

REVISED

PACIFIC GROVE UNIFIED SCHOOL DISTRICT BOARD OF EDUCATION REGULAR MEETING

Trustees

Debbie Crandell, President

Cristy Dawson, Clerk

John Paff

Brian Swanson

Jon Walton

Adrian Clark, Student Rep

DATE: Thursday, January 23, 2020

TIME: 5:30 p.m. Closed Session
6:30 p.m. Open Session

LOCATION: Community High School
1004 David Avenue, Building A
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

Move: _____ Second: _____ Vote: _____

II. CLOSED SESSION

A. Identify Closed Session Topics

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

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

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

B. Public comment on Closed Session Topics

C. Adjourn to Closed Session

III. RECONVENE IN OPEN SESSION

A. Report action taken in Closed Session:

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

B. Pledge of Allegiance

IV. 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.

Community High School Presentation: We Meet You Where You Are

V. COMMUNICATIONS

A. Written Communication

B. Board Member Comments

C. Superintendent Report

D. PGUSD Staff Comments (Non Agenda Items)

VI. 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.

VII. CONSENT AGENDA

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

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|--|------|
| A. <u>Certificated Assignment Order #10</u> | 6 |
| Recommendation: (Billie Mankey, Director of Human Resources) The Administration recommends adoption of Certificated Assignment Order #10. | |
| B. <u>Classified Assignment Order #10</u> | 8 |
| Recommendation: (Billie Mankey, Director of Human Resources) The Administration recommends adoption of Classified Assignment Order #10. | |
| C. <u>Out of County or Overnight Activities</u> | 10 |
| Recommendation: (Song Chin-Bendib, Assistant Superintendent) The Administration Recommends that the Board approve or receive the request as presented. | |
| D. <u>Contract for Services with Ellsworth Gregory at Robert Down Elementary School</u> | 13 |
| Recommendation: (Sean Keller, Robert Down Elementary School Principal) The District Administration recommends the Board review and approve contract for services with Ellsworth Gregory for piano appraisal at Robert Down Elementary School. | |
| E. <u>Contract for Services with PsychEd Services</u> | 16 |
| Recommendation: (Clare Davies, Director of Student Services) The District Administration recommends the Board review and approve the contract for services with PsychEd Services. | |
| F. <u>Contract for Services with Elks Lodge of Monterey</u> | 19 |
| Recommendation: (Matt Bell, Pacific Grove High School Principal; Larry Haggquist, ASB Leadership Advisor) The District Administration recommends the Board review and approve the contract for services with Elks Lodge of Monterey with Pacific Grove High School for the Winter Ball January 25, 2020. | |
| G. <u>Contract for Services with Grand Avenue Flooring and Interiors at Forest Grove Elementary School</u> | 22 |
| Recommendation: (Buck Roggeman, Forest Grove Elementary School Principal) The District Administration recommends the Board review and approve the contract for services with Grand Avenue Flooring and Interiors at Forest Grove Elementary School for stage curtain maintenance and repair. | |
| H. <u>Contract for Services with Vucina Construction at Forest Grove Elementary School</u> | 26 |
| Recommendation: (Buck Roggeman, Forest Grove Elementary School Principal) The District Administration recommends the Board review and approve the contract for services with Vucina Construction at Forest Grove Elementary School for installation of storage shed shelving. | |
| I. <u>Contract for Services with Vucina Construction at Forest Grove Elementary School</u> | 30 |
| Recommendation: (Buck Roggeman, Forest Grove Elementary School Principal) The District Administration recommends the Board review and approve the contract for services with Vucina construction at Forest Grove Elementary School for construction and installation of five Square 1 Art tile projects. | |

- J. School Accountability Report Cards 34
Recommendation: (Ani Silva, Director of Curriculum and Special Projects) The District Administration recommends that the Board review and approve the 2018-19 School Accountability Report Cards, which reflect the previous school year's data.

- K. Contract with Monterey County Superintendent of Schools for School Services of California, Inc. Services 93
Recommendation: (Song Chin-Bendib, Assistant Superintendent) The District Administration recommends the Board review and approve the agreement with Monterey County Superintendent of Schools for School Services of California, Inc. (SSC) for special services.

Move: _____ Second: _____ Vote: _____

VIII. ACTION/DISCUSSION

ITEM A HAS BEEN PULLED:

- A. Revisions to Board Policy 4012.8 Employment/Supervision of Relatives 99
Recommendation: (Ralph Gómez Porras, Superintendent) The Administration recommends that the Board review and approve the revisions to Board Policy 4012.8 Employment/Supervision of Relatives.

Move: _____ Second: _____ Vote: _____

- B. 2018-19 Financial Audit Report 102
Recommendation: (Song Chin-Bendib, Assistant Superintendent) The District Administration recommends that the Board review and accept the 2018-19 Financial Audit report as presented.

Move: _____ Second: _____ Vote: _____

- C. Transportation Review 104
Recommendation: (Matt Kelly, Director of Facilities and Transportation) At the request of the Trustees, the District Administration is providing this analysis of the transportation department for their review.

Move: _____ Second: _____ Vote: _____

- D. Board Calendar/Future Meetings 123
Recommendation: (Ralph Gómez Porras, Superintendent) The Administration recommends that the Board review and possibly modify meeting dates on the attached calendar and determine, given information from the Administration, whether additional Board dates or modifications need to be established.

Move: _____ Second: _____ Vote: _____

IX. INFORMATION/DISCUSSION

- A. Review of the Governor's Budget Proposal for 2020-21 126
Recommendation: (Song Chin-Bendib, Assistant Superintendent) The District Administration recommends the Board review the information provided regarding Governor Newsom's Budget Proposal for 2020-21.

Board Direction: _____

- B. Audio/Video Recording and Streaming of Board Meetings 137
Recommendation: (Jonathan Mejia, Technology Systems Coordinator) The District Administration recommends the Board provide Administration with direction on audio/video live stream options.

Board Direction: _____

- C. Future Agenda Items 138
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.

- Revenue Property Tax (In progress)
- Dual Language Elementary Program
- Celebration event for individuals that raised money or donated money for PGUSD
- Resolution No. 1037 on the Levy of Developer Fees after the March 2020 election
- District and school site website updates/redesign
- Utility bills costs (electric and water) by school site

Board Direction: _____

X. ADJOURNMENT

Next regular Board meeting: February 13, 2020 – District Office

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

SUBJECT: Certificated Assignment Order #10

DATE: January 23, 2020

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

Page 1 of 2

RECOMMENDATION:

The administration recommends adoption of Certificated Assignment Order #10.

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. 10
January 23, 2020**

Page 2 of 2

SUBSTITUTE:

Julia Keller

Christine Rowland

- ☒ Consent
☐ Information/Discussion
☐ Action/Discussion

SUBJECT: Classified Assignment Order #10

DATE: January 23, 2020

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

Page 1 of 2

RECOMMENDATION:

The administration recommends adoption of Classified Assignment Order #10

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. 10
January 23, 2020**

Page 2 of 2

RESIGNATION:

Andrew Chyo, PGHS Short term Afterschool Intervention Instructional Assistant, resigns effective January 24, 2020

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

SUBJECT: Out of County or Overnight Activities

DATE: January 23, 2020

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 14, 2020	PGHS Health Occupations Club	Auto	\$331	CTEIG
Oakland Raider Facility	Observation of medical operations at sports facility			
Alameda, CA				

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. ^{I understand.}

Date of Activity 02/14/2020 Day of Activity Friday

Location of Activity Oakland Raider Facility City Alameda County Alameda

School PG High School Class or Club HEALTH OCCUPATIONS Grade Level/s 11-12

School Departure Time 6:00 AM

Pickup Time from Place of Activity 3:00 PM

Name of Employee Accompanying Students Tony Payan

Number of Adults 4 Number of Students 25

Description of Activity/Educational Objective
Observation of Medical Staff at Oakland Raiders

List All Stops Oakland Raider Facility and maybe lunch

Means of Transportation: Auto*

* Board Regulation 3541.1 Requirements will be complied with when using private Autos amp
(Teacher initials)

**If using District vans, driver names must be listed: _____

Cost of Activity \$ 201.00 + Cost of Transportation \$ 129.92 = Total \$ 330.92

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

Account Code: CTEIG Travel - 01-6387-0-3800-1000-5200-00-006-8500-0720/01-6387-0-3800-1000-1100-10-006-8500-0720

Requested by: Tony Payan / Tony Payan Date 01/07/2020
Employee Signature (accompanying student activity) Printed Name

Administration Approval/Principal Matthew J. Bell Date 01/08/2020

Transportation Department/District Office Use

() School Bus () Charter () Available () Not available Date Received _____

Cost Estimate \$ _____

Approved by Transportation Supervisor: _____ Date _____

Approved by Assistant Superintendent: song chinbendib Date 01/09/2020

Date of Board Approval 01/23/2020

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

SUBJECT: Contract for Service with Ellsworth Gregory at Robert Down Elementary School

DATE: January 23, 2020

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

RECOMMENDATION:

The District Administration recommends the Board review and approve contract for services with Ellsworth Gregory for piano appraisal at Robert Down Elementary School.

BACKGROUND:

A Chickering piano (Serial # 130701) has been in a storage area behind the Ottertorium stage for many years and not played. A community member is willing to pay for professional movers to remove the piano so the Robert Down Elementary School Drama Club can access the area for storage; however, Chickering pianos can be quite expensive and the District did not want to donate the piano without an appraisal.

INFORMATION:

The cost of the Chickering piano is unknown but it has a broken foot (damper) pedal. Depending on its appraisal and cost for fixing the pedal, Robert Down Elementary School may donate either the Chickering or current Hazelton Brothers piano from the Ottertorium floor to Mr. Danny Abrams. Robert Down school is currently using the Hazelton Brothers piano in the Ottertorium.

If Robert Down Elementary School determines that the Chickering is too expensive to donate, another service contract will be created for repair of the damper pedal. Depending on the appraisal of either of the pianos, the school site will decide the next step of donating the piano to Mr. Abrams. The removal cost will be paid by Mr. Abrams if there the donation of the piano happens.

FISCAL IMPACT:

\$125 for appraisal of pianos by the site funds.

PACIFIC GROVE UNIFIED SCHOOL DISTRICT

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

CONTRACT FOR SERVICES

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

1. Scope of Service:

To provide: Piano maintenance for Robert Down School.

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

Appraisal of piano and general piano maintenance.

3. Length of the Contract:

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

Piano appraisal and general maintenance to be completed in 2019/20

4. Financial Consideration:

Consultant to be paid at the rate of:

\$125.00 (\$ per hr/day/other)

for one day (hours/days/other)

School Funding Source: Site Admin

Account Code: 01-0000-0-1110-1000-5800-00-002-1005-0720

Consultant (Please print) Ellsworth Gregory

Address P.O. Box 5851, Carmel, CA 93921 Phone 831-624-9611

Signed _____ Date _____

☐ District Employee ☒ Independent Consultant

Signed _____ Date _____

Site/Program Administrator (Check appropriate box below)

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

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

Signed _____ Date _____

Director of Human Resources

Signed _____ Date _____

Assistant Superintendent

ALL SIGNATURES MUST BE OBTAINED BEFORE SERVICES ARE PROVIDED.

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

Revised 02/15

Contract for Services Criteria

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

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

District/Site Administrator

Date

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

SUBJECT: Contract for Services with Psyched Services

DATE: January 23, 2020

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

RECOMMENDATION:

The District Administration recommends the Board review and approve the contract for services with Psyched Services.

