semester 2. In the spring, students will do field work in the form of a part-time job or internship to receive college work-experience credits. Seniors will graduate with an Honors Stole and a minimum of 11 transferable college units.

EXTRA-CURRICULAR

Baseball
Boys' Basketball
Boys' Golf
Boys' Tennis
PGHS Chorus
Cross Country
Culinary Team
Dance Team
Football

Girls' Golf
Girls' Tennis
Lacrosse
Mock Trial
Musical
Play Product
PGHS Robotics

Spirit Squad
Swimming/Diving
Teacher's Assistant
Track
Volleyball
Water Polo
Wrestling

Girls' Basketball
Soccer
Softball

Students will be able to earn up to 10 credits in extracurricular activities. Students will receive a grade of P and 2.5 credits for each extracurricular activity meeting outside of the regular school day. Students will also receive a grade of P and 5 credits per semester for TA (Teacher's Assistant.) Once a student reaches the maximum of 10 credits for TA and/or extracurricular activities, the activity will continue to be listed on the transcript with a grade of P, however, credits will not be added. These 10 credits will be applied to the electives requirement for graduation.

Pacific Grove High School's UC a-g Approved Courses 2020-2021

a-History/Social Science

World Geography
World History
U.S. History
Government
AP Human Geography
AP World History
AP U.S. History
AP Government

French 2
French 3
French 4
AP French Language & Culture

b-English

English 1
English 2
English 3
English 4
Honors English 1
Honors English 2
Honors English 3
Expository Reading & Writing (ERWC)
AP English Language and Composition
AP English Literature & Composition

f-Visual & Performing Arts

2 D Design
Drawing & Painting
3D Design
Photography I
Photography II
Drama
Advanced Drama
Marching/Concert Band
String Orchestra
Culinary Arts I
Culinary Arts II
Culinary Arts III
Culinary 1B Fundamentals of Baking (*UC a-g approval pending*) (Dual Enrollment)
Culinary IV, Honors (*UC a-g approval pending*)
AP Studio Art 2-D Design: Drawing
AP Studio Art 2-D Design: Photography
Guitar

c-Mathematics

Integrated Math I
Integrated Math II
Honors Integrated Math II (*UC a-g approval pending.*)
Integrated Math III
Honors Integrated Math III/Trigonometry
Pre-Calculus
Probability and Statistics
AP Calculus AB
AP Calculus BC
AP Statistics

g-Elective

AP Psychology
Psychology (*UC a-g approval pending*)
Economics
Earth & Space Systems (UC Elective)
AP Computer Science A
Healthcare Occupations
Therapeutic Services
IT Essentials (Dual Enrollment)
Network Engineering (Dual Enrollment)
Routing & Switching Basics (Dual Enrollment)
AVID 12

d-Laboratory Science

Anatomy/Physiology
Physics
Biology
Chemistry
Honors Chemistry
AP Environmental Science
AP Physics C: Mechanics

e-Language Other than English

Spanish 1
Spanish 2
Spanish 3
Spanish 4
AP Spanish Language & Culture
French 1

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

SUBJECT: Facilities Project Update

DATE: November 21, 2019

PERSON RESPONSIBLE: Matt Kelly, Director Facilities & Transportation

RECOMMENDATION:

The Administration recommends that the Board review and provide feedback on ongoing and upcoming facilities projects.

BACKGROUND:

This report provides the Board of Education an update to Facilities projects that are either ongoing, complete, or in the planning stages. The report will be presented quarterly.

INFORMATION:

1. Proposition 39 Project
 - Contractor crews are finishing the interior lights at the High School and Middle School in the next few weeks. At the same time, District Maintenance crews will be finishing the exterior pole lights.
2. Middle School PAC Improvements
 - Installation of a motorized screen and projector has been ordered and will be installed upon arrival.
3. Middle School Planter Drain (Rooms 10 & 12)
 - Completed by District maintenance crews.
4. Lead Paint Mediation (Adult School Boneyard and Pine Preschool)
 - Completed by District maintenance crews.
5. Middle School Landscape Project
 - Funds for this project are coming from a Cal-Am grant. Completing design and water audit. Project has to be complete before December 15th.
6. High School Pool Heater Replacement
 - There will be discussion about replacing both heaters instead of one at this meeting. Materials are 3-5 weeks out and replacement will take about two weeks including re-heating the pool for use.

7. Adult School Outdoor Classroom and Daycare Playground
 - Outdoor classroom is complete and in use. The Daycare playground will begin construction on Nov 25.

FISCAL IMPACT:

This item is for discussion only but each project required the purchase of materials or the contracting of services.

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

SUBJECT: Future Agenda Items

DATE: November 21, 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 November 21, 2019 Regular Board Meeting:

- Affordable Housing Project Impacts to District- Property Tax (In progress)
- Dual Language Elementary Program
- Student Information System
- Audio/video recording and streaming of Board meetings
- Celebration event for individuals that raised money or donated money for PGUSD
- Bus Ridership Analysis
- Be Smart Resolution- Promoting responsible gun storage in our community