BACKGROUND:

Students referred for an initial special education assessment, and students due for their triennial re-evaluation, must be assessed by a properly credentialed School Psychologist. This is a new contract to extend their services the remainder of the 2019/2020 school year.

INFORMATION:

A school district School Psychologist has resigned. This necessitates extending the contract with Psyched Services to provide comprehensive psychoeducational and behavioral assessments. The cost of each assessment will differ depending on the type and length of the assessment, averaging \$3,250 per assessment.

FISCAL IMPACT:

No fiscal impact as this will be funded by the remaining School Psychologist salary.
Funding source: Special Education Contracted Services

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

Psyched Services for services rendered as specified below.

1. **Scope of Service:**
To provide Psychoeducational and Functional Behavior Assessments
2. **Expected outcome(s)**
Students will be assessed for initial and triennial assessments by highly qualified independent school psychologists.
3. **Dates of Service:**
January 2020-May 2020
4. **Financial Arrangements:**
Up to \$42,500
School Funding Source: 01-0000-0-1110-3140-5800-00-000-5410-0750

Consultant: Psyched Services

Address: 533 Airport Blvd. Suite 400, Burlingame, CA 94010

Signed _____ Date _____

☐ District Employee

☐ Independent Consultant *

Signed _____ Date _____

Site/Program Administrator – (Check appropriate box below)

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

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

Attached Criteria Page (REQUIRED) identifies reason.

Signed _____ Date _____

Director of Human Resources

Signed _____ Date _____

Asst. Supt./Supt.

ALL SIGNATURES MUST BE OBTAINED BEFORE SERVICES ARE PROVIDED.

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

Revised 9/05

Contract for Services Criteria

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

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

District/Site Administrator

Date

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

SUBJECT: Contract for Services with Elks Lodge of Monterey

DATE: January 23, 2020

PERSON(S) RESPONSIBLE: Matt Bell, Pacific Grove High School Principal, and
Larry Haggquist, ASB Leadership Advisor

RECOMMENDATION:

The District Administration recommends the Board review and approve the contract for services with Elks Lodge of Monterey with Pacific Grove High School for the Winter Ball January 25, 2020.

BACKGROUND:

This is a new service. We have not been to this venue before for our Winter Ball and we are hoping to make it an annual event at this venue.

INFORMATION:

ASB Leadership is hosting the annual Winter Ball, January 25, 2020 from 8-11 p.m.

FISCAL IMPACT:

The contract is not to exceed \$3,000.00 and will be funded by ticket sales for this event through ASB. No fiscal impact for the District.

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

This contract is an agreement between the Pacific Grove Unified School District and Elks Lodge of Monterey for services rendered as specified below.

1. Scope of Service:

To provide: Venue for Winter Ball 2020

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

To provide a venue for the Winter Ball January 25, 2020

3. Length of the Contract:

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

Service is to be provided as stated above – January 25, 2020 from 4: p.m. – Midnight (this includes set up and clean up).

4. Financial Consideration:

Consultant to be paid at the rate of:

Per contract not to exceed \$3,000.00

For the date specified – January 25, 2020

School Funding Source: Wells Fargo Bank ASB Account

Account Code: #8994873977/500

Consultant (Please print) Elks Lodge of Monterey

Address 150 Mar Vista Drive Monterey CA 93940 Phone:831-373-1285

Signed _____ Date 1/9/2020

Email N/A

☐

District Employee

☒

Independent Consultant

Signed _____ Date _____

Site/Program Administrator (Check appropriate box below)

☐

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

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

Attached Criteria Page (REQUIRED) identifies reason.

Signed _____ Date _____

Director of Human Resources

Signed _____ Date _____

Assistant Superintendent

ALL SIGNATURES MUST BE OBTAINED BEFORE SERVICES ARE PROVIDED.***Independent Consultant** must sign and submit a W-9 to District prior to providing service.

Contract for Services Criteria

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

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

District/Site Administrator

Date

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

SUBJECT: Contract for Services with Grand Avenue Flooring and Interiors at Forest Grove Elementary School

DATE: January 23, 2020

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

RECOMMENDATION:

The District Administration recommends the Board review and approve the contract for services with Grand Avenue Flooring and Interiors at Forest Grove Elementary School for stage curtain maintenance and repair.

BACKGROUND:

The Pacific Grove Rotary Club built and donated the stage in Forest Grove's Multipurpose Room in 1999. Since then, wear and tear have taken their toll on the stage curtains. The Forest Grove Parent Teacher Association would like to use its site improvement fund to hire Grand Avenue Flooring and Interiors to perform maintenance on and improve our curtains.

INFORMATION:

Grand Avenue Flooring and Interiors will perform maintenance on Forest Grove's stage curtains. This includes lubricating the track, adjusting the track so the curtains have more of a curved path, adding curtain tie-back ropes, and adding a hook to close the gap between the curtain and the wall. This project is scheduled to be complete by April 3, 2020.

FISCAL IMPACT:

This contract is for one-time maintenance on Forest Grove's stage curtains to be completed by April 3, 2020. The service will initially be funded through the district's maintenance fund, then reimbursed by the Forest Grove Parent Teacher Association. There will be no cost to the district and there is no ongoing cost associated with this project.

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:

Grand Avenue Flooring & Interiors**License #675298**

CONTRACTOR	SOCIAL SECURITY NUMBER OR BUSINESS ID #		
314 Grand Avenue	Pacific Grove	CA	93950
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 January 24, 2020 and shall be completed on or before June 30, 2020.
- B. CONTRACTOR understands and agrees that CONTRACTOR and CONTRACTOR'S employees are not employees of the DISTRICT and are not entitled to benefits of any kind or nature normally provided employees of the DISTRICT and/or to which DISTRICT employees are normally entitled, including, but not limited to, State Unemployment Compensation or Workers' Compensation. CONTRACTOR shall assume full responsibility for payment of all Federal, State and local taxes or contribution including Unemployment Insurance, Social Security, and Income Taxes with respect to CONTRACTOR'S employees.
- C. CONTRACTOR shall furnish, at CONTRACTOR'S own expense, all labor, materials equipment and other items necessary to carry out the terms of this Agreement.
- D. In the performance of the work herein contemplated, CONTRACTOR is an independent contractor, with the authority to control and direct the performance of the details of the work, DISTRICT being interested only in the results obtained.
- E. CONTRACTOR agrees to defend, indemnify and hold harmless the DISTRICT, its Board of Trustees, employees and agents from any and all liability or loss arising in any way out of CONTRACTOR'S negligence in the performance of this Agreement, including but not limited to any claim due to injury and/or damage sustained by CONTRACTOR, and/or the CONTRACTOR'S employees or agents.

AGREEMENT FOR CONTRACTOR SERVICES (continued)

- F. CONTRACTOR shall maintain Insurance with a minimum \$1,000,000 combined single limits of general liability and automobile coverage.
- G. Services to rendered to the DISTRICT by the CONTRACTOR are as follows:

Maintenance on Forest Grove's stage curtains. This includes lubricating the track, adjusting the track so the curtains have more of a curved path, adding curtain tie-back ropes, and adding a hook to close the gap between the curtain and the wall.

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:

\$200.00 (Two Hundred dollars and zero cents)

Source of Funds: Forest Grove Site Fund

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

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

- L. This agreement may be terminated by either party notifying the other, in writing, at least 30 days prior to the date of termination.
- M. CONTRACTOR shall sign and submit a W-9 to DISTRICT prior to providing service.

AGREEMENT FOR CONTRACTOR SERVICES (continued)

This Agreement is entered into this _____ day of _____, 20 ____.

For the Site/Program:

For the Contractor:

Site/Program Administrator Date

Name

For the District:

Title

Director of Human Resources Date

Date

Assistant Superintendent Date
(Board Approved January 23, 2020)

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

Assistant Superintendent

Date

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

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

SUBJECT: Contract for Services with Vucina Construction at Forest Grove Elementary School

DATE: January 23, 2020

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

RECOMMENDATION:

The District Administration recommends the Board review and approve the contract for services with Vucina Construction at Forest Grove Elementary School for installation of storage shed shelving.

BACKGROUND:

The majority of the equipment used at kindergarten recess is stored in a 10'x10' shed adjacent to room K-4. Because there is no shelving in the shed, it is difficult to make efficient use of the space inside the shed. As more equipment is purchased, keeping the shed organized is a challenge. The installation of shelving will allow several of the items to be removed from the floor which will create space for additional equipment.

INFORMATION:

Vucina Construction will install shelves on the interior walls of the recess equipment shed located adjacent to room K-4 on the kindergarten playground. The project will be completed on a voluntary basis, scheduled to be completed before April 6, 2020. The work will take place outside of school hours.

FISCAL IMPACT:

This project will be complete by April 6, 2020, and there will no charge to the district. Time and materials are being donated by Vucina Construction. There is no ongoing cost associated with this project.

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:

Vucina Construction	License #750792		
CONTRACTOR	SOCIAL SECURITY NUMBER OR BUSINESS ID #		
37771 Rio Road #112	Carmel	CA	93923
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 January 24, 2020 and shall be completed on or before June 30, 2020.
- B. CONTRACTOR understands and agrees that CONTRACTOR and CONTRACTOR'S employees are not employees of the DISTRICT and are not entitled to benefits of any kind or nature normally provided employees of the DISTRICT and/or to which DISTRICT employees are normally entitled, including, but not limited to, State Unemployment Compensation or Workers' Compensation. CONTRACTOR shall assume full responsibility for payment of all Federal, State and local taxes or contribution including Unemployment Insurance, Social Security, and Income Taxes with respect to CONTRACTOR'S employees.
- C. CONTRACTOR shall furnish, at CONTRACTOR'S own expense, all labor, materials equipment and other items necessary to carry out the terms of this Agreement.
- D. In the performance of the work herein contemplated, CONTRACTOR is an independent contractor, with the authority to control and direct the performance of the details of the work, DISTRICT being interested only in the results obtained.
- E. CONTRACTOR agrees to defend, indemnify and hold harmless the DISTRICT, its Board of Trustees, employees and agents from any and all liability or loss arising in any way out of CONTRACTOR'S negligence in the performance of this Agreement, including but not limited to any claim due to injury and/or damage sustained by CONTRACTOR, and/or the CONTRACTOR'S employees or agents.

AGREEMENT FOR CONTRACTOR SERVICES (continued)

- F. CONTRACTOR shall maintain Insurance with a minimum \$1,000,000 combined single limits of general liability and automobile coverage.
- G. Services to rendered to the DISTRICT by the CONTRACTOR are as follows:

Provide time and materials to install interior shelving to the kindergarten recess equipment storage shed adjacent to room K-4 at Forest Grove Elementary School.

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

- I. The work completed herein must meet the approval of the DISTRICT and shall be subject to the DISTRICT'S general right of inspection and supervision to secure the satisfactory completion thereof. CONTRACTOR agrees to comply with all Federal, State, Municipal and District laws, rules and regulations that our now, or may in the future become applicable to CONTRACTOR, CONTRACTOR'S business, equipment, and personnel engaged in operations covered by this Agreement or accruing out of the performance of such operations.
- J. CONTRACTOR shall be paid at the rate of:
- \$0.00 (zero dollars and zero cents)**

Source of Funds: N/A

- K. Payments will be made by the District to the Contractor as follows:
- 1) Lump sum upon completion of services rendered.
 - 2) Monthly - in accordance with provision of services.
 - 3) Other _____
- L. This agreement may be terminated by either party notifying the other, in writing, at least 30 days prior to the date of termination.
- M. CONTRACTOR shall sign and submit a W-9 to DISTRICT prior to providing service.

AGREEMENT FOR CONTRACTOR SERVICES (continued)

This Agreement is entered into this _____ day of _____, 20 ____.

For the Site/Program:

For the Contractor:

Site/Program Administrator Date

Name

For the District:

Title

Director of Human Resources Date

Date

Assistant Superintendent Date
(Board Approved January 23, 2020)

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

Assistant Superintendent

Date

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

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

SUBJECT: Contract for Services with Vucina Construction at Forest Grove Elementary School

DATE: January 23, 2020

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

RECOMMENDATION:

The District Administration recommends the Board review and approve the contract for services with Vucina construction at Forest Grove Elementary School for construction and installation of five Square 1 Art tile projects.

BACKGROUND:

For the past five years, Forest Gove's fifth grade students have been creating decorative tiles while participating in the Square 1 Art fundraising program put on by our Parent Teacher Association. We have tiles in storage from all fifth grade students from the past five years. Forest Grove would like to create a legacy project where these tiles are displayed on either side of the stage in our Multipurpose Room, recognizing the students who have attended Forest Grove. We have searched for a volunteer to set the tiles and hang them on the wall. Vucina Construction has stepped forward to volunteer to complete this project for us.

INFORMATION:

Vucina Construction will build frames for five 9x9 tile boards. The tiles are 4"x4", so each board will be approximately 3'x3'. Once the five boards are constructed, Vucina Construction will hang the tile boards in our Multipurpose Room on the side of our stage. This project will be completed before the end of the school year in May 2020.

FISCAL IMPACT:

This project will be complete by May 29, 2020, and there will no charge to the district. Time and materials are being donated by Vucina Construction. There is no ongoing cost associated with this project.

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:

Vucina Construction	License #750792		
CONTRACTOR	SOCIAL SECURITY NUMBER OR BUSINESS ID #		
37771 Rio Road #112	Carmel	CA	93923
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:

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- 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:

Build and install tile boards to display five Square 1 Art projects. The dimensions of the boards will be approximately 3'x 3' to fit a 9x9 layout of 4" tiles. The projects will be hung beside the stage in the Forest Grove Multipurpose room.

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:

\$0.00 (zero dollars and zero cents)

Source of Funds: N/A

- K. Payments will be made by the District to the Contractor as follows:
- 1) Lump sum upon completion of services rendered.
 - 2) Monthly - in accordance with provision of services.
 - 3) Other _____
- L. This agreement may be terminated by either party notifying the other, in writing, at least 30 days prior to the date of termination.
- M. CONTRACTOR shall sign and submit a W-9 to DISTRICT prior to providing service.

AGREEMENT FOR CONTRACTOR SERVICES (continued)

This Agreement is entered into this _____ day of _____, 20 ____.

For the Site/Program:

For the Contractor:

Site/Program Administrator Date

Name

For the District:

Title

Director of Human Resources Date

Date

Assistant Superintendent Date
(Board Approved January 23, 2020)

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: School Accountability Report Cards

DATE: January 23, 2020

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

RECOMMENDATION:

The District Administration recommends that the Board review and approve the 2018-19 School Accountability Report Cards, which reflect the previous school year's data.

BACKGROUND:

California law requires that each school site prepare and make publicly available a School Accountability Report Card (or SARC). The law states that the SARC "Shall provide data by which parents can make meaningful comparisons between public schools enabling them to make informed decisions on which school to enroll their children".

INFORMATION:

The information contained in these reports will enable you to gain a more accurate and realistic picture of qualities for each school in our district. The School Accountability Report Card for each school site is available by February 1 and is available on the California Department of Education website, as well as the PGUSD website at <http://pgusd.org/sarc-reports/>.

Along with information and data collected from California's new accountability system, The California School Dashboard, the SARC Reports utilize data that pertains to State Priority 1 such as availability of instructional materials, appropriately assigned teacher assignments, and condition of facilities. Every year, schools must review SARC Reports with the School Board as a component of the local indicator in the California School Dashboard Accountability System.

FISCAL IMPACT:

None.

Forest Grove Elementary School

School Accountability Report Card

Reported Using Data from the 2018-19 School Year

Published During 2019-20

By February 1 of each year, every school in California is required by state law to publish a School Accountability Report Card (SARC). The SARC contains information about the condition and performance of each California public school. Under the Local Control Funding Formula (LCFF) all local educational agencies (LEAs) are required to prepare a Local Control and Accountability Plan (LCAP), which describes how they intend to meet annual school-specific goals for all pupils, with specific activities to address state and local priorities. Additionally, data reported in an LCAP is to be consistent with data reported in the SARC.

- For more information about SARC requirements, see the California Department of Education (CDE) SARC web page at <https://www.cde.ca.gov/ta/ac/sa/>.
- For more information about the LCFF or LCAP, see the CDE LCFF web page at <https://www.cde.ca.gov/fg/aa/lc/>.
- For additional information about the school, parents/guardians and community members should contact the school principal or the district office.

DataQuest

DataQuest is an online data tool located on the CDE DataQuest web page at <https://dq.cde.ca.gov/dataquest/> that contains additional information about this school and comparisons of the school to the district and the county. Specifically, DataQuest is a dynamic system that provides reports for accountability (e.g., test data, enrollment, high school graduates, dropouts, course enrollments, staffing, and data regarding English learners).

Internet Access

Internet access is available at public libraries and other locations that are publicly accessible (e.g., the California State Library). Access to the Internet at libraries and public locations is generally provided on a first-come, first-served basis. Other use restrictions may include the hours of operation, the length of time that a workstation may be used (depending on availability), the types of software programs available on a workstation, and the ability to print documents.

About This School

School Contact Information (School Year 2019-20)

Entity	Contact Information
School Name	Forest Grove Elementary School
Street	1065 Congress Ave.
City, State, Zip	Pacific Grove, CA 93950-4838
Phone Number	831.646.6560
Principal	Buck Roggeman
Email Address	broggeman@pgusd.org
Website	forestgrove.pgusd.org
County-District-School (CDS) Code	27661346026470

Entity	Contact Information
District Name	Pacific Grove Unified School District
Phone Number	831.646.6520
Superintendent	Ralph Porras
Email Address	rporras@pgusd.org
Website	www.pgusd.org

School Description and Mission Statement (School Year 2019-20)

Forest Grove School seeks to provide a quality educational program for each of its students. We embrace the fact that the school serves students of different backgrounds, abilities and interests. We are committed to offering challenging programs in a positive educational environment that develops individual students to their greatest potential. This environment fosters mutual respect, communication and compassion within the entire school community.

Forest Grove's Mission Statement was written with the belief that every child is entitled to an optimum learning and educational experience. Not stated, yet understood in this statement, is the fact that children have different educational needs and challenges at each grade level. Additionally, the staff has written Core Values statements which convey both the philosophy and the commitment of the faculty to the students, each other, parents, and the greater community.

Early primary grades (TK-2) focus on beginning reading, language arts and mathematical concepts and skills. Third grade is a transitional year between skill development and concept application. In language arts the transition is from learning to read to reading to learn. There is an emphasis on encouraging independent personal responsibility. The intermediate grades (3-5) emphasize core curriculum while focusing on preparing students for the transition to middle school. Forest Grove is committed to maximizing each child's learning experience.

Student Enrollment by Grade Level (School Year 2018-19)

Grade Level	Number of Students
Kindergarten	91
Grade 1	58
Grade 2	89
Grade 3	63
Grade 4	73
Grade 5	70
Total Enrollment	444

Student Enrollment by Group (School Year 2018-19)

Student Group	Percent of Total Enrollment
Black or African American	2.9
American Indian or Alaska Native	1.1
Asian	11.9
Filipino	1.4
Hispanic or Latino	20.7
Native Hawaiian or Pacific Islander	1.1
White	59
Two or More Races	1.8
Socioeconomically Disadvantaged	23.6
English Learners	9.9
Students with Disabilities	13.3
Homeless	0.2

A. Conditions of Learning**State Priority: Basic**

The SARC provides the following information relevant to the State priority: Basic (Priority 1):

- Degree to which teachers are appropriately assigned and fully credentialed in the subject area and for the pupils they are teaching;
- Pupils have access to standards-aligned instructional materials; and
- School facilities are maintained in good repair

Teacher Credentials

Teachers	School 2017-18	School 2018-19	School 2019-20	District 2019-20
With Full Credential	29	30	31	124
Without Full Credential	0	0	0	0
Teaching Outside Subject Area of Competence (with full credential)	0	0	0	0

Teacher Misassignments and Vacant Teacher Positions

Indicator	2017-18	2018-19	2019-20
Misassignments of Teachers of English Learners	0	0	0
Total Teacher Misassignments*	0	0	0
Vacant Teacher Positions	0	0	0

Note: "Misassignments" refers to the number of positions filled by teachers who lack legal authorization to teach that grade level, subject area, student group, etc.

*Total Teacher Misassignments includes the number of Misassignments of Teachers of English Learners.

Quality, Currency, Availability of Textbooks and Instructional Materials (School Year 2019-20)

Year and month in which data were collected: June 2019

Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption?	Percent Students Lacking Own Assigned Copy
Reading/Language Arts	Benchmark Advance grades 3-5 adopted 2016-2017 and SuperKids adopted May 2014	Yes	0
Mathematics	Swun Math TK-5 adopted May 2019	Yes	0
Science	Macmillian McGraw Hill (08/09)	Yes	0
History-Social Science	Scott Foresman (06/07)	Yes	0

School Facility Conditions and Planned Improvements (Most Recent Year)

Forest Grove continues to have many improvements to its campus. During the summer of 2016, a \$500,000 parking and drop off reconstruction project was completed allowing for smoother traffic flow and improved access to the front of our school. Working with parent and staff volunteers, the playground area was painted and some games were added over the past two years. The learning environment has received several technology updates including class sets of Chromebooks in grades 3-5, six tablets in TK-2 classrooms, and video surveillance cameras. We expect the technology component of classrooms to continue to grow as funds from the educational technology bond become available. In 2018, we added two modular classrooms to house our expanding program offerings. A new playground structure is scheduled to be constructed in the Spring of 2020.

School Facility Good Repair Status (Most Recent Year)

Using the **most recently collected** FIT data (or equivalent), provide the following:

- Determination of repair status for systems listed
- Description of any needed maintenance to ensure good repair
- The year and month in which the data were collected
- The overall rating

Year and month of the most recent FIT report: January 2019

System Inspected	Rating	Repair Needed and Action Taken or Planned
Systems: Gas Leaks, Mechanical/HVAC, Sewer	Good	
Interior: Interior Surfaces	Good	
Cleanliness: Overall Cleanliness, Pest/ Vermin Infestation	Good	
Electrical: Electrical	Good	
Restrooms/Fountains: Restrooms, Sinks/ Fountains	Good	
Safety: Fire Safety, Hazardous Materials	Good	

System Inspected	Rating	Repair Needed and Action Taken or Planned
Structural: Structural Damage, Roofs	Fair	Gutters need repair and replacement.
External: Playground/School Grounds, Windows/Doors/Gates/Fences	Good	
Overall Rating	Good	

B. Pupil Outcomes

State Priority: Pupil Achievement

The SARC provides the following information relevant to the State priority: Pupil Achievement (Priority 4):

- **Statewide assessments** (i.e., California Assessment of Student Performance and Progress [CAASPP] System, which includes the Smarter Balanced Summative Assessments for students in the general education population and the California Alternate Assessments [CAAs] for English language arts/literacy [ELA] and mathematics given in grades three through eight and grade eleven. Only eligible students may participate in the administration of the CAAs. CAAs items are aligned with alternate achievement standards, which are linked with the Common Core State Standards [CCSS] for students with the most significant cognitive disabilities); and
- The percentage of students who have successfully completed courses that satisfy the requirements for entrance to the University of California and the California State University, or career technical education sequences or programs of study.

CAASPP Test Results in ELA and Mathematics for All Students

Grades Three through Eight and Grade Eleven

Percentage of Students Meeting or Exceeding the State Standard

Subject	School 2017-18	School 2018-19	District 2017-18	District 2018-19	State 2017-18	State 2018-19
English Language Arts/Literacy (grades 3-8 and 11)	69	69	77	78	50	50
Mathematics (grades 3-8 and 11)	59	58	66	65	38	39

Note: Percentages are not calculated when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Note: ELA and mathematics test results include the Smarter Balanced Summative Assessment and the CAA. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard (i.e., achieved Level 3-Alternate) on the CAAs divided by the total number of students who participated in both assessments.

CAASPP Test Results in ELA by Student Group

Grades Three through Eight and Grade Eleven (School Year 2018-19)

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	200	195	97.50	2.50	69.23
Male	87	83	95.40	4.60	61.45
Female	113	112	99.12	0.88	75.00
Black or African American	--	--	--	--	--

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
American Indian or Alaska Native	--	--	--	--	--
Asian	25	24	96.00	4.00	83.33
Filipino	--	--	--	--	--
Hispanic or Latino	38	38	100.00	0.00	39.47
Native Hawaiian or Pacific Islander	--	--	--	--	--
White	123	119	96.75	3.25	76.47
Two or More Races	--	--	--	--	--
Socioeconomically Disadvantaged	59	57	96.61	3.39	47.37
English Learners	24	22	91.67	8.33	50.00
Students with Disabilities	39	38	97.44	2.56	28.95
Students Receiving Migrant Education Services					
Foster Youth					
Homeless	--	--	--	--	--

Note: ELA test results include the Smarter Balanced Summative Assessment and the CAA. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard (i.e., achieved Level 3-Alternate) on the CAAs divided by the total number of students who participated in both assessments.

Note: Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Note: The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

CAASPP Test Results in Mathematics by Student Group Grades Three through Eight and Grade Eleven (School Year 2018-19)

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	200	195	97.50	2.50	58.46
Male	87	84	96.55	3.45	53.57
Female	113	111	98.23	1.77	62.16
Black or African American	--	--	--	--	--
American Indian or Alaska Native	--	--	--	--	--
Asian	25	24	96.00	4.00	62.50
Filipino	--	--	--	--	--
Hispanic or Latino	38	38	100.00	0.00	36.84
Native Hawaiian or Pacific Islander	--	--	--	--	--

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
White	123	120	97.56	2.44	64.17
Two or More Races	--	--	--	--	--
Socioeconomically Disadvantaged	59	56	94.92	5.08	28.57
English Learners	24	22	91.67	8.33	50.00
Students with Disabilities	39	37	94.87	5.13	16.22
Students Receiving Migrant Education Services					
Foster Youth					
Homeless	--	--	--	--	--

Note: Mathematics test results include the Smarter Balanced Summative Assessment and the CAA. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard (i.e., achieved Level 3-Alternate) on the CAAs divided by the total number of students who participated in both assessments.

Note: Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Note: The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

CAASPP Test Results in Science for All Students

Grades Five, Eight, and Ten

Percentage of Students Meeting or Exceeding the State Standard

Subject	School 2017-18	School 2018-19	District 2017-18	District 2018-19	State 2017-18	State 2018-19
Science (grades 5, 8 and high school)	N/A	N/A	N/A	N/A	N/A	N/A

Note: Cells with N/A values do not require data.

Note: This is a placeholder for the California Science Test (CAST) which was administered operationally during the 2018-19 school year. However, these data are not available for inclusion in the 2018-19 SARC posting due February 1, 2020. These data will be included in the 2019-20 SARC posting due February 1, 2021.

State Priority: Other Pupil Outcomes

The SARC provides the following information relevant to the State priority: Other Pupil Outcomes (Priority 8):

- Pupil outcomes in the subject areas of physical education.

C. Engagement

State Priority: Parental Involvement

The SARC provides the following information relevant to the State priority: Parental Involvement (Priority 3):

- Efforts the school district makes to seek parent input in making decisions for the school district and each school site.

Opportunities for Parental Involvement (School Year 2019-20)

Parents and the community are an integral part of Forest Grove School. Teachers welcome and receive a high number of volunteers in their classrooms. School-wide functions (i.e. Back-to-School Night, Open House, holiday programs, Trunk or Treat, Ice Cream Social, Parent Conferences, Butterfly Parade and Bazaar, Family Game Night, and Falcon Fun Fest) are well attended. Forest Grove has an active Parent Teacher Association (PTA), English Language Advisory Committee (ELAC), and School Site Council (SSC). The PTA has sought to provide additional welcome to new parents (often military) into the Forest Grove community through the Falcon Friends program. Forest Grove has intensified its efforts to increase parent involvement in 2019-2020. These efforts include a series of parent education classes covering topics such Managing Your Child's Temper and Tantrums, Building Loving Sibling Relationships, and Preparing for Life's Transitions. These classes are offered in conjunction with Pacific Grove Adult Education. In addition, Forest Grove has morning Coffee with the Principal events where topics such as character development and efforts to prevent bullying are discussed. Forest Grove also held a school safety update for parents on the first day of school where more than 100 parents were in attendance as well as a morning meeting to discuss our social emotional learning program called the Toolbox. Parents are also given a voice in school decision making through their roles on the English Language Advisory Council.

State Priority: School Climate

The SARC provides the following information relevant to the State priority: School Climate (Priority 6):

- Pupil suspension rates;
- Pupil expulsion rates; and
- Other local measures on the sense of safety.

Suspensions and Expulsions

Rate	School 2016-17	School 2017-18	School 2018-19	District 2016-17	District 2017-18	District 2018-19	State 2016-17	State 2017-18	State 2018-19
Suspensions	1.8	1.2	1.1	2.6	2.7	1.8	3.6	3.5	3.5
Expulsions	0.0	0.0	0.0	0.0	0.0	0.0	0.1	0.1	0.1

School Safety Plan (School Year 2019-20)

Forest Grove's comprehensive safety plan is reviewed each year by our site safety committee and the School Site Council. The plan was most recently reviewed in October 2019. We have adopted the "Big Five" approach to emergency response and all staff receives annual training on the five types of emergency response - shelter in place, evacuation, secure campus, lockdown-barricade, and drop-cover-hold on. Our comprehensive safety plan also contains our drill schedule, school rules, and an overview of the character development used at Forest Grove (Character Counts) and social emotional learning program (The Toolbox) used at Forest Grove.

D. Other SARC Information

The information in this section is required to be in the SARC but is not included in the state priorities for LCFF.

Average Class Size and Class Size Distribution (Elementary)

Grade Level	2016-17 Average Class Size	2016-17 # of Classes* Size 1-20	2016-17 # of Classes* Size 21-32	2016-17 # of Classes* Size 33+	2017-18 Average Class Size	2017-18 # of Classes* Size 1-20	2017-18 # of Classes* Size 21-32	2017-18 # of Classes* Size 33+	2018-19 Average Class Size	2018-19 # of Classes* Size 1-20	2018-19 # of Classes* Size 21-32	2018-19 # of Classes* Size 33+
K	23	2	3		18	4	1		18	5	1	
1	18	4			20	3	1		20	2		
2	26		3		22		3		21	1	3	
3	22		3		24		3		21	1	2	
4	21	1	2		16	2	2		19	1	3	
5	21	1	2		16	4	1		18	2	2	
Other**	9	2			15	1	1		14	1	1	

*Number of classes indicates how many classes fall into each size category (a range of total students per class).

** "Other" category is for multi-grade level classes.

Ratio of Academic Counselors to Pupils (School Year 2018-19)

Title	Ratio
Academic Counselors*	444.0

*One Full Time Equivalent (FTE) equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time.

Student Support Services Staff (School Year 2018-19)

Title	Number of FTE* Assigned to School
Counselor (Academic, Social/Behavioral or Career Development)	1.0
Library Media Teacher (Librarian)	
Library Media Services Staff (Paraprofessional)	
Psychologist	1.0
Social Worker	
Speech/Language/Hearing Specialist	1.0
Resource Specialist (non-teaching)	1.0
Other	3.0

*One Full Time Equivalent (FTE) equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time.

Expenditures Per Pupil and School Site Teacher Salaries (Fiscal Year 2017-18)

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Restricted)	Expenditures Per Pupil (Unrestricted)	Average Teacher Salary
School Site	\$13,065	\$467	\$12,598	\$86,114
District	N/A	N/A	\$12,598	\$97,069.00
Percent Difference - School Site and District	N/A	N/A	0.0	12.6
State	N/A	N/A	\$7,506.64	\$72,949.00
Percent Difference - School Site and State	N/A	N/A	127.5	36.3

Note: Cells with N/A values do not require data.

The California Department of Education issued guidance to LEAs on August 1, 2018, regarding how to calculate school-level per-pupil expenditures that will be reported on 2018-19 report cards.

Types of Services Funded (Fiscal Year 2018-19)

The students at Forest Grove receive instructional support in their classrooms from their teacher and a part time Instructional Assistant. Outside of the classroom, students performing below grade level in language arts and math may participate in a pull out program using supplemental materials to help close the gap between their current level of understanding and grade level expectations. We also have a Resource Program, and Two Intensive Academic classrooms serving students who need more direct forms of instruction and alternative curriculum.

Teacher and Administrative Salaries (Fiscal Year 2017-18)

Category	District Amount	State Average For Districts In Same Category
Beginning Teacher Salary	\$55,895	\$46,208
Mid-Range Teacher Salary	\$92,626	\$72,218
Highest Teacher Salary	\$119,059	\$92,742
Average Principal Salary (Elementary)	\$153,110	\$134,864
Average Principal Salary (Middle)	\$151,143	\$118,220
Average Principal Salary (High)	\$171,706	\$127,356
Superintendent Salary	\$228,679	\$186,823
Percent of Budget for Teacher Salaries	42%	33%
Percent of Budget for Administrative Salaries	7%	6%

For detailed information on salaries, see the CDE Certificated Salaries & Benefits web page at <https://www.cde.ca.gov/ds/fd/cs/>.

Professional Development (Most Recent Three Years)

Measure	2017-18	2018-19	2019-20
Number of school days dedicated to Staff Development and Continuous Improvement	2	2	2

Each year, one full day and two half days (three hours) are dedicated to staff development district-wide. An additional hour per week is set aside for staff development and collaboration (early release on Thursday afternoons). Teachers receive an additional 170 minutes each week to ensure that they have time during the school day for preparation and parent and community contact. Grade level meetings have been held to identify students in need of additional support/tutoring, using Title I and Title III funds. From 2013-2016, a professional consultant has been hired to support and lead the staff through professional development activities around Common Core State Standards - with a focus on key instructional shifts. In 2016-19, the focus shifted to establishing a professional learning community engaged in a regular review of student work at Forest Grove. A math coach has been hired to work with our staff to improve student learning and instruction.

Robert Down Elementary School

School Accountability Report Card

Reported Using Data from the 2018-19 School Year

Published During 2019-20

By February 1 of each year, every school in California is required by state law to publish a School Accountability Report Card (SARC). The SARC contains information about the condition and performance of each California public school. Under the Local Control Funding Formula (LCFF) all local educational agencies (LEAs) are required to prepare a Local Control and Accountability Plan (LCAP), which describes how they intend to meet annual school-specific goals for all pupils, with specific activities to address state and local priorities. Additionally, data reported in an LCAP is to be consistent with data reported in the SARC.

- For more information about SARC requirements, see the California Department of Education (CDE) SARC web page at <https://www.cde.ca.gov/ta/ac/sa/>.
- For more information about the LCFF or LCAP, see the CDE LCFF web page at <https://www.cde.ca.gov/fg/aa/lc/>.
- For additional information about the school, parents/guardians and community members should contact the school principal or the district office.

DataQuest

DataQuest is an online data tool located on the CDE DataQuest web page at <https://dq.cde.ca.gov/dataquest/> that contains additional information about this school and comparisons of the school to the district and the county. Specifically, DataQuest is a dynamic system that provides reports for accountability (e.g., test data, enrollment, high school graduates, dropouts, course enrollments, staffing, and data regarding English learners).

Internet Access

Internet access is available at public libraries and other locations that are publicly accessible (e.g., the California State Library). Access to the Internet at libraries and public locations is generally provided on a first-come, first-served basis. Other use restrictions may include the hours of operation, the length of time that a workstation may be used (depending on availability), the types of software programs available on a workstation, and the ability to print documents.

About This School

School Contact Information (School Year 2019-20)

Entity	Contact Information
School Name	Robert Down Elementary School
Street	485 Pine Ave.
City, State, Zip	Pacific Grove , CA 93950-3401
Phone Number	831.646.6540
Principal	Sean Keller
Email Address	skeller@pgusd.org
Website	http://robertdown.pgusd.org/
County-District-School (CDS) Code	27661346026496

Entity	Contact Information
District Name	Pacific Grove Unified School District
Phone Number	831.646.6520
Superintendent	Dr. Ralph Porras
Email Address	rporras@pgusd.org
Website	www.pgusd.org

School Description and Mission Statement (School Year 2019-20)

Robert Down Elementary School, founded in 1891 and situated in the heart of Pacific Grove, California, is beautifully located beside the Pacific Ocean and Monterey Bay. The K-5 program focuses on a common core standards-aligned curriculum. We are a “Toolbox” and a Random Acts of Kindness school with a strong spotlight on the development of each individual’s character as well as the sense of community among all students.

The Mission of Robert Down Elementary School, in partnership with home and community, is to challenge every student to learn the skills, acquire the knowledge, and develop the insight and character that is necessary for a productive and rewarding life through a quality instructional program, a positive, stimulating environment with a clear commitment to the worth of every individual. At Robert Down School, the staff, students, parents, and community are committed to providing an excellent learning program for all students. As a team, we work together to achieve this goal each and every day.

Programs include Special Education, GATE, English Language Development, School-based Counseling, Speech Therapy, School Library, Physical Education, Computer Lab, Vocal and Instrumental Music, Chorus, DARE, Big Buddy, After-School Enrichment, Academic Intervention, Read 180, Caught Being Good, Otter Good Citizen Program, Toolbox Social-Emotion Learning, FIRST Lego Robotics Club, ROV Team, Math Club, Garden Program, Just Run, and Service Leaders Program.

Student Enrollment by Grade Level (School Year 2018-19)

Grade Level	Number of Students
Kindergarten	82
Grade 1	73
Grade 2	88
Grade 3	76
Grade 4	79
Grade 5	64
Total Enrollment	462

Student Enrollment by Group (School Year 2018-19)

Student Group	Percent of Total Enrollment
Black or African American	2.2
American Indian or Alaska Native	1.9
Asian	9.5
Filipino	1.5
Hispanic or Latino	17.1
Native Hawaiian or Pacific Islander	0.4
White	63.9
Two or More Races	2.4
Socioeconomically Disadvantaged	16.5
English Learners	3.2
Students with Disabilities	9.5
Homeless	

A. Conditions of Learning**State Priority: Basic**

The SARC provides the following information relevant to the State priority: Basic (Priority 1):

- Degree to which teachers are appropriately assigned and fully credentialed in the subject area and for the pupils they are teaching;
- Pupils have access to standards-aligned instructional materials; and
- School facilities are maintained in good repair

Teacher Credentials

Teachers	School 2017-18	School 2018-19	School 2019-20	District 2019-20
With Full Credential	29	27	27	124
Without Full Credential	0	0	0	0
Teaching Outside Subject Area of Competence (with full credential)	0	0	0	0

Teacher Misassignments and Vacant Teacher Positions

Indicator	2017-18	2018-19	2019-20
Misassignments of Teachers of English Learners	0	0	0
Total Teacher Misassignments*	0	0	0
Vacant Teacher Positions	1	0	0

Note: "Misassignments" refers to the number of positions filled by teachers who lack legal authorization to teach that grade level, subject area, student group, etc.

*Total Teacher Misassignments includes the number of Misassignments of Teachers of English Learners.

Quality, Currency, Availability of Textbooks and Instructional Materials (School Year 2019-20)

Year and month in which data were collected: August 2017

Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption?	Percent Students Lacking Own Assigned Copy
Reading/Language Arts	Benchmark Grades 3-5 (adopted 2016) SuperKids Grades K-2 (adopted 2017) Read 180 - Reading Intervention (adopted 2014) Reading and Spelling Mastery - Reading Intervention (adopted 2015)	Yes	0%
Mathematics	SWUN Math (Adopted 2019) Touch Math	Yes	0%
Science	Mystery Science (interim adoption in 2018 until NGSS-approved curriculum is selected in 2019-20)	Yes	0%
History-Social Science	Scotts-Foresman / (adopted 2006)	Yes	0%

School Facility Conditions and Planned Improvements (Most Recent Year)

During the 2015-16 school year, the following projects were completed: New outdoor eating area, new greenhouse

School Facility Good Repair Status (Most Recent Year)

Using the **most recently collected** FIT data (or equivalent), provide the following:

- Determination of repair status for systems listed
- Description of any needed maintenance to ensure good repair
- The year and month in which the data were collected
- The overall rating

Year and month of the most recent FIT report: January 2019

System Inspected	Rating	Repair Needed and Action Taken or Planned
Systems: Gas Leaks, Mechanical/HVAC, Sewer	Good	
Interior: Interior Surfaces	Fair	Hallway flooring deficiencies Phase 2 in the near future.
Cleanliness: Overall Cleanliness, Pest/ Vermin Infestation	Good	
Electrical: Electrical	Good	

System Inspected	Rating	Repair Needed and Action Taken or Planned
Restrooms/Fountains: Restrooms, Sinks/ Fountains	Good	
Safety: Fire Safety, Hazardous Materials	Fair	Facility has some exterior chipping paint.
Structural: Structural Damage, Roofs	Fair	Portable roofs starting to see signs of wear. Possible replacement in approx 5 years
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	Fair	Some playground apparatus's need to be replaced.
Overall Rating	Good	

B. Pupil Outcomes

State Priority: Pupil Achievement

The SARC provides the following information relevant to the State priority: Pupil Achievement (Priority 4):

- **Statewide assessments** (i.e., California Assessment of Student Performance and Progress [CAASPP] System, which includes the Smarter Balanced Summative Assessments for students in the general education population and the California Alternate Assessments [CAAs] for English language arts/literacy [ELA] and mathematics given in grades three through eight and grade eleven. Only eligible students may participate in the administration of the CAAs. CAAs items are aligned with alternate achievement standards, which are linked with the Common Core State Standards [CCSS] for students with the most significant cognitive disabilities); and
- The percentage of students who have successfully completed courses that satisfy the requirements for entrance to the University of California and the California State University, or career technical education sequences or programs of study.

CAASPP Test Results in ELA and Mathematics for All Students

Grades Three through Eight and Grade Eleven

Percentage of Students Meeting or Exceeding the State Standard

Subject	School 2017-18	School 2018-19	District 2017-18	District 2018-19	State 2017-18	State 2018-19
English Language Arts/Literacy (grades 3-8 and 11)	84	79	77	78	50	50
Mathematics (grades 3-8 and 11)	79	75	66	65	38	39

Note: Percentages are not calculated when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Note: ELA and mathematics test results include the Smarter Balanced Summative Assessment and the CAA. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard (i.e., achieved Level 3-Alternate) on the CAAs divided by the total number of students who participated in both assessments.

CAASPP Test Results in ELA by Student Group
Grades Three through Eight and Grade Eleven (School Year 2018-19)

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	223	214	95.96	4.04	78.97
Male	122	119	97.54	2.46	77.31
Female	101	95	94.06	5.94	81.05
Black or African American	--	--	--	--	--
American Indian or Alaska Native	--	--	--	--	--
Asian	31	30	96.77	3.23	83.33
Filipino	--	--	--	--	--
Hispanic or Latino	33	32	96.97	3.03	68.75
Native Hawaiian or Pacific Islander	--	--	--	--	--
White	139	132	94.96	5.04	84.85
Two or More Races	--	--	--	--	--
Socioeconomically Disadvantaged	49	46	93.88	6.12	67.39
English Learners	23	21	91.30	8.70	61.90
Students with Disabilities	27	25	92.59	7.41	48.00
Students Receiving Migrant Education Services					
Foster Youth					
Homeless					

Note: ELA test results include the Smarter Balanced Summative Assessment and the CAA. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard (i.e., achieved Level 3-Alternate) on the CAAs divided by the total number of students who participated in both assessments.

Note: Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Note: The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

CAASPP Test Results in Mathematics by Student Group
Grades Three through Eight and Grade Eleven (School Year 2018-19)

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	223	215	96.41	3.59	75.35
Male	122	120	98.36	1.64	76.67
Female	101	95	94.06	5.94	73.68

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
Black or African American	--	--	--	--	--
American Indian or Alaska Native	--	--	--	--	--
Asian	31	31	100.00	0.00	87.10
Filipino	--	--	--	--	--
Hispanic or Latino	33	32	96.97	3.03	56.25
Native Hawaiian or Pacific Islander	--	--	--	--	--
White	139	132	94.96	5.04	81.06
Two or More Races	--	--	--	--	--
Socioeconomically Disadvantaged	49	46	93.88	6.12	63.04
English Learners	23	22	95.65	4.35	59.09
Students with Disabilities	27	25	92.59	7.41	40.00
Students Receiving Migrant Education Services					
Foster Youth					
Homeless					

Note: Mathematics test results include the Smarter Balanced Summative Assessment and the CAA. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard (i.e., achieved Level 3-Alternate) on the CAAs divided by the total number of students who participated in both assessments.

Note: Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Note: The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

CAASPP Test Results in Science for All Students

Grades Five, Eight, and Ten

Percentage of Students Meeting or Exceeding the State Standard

Subject	School 2017-18	School 2018-19	District 2017-18	District 2018-19	State 2017-18	State 2018-19
Science (grades 5, 8 and high school)	N/A	N/A	N/A	N/A	N/A	N/A

Note: Cells with N/A values do not require data.

Note: This is a placeholder for the California Science Test (CAST) which was administered operationally during the 2018-19 school year. However, these data are not available for inclusion in the 2018-19 SARC posting due February 1, 2020. These data will be included in the 2019-20 SARC posting due February 1, 2021.

State Priority: Other Pupil Outcomes

The SARC provides the following information relevant to the State priority: Other Pupil Outcomes (Priority 8):

- Pupil outcomes in the subject areas of physical education.

C. Engagement

State Priority: Parental Involvement

The SARC provides the following information relevant to the State priority: Parental Involvement (Priority 3):

- Efforts the school district makes to seek parent input in making decisions for the school district and each school site.

Opportunities for Parental Involvement (School Year 2019-20)

There are a variety of ways for parents to be involved at Robert Down School. Please contact your child's teacher for specific in-class opportunities. For school-wide parental involvement activities, you may call 831-646-6540 and leave a message for the principal if interested in participating on the year-long Site Council. Counseling Empowering Parental Connections classes are scheduled four times per year. Back to School Night is held two weeks after school commences. The Open House evening is held in the spring of each school year. Parent conferences are held in November and March. A parent conference with your child's teacher may be scheduled with the teacher at any time. Fun family weekend and evenings such as the Halloween Family Evening, Holiday Program, Bingo Night, Art Night, etc are held throughout the year. Specific information is available via the classroom and school newsletters.

State Priority: School Climate

The SARC provides the following information relevant to the State priority: School Climate (Priority 6):

- Pupil suspension rates;
- Pupil expulsion rates; and
- Other local measures on the sense of safety.

Suspensions and Expulsions

Rate	School 2016-17	School 2017-18	School 2018-19	District 2016-17	District 2017-18	District 2018-19	State 2016-17	State 2017-18	State 2018-19
Suspensions	0.2	0.0	0.0	2.6	2.7	1.8	3.6	3.5	3.5
Expulsions	0.0	0.0	0.0	0.0	0.0	0.0	0.1	0.1	0.1

School Safety Plan (School Year 2019-20)

The safety plan for Robert Down School is reviewed yearly with updates made as needed. The Site Council and Leadership review the document and crisis teams are assigned and trained. PGUSD uses The Big Five Safety Protocols to guide its emergency response procedures: Shelter in Place; Drop, Cover, and Hold On; Secure Campus; Lockdown/Barricade; and Evacuation. These are practiced throughout the year at least one time per month. The 2019-20 RHD Safety Plan was approved by the Site Council on 11-18-2019. The RHD Safety Team participated in the PGUSD Big Five Training in August 2018 and Elite Incident Command training in February 2019.

D. Other SARC Information

The information in this section is required to be in the SARC but is not included in the state priorities for LCFF.

Average Class Size and Class Size Distribution (Elementary)

Grade Level	2016-17 Average Class Size	2016-17 # of Classes* Size 1-20	2016-17 # of Classes* Size 21-32	2016-17 # of Classes* Size 33+	2017-18 Average Class Size	2017-18 # of Classes* Size 1-20	2017-18 # of Classes* Size 21-32	2017-18 # of Classes* Size 33+	2018-19 Average Class Size	2018-19 # of Classes* Size 1-20	2018-19 # of Classes* Size 21-32	2018-19 # of Classes* Size 33+
K	28		3		18	4			15	6	1	
1	26		3		22		4		18	4		
2	26		3		27		3		22		4	
3	24		3		25		3		25		3	
4	23		4		24		3		26		3	
5	27		3		23		4		21	1	2	
Other**	4	1			7	1						

*Number of classes indicates how many classes fall into each size category (a range of total students per class).

** "Other" category is for multi-grade level classes.

Ratio of Academic Counselors to Pupils (School Year 2018-19)

Title	Ratio
Academic Counselors*	462.0

*One Full Time Equivalent (FTE) equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time.

Student Support Services Staff (School Year 2018-19)

Title	Number of FTE* Assigned to School
Counselor (Academic, Social/Behavioral or Career Development)	1.0
Library Media Teacher (Librarian)	
Library Media Services Staff (Paraprofessional)	
Psychologist	
Social Worker	
Speech/Language/Hearing Specialist	1.0
Resource Specialist (non-teaching)	2.5
Other	2.0

*One Full Time Equivalent (FTE) equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time.

Expenditures Per Pupil and School Site Teacher Salaries (Fiscal Year 2017-18)

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Restricted)	Expenditures Per Pupil (Unrestricted)	Average Teacher Salary
School Site	\$13,065	\$787	\$12,278	\$86,114
District	N/A	N/A	\$12,598	\$97,069.00
Percent Difference - School Site and District	N/A	N/A	-2.5	12.6
State	N/A	N/A	\$7,506.64	\$72,949.00
Percent Difference - School Site and State	N/A	N/A	121.7	36.3

Note: Cells with N/A values do not require data.

The California Department of Education issued guidance to LEAs on August 1, 2018, regarding how to calculate school-level per-pupil expenditures that will be reported on 2018-19 report cards.

Types of Services Funded (Fiscal Year 2018-19)

English Language Development, Special Education, GATE, LEGO Robotics, STEM/ROV, School-based Counseling, Behavior Interventions, Academic Interventions, Speech Therapy, School Library, Physical Education, Computer Lab, Vocal and Instrumental Music, Drama Club, Occupational Therapy

Teacher and Administrative Salaries (Fiscal Year 2017-18)

Category	District Amount	State Average For Districts In Same Category
Beginning Teacher Salary	\$55,895	\$46,208
Mid-Range Teacher Salary	\$92,626	\$72,218
Highest Teacher Salary	\$119,059	\$92,742
Average Principal Salary (Elementary)	\$153,110	\$134,864
Average Principal Salary (Middle)	\$151,143	\$118,220
Average Principal Salary (High)	\$171,706	\$127,356
Superintendent Salary	\$228,679	\$186,823
Percent of Budget for Teacher Salaries	42%	33%
Percent of Budget for Administrative Salaries	7%	6%

For detailed information on salaries, see the CDE Certificated Salaries & Benefits web page at <https://www.cde.ca.gov/ds/fd/cs/>.

Professional Development (Most Recent Three Years)

Measure	2017-18	2018-19	2019-20
Number of school days dedicated to Staff Development and Continuous Improvement	2	2	2

Two annual school days per year are devoted to certificated staff professional development. During the entire school year, students are released an hour early on Thursdays so that staff may collaborate and participate in professional training. Staff also attends workshops and training at the Monterey County Office of Education as well as at institutions throughout the state. The district provides a digital coach and mathematics coach for on-going professional development of instructional strategies. Developing the staff's expertise with common core standards, technology, student assessment/achievement, and implementing differentiated instructional practices have been the primary focus of our district-wide professional development. With PGUSD's 2018-19 adoption of the Illuminate Student/Parent Information System, specific training has been provided for all staff to use the system for attendance, grades, and report cards. Guided Reading and BeGlad strategies is another professional development focus for 2018-19.

Pacific Grove Middle School

School Accountability Report Card

Reported Using Data from the 2018-19 School Year

Published During 2019-20

By February 1 of each year, every school in California is required by state law to publish a School Accountability Report Card (SARC). The SARC contains information about the condition and performance of each California public school. Under the Local Control Funding Formula (LCFF) all local educational agencies (LEAs) are required to prepare a Local Control and Accountability Plan (LCAP), which describes how they intend to meet annual school-specific goals for all pupils, with specific activities to address state and local priorities. Additionally, data reported in an LCAP is to be consistent with data reported in the SARC.

- For more information about SARC requirements, see the California Department of Education (CDE) SARC web page at <https://www.cde.ca.gov/ta/ac/sa/>.
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DataQuest

DataQuest is an online data tool located on the CDE DataQuest web page at <https://dq.cde.ca.gov/dataquest/> that contains additional information about this school and comparisons of the school to the district and the county. Specifically, DataQuest is a dynamic system that provides reports for accountability (e.g., test data, enrollment, high school graduates, dropouts, course enrollments, staffing, and data regarding English learners).

Internet Access

Internet access is available at public libraries and other locations that are publicly accessible (e.g., the California State Library). Access to the Internet at libraries and public locations is generally provided on a first-come, first-served basis. Other use restrictions may include the hours of operation, the length of time that a workstation may be used (depending on availability), the types of software programs available on a workstation, and the ability to print documents.

About This School

School Contact Information (School Year 2019-20)

Entity	Contact Information
School Name	Pacific Grove Middle School
Street	835 Forest Avenue
City, State, Zip	Pacific Grove, CA 93950
Phone Number	831.646.6568
Principal	Sean Roach
Email Address	sroach@pgusd.org
Website	http://pgmiddle.pgusd.org/
County-District-School (CDS) Code	27-66134-6058754

Entity	Contact Information
District Name	Pacific Grove Unified School District
Phone Number	831.646.6520
Superintendent	Ralph Porras
Email Address	rporras@pgusd.org
Website	ww.pgusd.org

School Description and Mission Statement (School Year 2019-20)

The mission of Pacific Grove Middle School is to provide a quality educational experience that teaches our students the skills and abilities they need to transition into high school with self-esteem, a capacity for critical thinking, a sense of responsibility, global awareness, and respect for self and others. Our staff is committed to setting and achieving high standards of academics and behavior while recognizing and responding to the individual talents and learning styles of our students.

Pacific Grove Middle School (PGMS) is the only middle school in the Pacific Grove Unified School District. The district consists of two elementary schools (K-5), one middle school (6-8), and one high school (9-12), and one community high school. It also has an adult school which oversees adult education as well as preschool education in a variety of settings. The district enjoys deep community support. Due to high property values, the district receives property tax revenue in excess of its state "revenue limit," which is based on an Average Daily Attendance (ADA) formula. Several bond measures have been passed which have provided additional funding for building improvements. Measure D, was passed in 2006, giving the district \$42 million for facility improvements. PGMS underwent many renovations using the bond funding. A new drop off area for students was added to the back of the school. Other improvements have included a new classroom for the music program and upgrades to the Performing Arts Center. The track was paved, drainage was added, the outdoor basketball courts were resurfaced, and a play structure was built. A new set of bleachers was added to the gymnasium. New windows and flooring were installed, and the exterior was painted in the summer of 2008. Our Measure D committee, comprising staff and parents, continues to work with an architect to develop and refine projects at PGMS that will be funded through Measure D. Additional projects, including modernization of science labs, home economic kitchen, school cafeteria, physical education locker rooms, and outdoor student eating areas were completed in spring 2011.

As a philosophy, PGMS seeks to instill a sense of service to each student with the purpose of helping them improve their minds, health, and character. PGMS is dedicated to delivering messages and activities surrounding our Character Strong program, where each Monday, during our newly developed Advisory period, students participate in lessons around character and kindness. The middle school wants to help them prepare for success in all areas of their high school education. A demanding academic program is combined with extracurricular activities and student support services. The school's Parent Teacher Student Association (PTSA), School Site Council and staff have developed a strong, supportive partnership through which volunteer time and allocated funds are expended to improve the total school program. In addition, each program is reviewed for its rigor and effectiveness to make sure that we are meeting every student's needs.

The middle school years present students with profound physical, social and psychological changes. It is the bridge from childhood to early adulthood. PGMS takes pride in the achievements of its students along this journey as reflected by above-average test scores, an atmosphere of mutual respect among students and staff, regular community service participation, and a commitment to the visual and performing arts. Through these achievements, and others, PGMS graduates have begun the process of building their own bridges toward a successful future.

Student Enrollment by Grade Level (School Year 2018-19)

Grade Level	Number of Students
Grade 6	175
Grade 7	144
Grade 8	168
Total Enrollment	487

Student Enrollment by Group (School Year 2018-19)

Student Group	Percent of Total Enrollment
Black or African American	3.5
American Indian or Alaska Native	1
Asian	9.7
Filipino	2.5
Hispanic or Latino	17.9
Native Hawaiian or Pacific Islander	1.4
White	59.5
Two or More Races	0.2
Socioeconomically Disadvantaged	22.2
English Learners	2.5
Students with Disabilities	10.9
Homeless	

A. Conditions of Learning**State Priority: Basic**

The SARC provides the following information relevant to the State priority: Basic (Priority 1):

- Degree to which teachers are appropriately assigned and fully credentialed in the subject area and for the pupils they are teaching;
- Pupils have access to standards-aligned instructional materials; and
- School facilities are maintained in good repair

Teacher Credentials

Teachers	School 2017-18	School 2018-19	School 2019-20	District 2019-20
With Full Credential	27	26	27	124
Without Full Credential	0	0	0	0
Teaching Outside Subject Area of Competence (with full credential)	0	0	0	0

Teacher Misassignments and Vacant Teacher Positions

Indicator	2017-18	2018-19	2019-20
Misassignments of Teachers of English Learners	0	0	0
Total Teacher Misassignments*	0	0	0
Vacant Teacher Positions	0	0	0

Note: "Misassignments" refers to the number of positions filled by teachers who lack legal authorization to teach that grade level, subject area, student group, etc.

*Total Teacher Misassignments includes the number of Misassignments of Teachers of English Learners.

Quality, Currency, Availability of Textbooks and Instructional Materials (School Year 2019-20)

Year and month in which data were collected: 1/2018

All curriculum for academic areas is standards-aligned and reflect that of recent adoptions. Each student has access to a home set of books as well as a set that remains at school.

Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption?	Percent Students Lacking Own Assigned Copy
Reading/Language Arts	Study Sync (16-17)	Yes	0
Mathematics	Big Ideas Math (16-17)	Yes	0
Science	Holt, Rinehart & Winston (07/08)	Yes	0
History-Social Science	TCI History (17/18)	Yes	0

School Facility Conditions and Planned Improvements (Most Recent Year)

In the 2009-2010 school year, the Measure D construction bond funds continued to improve our school. The dirt track was paved and drainage was installed, which in turn has improved the condition of the grass playing field. Also, several projects were begun at end of the school year and over the summer. These projects included, remodeled/updated science rooms, remodeled/updated home economics room, remodeled/updated kitchen facilities, construction of an outdoor eating facility/amphitheater, improvements in the PE locker room areas, and improved PE storage. The school grounds are maintained on weekly basis. We have a grounds worker assigned to our school, and he does an excellent job maintaining the safety and appearance of our landscaping. Our three-person site maintenance staff (on day, two night custodians), maintain the neatness of our facility. They also address routine maintenance issues as they arise. Although our building is old, it is in fine condition.

In 2010-11 the science rooms modernization project, the kitchen, the outdoor eating area, and home economics kitchen renovations were completed. In addition, four modular classrooms and an 18-space parking lot were constructed on middle school property. Also, new window coverings were installed in each of the classrooms. All doors at PGMS have been fitted with Lock Blocks as a quick lock system for safety purposes. A new gate and fence has been installed on Sinex avenue, guiding visitors to enter the building through the main entrance and funneling them to the office. We anticipate the purchase and installation of a new audio-visual system for the Performing Arts Center which will be a huge upgrade for character assemblies and musical performances.

School Facility Good Repair Status (Most Recent Year)

Using the **most recently collected** FIT data (or equivalent), provide the following:

- Determination of repair status for systems listed
- Description of any needed maintenance to ensure good repair
- The year and month in which the data were collected
- The overall rating

Year and month of the most recent FIT report: January 2019

System Inspected	Rating	Repair Needed and Action Taken or Planned
Systems: Gas Leaks, Mechanical/HVAC, Sewer	Good	
Interior: Interior Surfaces	Fair	Flooring
Cleanliness: Overall Cleanliness, Pest/ Vermin Infestation	Good	
Electrical: Electrical	Good	
Restrooms/Fountains: Restrooms, Sinks/ Fountains	Good	
Safety: Fire Safety, Hazardous Materials	Good	
Structural: Structural Damage, Roofs	Good	
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	Good	
Overall Rating	Good	

B. Pupil Outcomes

State Priority: Pupil Achievement

The SARC provides the following information relevant to the State priority: Pupil Achievement (Priority 4):

- **Statewide assessments** (i.e., California Assessment of Student Performance and Progress [CAASPP] System, which includes the Smarter Balanced Summative Assessments for students in the general education population and the California Alternate Assessments [CAAs] for English language arts/literacy [ELA] and mathematics given in grades three through eight and grade eleven. Only eligible students may participate in the administration of the CAAs. CAAs items are aligned with alternate achievement standards, which are linked with the Common Core State Standards [CCSS] for students with the most significant cognitive disabilities); and
- The percentage of students who have successfully completed courses that satisfy the requirements for entrance to the University of California and the California State University, or career technical education sequences or programs of study.

CAASPP Test Results in ELA and Mathematics for All Students

Grades Three through Eight and Grade Eleven

Percentage of Students Meeting or Exceeding the State Standard

Subject	School 2017-18	School 2018-19	District 2017-18	District 2018-19	State 2017-18	State 2018-19
English Language Arts/Literacy (grades 3-8 and 11)	75	82	77	78	50	50
Mathematics (grades 3-8 and 11)	64	63	66	65	38	39

Note: Percentages are not calculated when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Note: ELA and mathematics test results include the Smarter Balanced Summative Assessment and the CAA. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard (i.e., achieved Level 3-Alternate) on the CAAs divided by the total number of students who participated in both assessments.

CAASPP Test Results in ELA by Student Group

Grades Three through Eight and Grade Eleven (School Year 2018-19)

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	481	473	98.34	1.66	81.61
Male	249	245	98.39	1.61	80.41
Female	232	228	98.28	1.72	82.89
Black or African American	16	16	100.00	0.00	81.25
American Indian or Alaska Native	--	--	--	--	--
Asian	44	44	100.00	0.00	77.27
Filipino	12	12	100.00	0.00	91.67
Hispanic or Latino	90	90	100.00	0.00	70.00
Native Hawaiian or Pacific Islander	--	--	--	--	--
White	288	280	97.22	2.78	83.93

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
Two or More Races	--	--	--	--	--
Socioeconomically Disadvantaged	126	125	99.21	0.79	67.20
English Learners	48	47	97.92	2.08	55.32
Students with Disabilities	51	49	96.08	3.92	32.65
Students Receiving Migrant Education Services					
Foster Youth					
Homeless	--	--	--	--	--

Note: ELA test results include the Smarter Balanced Summative Assessment and the CAA. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard (i.e., achieved Level 3-Alternate) on the CAAs divided by the total number of students who participated in both assessments.

Note: Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Note: The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

CAASPP Test Results in Mathematics by Student Group Grades Three through Eight and Grade Eleven (School Year 2018-19)

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	481	471	97.92	2.08	63.27
Male	249	246	98.80	1.20	65.04
Female	232	225	96.98	3.02	61.33
Black or African American	16	16	100.00	0.00	37.50
American Indian or Alaska Native	--	--	--	--	--
Asian	44	44	100.00	0.00	70.45
Filipino	12	12	100.00	0.00	83.33
Hispanic or Latino	90	89	98.89	1.11	42.70
Native Hawaiian or Pacific Islander	--	--	--	--	--
White	288	279	96.88	3.12	67.03
Two or More Races	--	--	--	--	--
Socioeconomically Disadvantaged	126	124	98.41	1.59	37.10
English Learners	48	48	100.00	0.00	39.58
Students with Disabilities	51	49	96.08	3.92	20.41
Students Receiving Migrant Education Services					

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
Foster Youth					
Homeless	--	--	--	--	--

Note: Mathematics test results include the Smarter Balanced Summative Assessment and the CAA. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard (i.e., achieved Level 3-Alternate) on the CAAs divided by the total number of students who participated in both assessments.

Note: Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Note: The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

CAASPP Test Results in Science for All Students

Grades Five, Eight, and Ten

Percentage of Students Meeting or Exceeding the State Standard

Subject	School 2017-18	School 2018-19	District 2017-18	District 2018-19	State 2017-18	State 2018-19
Science (grades 5, 8 and high school)	N/A	N/A	N/A	N/A	N/A	N/A

Note: Cells with N/A values do not require data.

Note: This is a placeholder for the California Science Test (CAST) which was administered operationally during the 2018-19 school year. However, these data are not available for inclusion in the 2018-19 SARC posting due February 1, 2020. These data will be included in the 2019-20 SARC posting due February 1, 2021.

State Priority: Other Pupil Outcomes

The SARC provides the following information relevant to the State priority: Other Pupil Outcomes (Priority 8):

- Pupil outcomes in the subject areas of physical education.

C. Engagement

State Priority: Parental Involvement

The SARC provides the following information relevant to the State priority: Parental Involvement (Priority 3):

- Efforts the school district makes to seek parent input in making decisions for the school district and each school site.

Opportunities for Parental Involvement (School Year 2019-20)

Parents and community are an integral part of PGMS. This year, we have hosted multiple parent nights including Health Night, Parent Safety Night, a screening of the movie Screenagers as well as a discussion on the adolescent brain. We welcome volunteers and parents to help out in the classroom, library, small group instruction and office in a variety of ways. School-wide functions (Back-to-School Night, Open House, holiday programs, parent conferences, Butterfly Parade and Bazaar, Honors Night, District Music Festival, various drama and musical productions, and Promotion) are heavily attended. PGMS has an active PTSA and School Site Council (SSC). Parents take a strong, participatory lead in assisting administration with making sound decisions for our site and students.

State Priority: School Climate

The SARC provides the following information relevant to the State priority: School Climate (Priority 6):

- Pupil suspension rates;
- Pupil expulsion rates; and
- Other local measures on the sense of safety.

Suspensions and Expulsions

Rate	School 2016-17	School 2017-18	School 2018-19	District 2016-17	District 2017-18	District 2018-19	State 2016-17	State 2017-18	State 2018-19
Suspensions	3.0	4.0	2.9	2.6	2.7	1.8	3.6	3.5	3.5
Expulsions	0.0	0.0	0.0	0.0	0.0	0.0	0.1	0.1	0.1

School Safety Plan (School Year 2019-20)

Pacific Grove Middle School keeps a comprehensive safety plan and is reviewed each year by our site safety committee and the School Site Council. The plan was most recently reviewed in December 2019. We have adopted the "Big Five" approach to emergency response and all staff receives annual training on the five types of emergency response - shelter in place, evacuation, secure campus, lockdown-barricade, and drop-cover-hold on. Our comprehensive safety plan also contains our drill schedule, school rules, and an overview of Restorative Justice and Positive Behaviors Interventions and Supports (PBIS).

Average Class Size and Class Size Distribution (Secondary)

Subject	2016-17 Average Class Size	2016-17 # of Classes* Size 1-22	2016-17 # of Classes* Size 23-32	2016-17 # of Classes* Size 33+	2017-18 Average Class Size	2017-18 # of Classes* Size 1-22	2017-18 # of Classes* Size 23-32	2017-18 # of Classes* Size 33+	2018-19 Average Class Size	2018-19 # of Classes* Size 1-22	2018-19 # of Classes* Size 23-32	2018-19 # of Classes* Size 33+
English	16	7	5		18	10	10		17	9	11	1
Mathematics	24	3	11		21	5	12		22	6	10	
Science	26	1	12		26	1	12		27	1	11	
Social Science	24	2	11		23	5	10		24	3	11	

*Number of classes indicates how many classrooms fall into each size category (a range of total students per classroom). At the secondary school level, this information is reported by subject area rather than grade level.

Ratio of Academic Counselors to Pupils (School Year 2018-19)

Title	Ratio
Academic Counselors*	.0

*One Full Time Equivalent (FTE) equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time.

Student Support Services Staff (School Year 2018-19)

Title	Number of FTE* Assigned to School
Counselor (Academic, Social/Behavioral or Career Development)	
Library Media Teacher (Librarian)	
Library Media Services Staff (Paraprofessional)	
Psychologist	.5

Title	Number of FTE* Assigned to School
Social Worker	
Speech/Language/Hearing Specialist	
Resource Specialist (non-teaching)	1.0

*One Full Time Equivalent (FTE) equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time.

Expenditures Per Pupil and School Site Teacher Salaries (Fiscal Year 2017-18)

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Restricted)	Expenditures Per Pupil (Unrestricted)	Average Teacher Salary
School Site	\$13,065	\$467	\$12,598	\$86,114
District	N/A	N/A	\$12,598	\$97,069.00
Percent Difference - School Site and District	N/A	N/A	0.0%	13.1%
State	N/A	N/A	\$7,506.64	\$72,949.00
Percent Difference - School Site and State	N/A	N/A	130.9%	41.2%

Note: Cells with N/A values do not require data.

The California Department of Education issued guidance to LEAs on August 1, 2018, regarding how to calculate school-level per-pupil expenditures that will be reported on 2018-19 report cards.

Types of Services Funded (Fiscal Year 2018-19)

Categorical Programs available to Pacific Grove Middle School:

Federal:

- Title II, professional development
- Title IV, drug abuse and violence prevention programs
- Special Education, ensures students with special needs are properly assessed and serviced with a program designed to meet their needs

State:

- English Language Learners – designed to develop English fluency
- Gifted and Talented Education – identifies gifted and talented students and provides for differentiated opportunities to meet that student's needs
- Tobacco Use Prevention Education – designed to educate students regarding the negative effects of tobacco
- School Improvement Program – a program to fund programs to improve student performance

Local:

- Measure A bond fund – passed in order to improve the physical structures in PGUSD
- Measure A parcel tax – passed in order to fund specified programs throughout the district Measure D bond fund – passed in order to improve the physical structures in PGUSD

Teacher and Administrative Salaries (Fiscal Year 2017-18)

Category	District Amount	State Average For Districts In Same Category
Beginning Teacher Salary	\$55,895	\$46,208
Mid-Range Teacher Salary	\$92,626	\$72,218
Highest Teacher Salary	\$119,059	\$92,742
Average Principal Salary (Elementary)	\$153,110	\$134,864
Average Principal Salary (Middle)	\$151,143	\$118,220
Average Principal Salary (High)	\$171,706	\$127,356
Superintendent Salary	\$228,679	\$186,823
Percent of Budget for Teacher Salaries	42%	33%
Percent of Budget for Administrative Salaries	7%	6%

For detailed information on salaries, see the CDE Certificated Salaries & Benefits web page at <https://www.cde.ca.gov/ds/fd/cs/>.

Professional Development (Most Recent Three Years)

Measure	2017-18	2018-19	2019-20
Number of school days dedicated to Staff Development and Continuous Improvement	2	2	2

Two full days are designated district-wide for staff development. Additionally, each department has been designated two complete days for curriculum planning off site during the school year. PGMS has an Instructional Leadership Team (ILT) made up of teacher leaders who assist with the training necessary to maintain best practice, and maintain a school wide focus on Equity. The last several years, ILT and school wide focus in on maintaining strong Professional Learning Communities (PLCs) to better use data to intervene with struggling students and ensure access for all. In addition, PGMS staff has participated in a school wide professional study on Teacher Clarity and Student Success Criteria. In addition to improving and maintaining our PLC's, our site has dedicated multiple opportunities to the study of Equity and a continued focus on our Students of Concern (SOC). Through Data Share's and Learning Walks, our staff is committed to sharing best practice and learning from one another. Our professional development days this year are August 2nd, 2019 and February 24th, 2020.

Pacific Grove High School

School Accountability Report Card

Reported Using Data from the 2018-19 School Year

Published During 2019-20

By February 1 of each year, every school in California is required by state law to publish a School Accountability Report Card (SARC). The SARC contains information about the condition and performance of each California public school. Under the Local Control Funding Formula (LCFF) all local educational agencies (LEAs) are required to prepare a Local Control and Accountability Plan (LCAP), which describes how they intend to meet annual school-specific goals for all pupils, with specific activities to address state and local priorities. Additionally, data reported in an LCAP is to be consistent with data reported in the SARC.

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- For more information about the LCFF or LCAP, see the CDE LCFF web page at <https://www.cde.ca.gov/fg/aa/lc/>.
- For additional information about the school, parents/guardians and community members should contact the school principal or the district office.

DataQuest

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Internet Access

Internet access is available at public libraries and other locations that are publicly accessible (e.g., the California State Library). Access to the Internet at libraries and public locations is generally provided on a first-come, first-served basis. Other use restrictions may include the hours of operation, the length of time that a workstation may be used (depending on availability), the types of software programs available on a workstation, and the ability to print documents.

About This School

School Contact Information (School Year 2019-20)

Entity	Contact Information
School Name	Pacific Grove High School
Street	615 Sunset Dr.
City, State, Zip	Pacific Grove, CA 93950-4827
Phone Number	831.646.6590
Principal	Matthew J. Bell
Email Address	mbell@pgusd.org
Website	http://pghigh.pgusd.org/
County-District-School (CDS) Code	27-66134-2733657

Entity	Contact Information
District Name	Pacific Grove Unified School District
Phone Number	831.646.6520
Superintendent	Dr. Ralph Gomez Porras
Email Address	rporras@pgusd.org
Website	www.pgusd.org

School Description and Mission Statement (School Year 2019-20)

Pacific Grove High School is a comprehensive 9-12 high school, which has served students since the late 1800's. Our District mission is, "Pacific Grove Unified School District, in partnership with the community and with a focus on equity, will challenge every student by providing a quality instructional program in a positive, safe and stimulating environment.

The District will meet the diverse needs of all students by ensuring exceptional learning opportunities to acquire and apply the knowledge and skills that develop the insight and character necessary for a productive and rewarding life."

The Pacific Grove High School vision statement (August 2017) is, "Pacific Grove High School is a community of learners committed to providing students with opportunities to steer their lives toward academic, career, and personal success. Through collaboration, a commitment to evidence-based decision-making and a spirit of inclusion, PGHS aims to cultivate culturally aware, employable, healthy, active students who are eager learners, conscientious digital citizens, environmental stewards, and effective communicators."

Student Enrollment by Grade Level (School Year 2018-19)

Grade Level	Number of Students
Grade 9	184
Grade 10	150
Grade 11	149
Grade 12	138
Total Enrollment	621

Student Enrollment by Group (School Year 2018-19)

Student Group	Percent of Total Enrollment
Black or African American	3.2
American Indian or Alaska Native	1.3
Asian	11.8
Filipino	2.1
Hispanic or Latino	19.3
Native Hawaiian or Pacific Islander	0.8
White	61
Socioeconomically Disadvantaged	20.6
English Learners	2.1
Students with Disabilities	10.3
Homeless	0.2

A. Conditions of Learning

State Priority: Basic

The SARC provides the following information relevant to the State priority: Basic (Priority 1):

- Degree to which teachers are appropriately assigned and fully credentialed in the subject area and for the pupils they are teaching;
- Pupils have access to standards-aligned instructional materials; and
- School facilities are maintained in good repair

Teacher Credentials

Teachers	School 2017-18	School 2018-19	School 2019-20	District 2019-20
With Full Credential	34	37	36	124
Without Full Credential	2	0	1	0
Teaching Outside Subject Area of Competence (with full credential)	0	0	0	0

Teacher Misassignments and Vacant Teacher Positions

Indicator	2017-18	2018-19	2019-20
Misassignments of Teachers of English Learners	0	0	0
Total Teacher Misassignments*	0	0	0
Vacant Teacher Positions	0	0	0

Note: "Misassignments" refers to the number of positions filled by teachers who lack legal authorization to teach that grade level, subject area, student group, etc.

*Total Teacher Misassignments includes the number of Misassignments of Teachers of English Learners.

Quality, Currency, Availability of Textbooks and Instructional Materials (School Year 2019-20)

Year and month in which data were collected: January 2020

Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption?	Percent Students Lacking Own Assigned Copy
Reading/Language Arts	Anthology English McDougal Littell 2007/2008 Prentice Hall Grammar 2008/2009 Writing & Grammar Prentice Hall 2008 Everything's and Argument Bedford/St. Martins 2013 Elements of Style Longman 2000 ELD - English 3D Issues Scholastic 2011 ELD - English 3D Language and Writing Portfolio 2011	Yes	0

Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption?	Percent Students Lacking Own Assigned Copy
Mathematics	Pre-Calculus Pearson/Prentice Hall 2007/2008 AP Statistics - The Practice of Statistics; Bedford, Freeman, & Worth 2012 Calculus Key Curriculum Press 2005 Big Ideas Math Integrated I Big ideas Learning 2016 Big Ideas Math Integrated II Big ideas Learning 2016 Big Ideas Math Integrated III Big ideas Learning 2016	Yes	0
Science	Anatomy & Physiology Pearson 2012 Essentials of Human Anatomy & Physiology Pearson 2012 AP Enviro Sci: Bedford, Freeman, & Worth 2010/2011 Biology, Glencoe, McGraw Hill 2012 Marine Science Life on An Ocean Planet Current Publishing Co. 2006 Earth and Space Earth Science Holt, Rinehart, Winston 2007 Conceptual Physics, Pearson , 2015 AP Physics Fundamentals of Physics, 2014 Chemistry in the Community, W H Freeman, 2006 Honors Chemistry Intro to Chemistry, Pearson-Prentice Hall, 2011	Yes	0
History-Social Science	World Geography Prentice Hall 2009 AP Human Geography: The Cultural Landscape - An Intro to Human Geography. Pearson, 2015 World History: The Modern Era Prentice Hall 2009 AP World History Ways of the World Bedford/St. Martins 2011 US History American Vision Glencoe & McGraw Hill 2010 AP History: The American Pageant Houghton Mifflin 2012 Government: Pearson 2010/2011 AP Government The Challenge of Democracy Houghton Mifflin 2008 AP Government Readings & Cases Longman 2002 Economics EMC Pub. 2010/2011	Yes	0

Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption?	Percent Students Lacking Own Assigned Copy
Foreign Language	French and Spanish Vista Higher Learning 2012/2013	Yes	0
Health	Health: A Guide to Wellness Glencoe/McGraw 2001	Yes	0
Visual and Performing Arts	Music Tech Tools Focal Press 2010	Yes	0
Science Laboratory Equipment (grades 9-12)	All science rooms have classroom instruction and lab areas with adequate equipment. Science department is provided yearly site funds to re-stock inventory for lessons. Specific equipment includes, but is not limited to weights and measurements, scales, dissecting microscopes, beakers, measuring cylinders, erlenmeyer flasks, test tube holders, grinder bowls & sticks, petri dishes, vials, dropper bottles, glass canisters, funnels, water jugs, mason jars, squirt bottles, and various chemicals.	Yes	0

School Facility Conditions and Planned Improvements (Most Recent Year)

In 2006 voters passed Measure D, a school improvement bond that is bringing significant changes to PGHS. Major construction and renovation projects have been completed with accolades from the entire community: renovation of Breakers Stadium, small gym, dance room, new pool/tennis courts and the installation of security cameras. Phase II was concluded in early 2011 and included totally renovated science classrooms and media and art rooms along with a remodel of our multipurpose room (Student Union) and administration building and minor improvements to heating in classrooms and water runoff around the campus. The back parking lot has been repaved and received a better design for drop-off and pick up for the students attending feeder schools. The final major project was the completion of the swimming pool renovation in early 2014. Since then, a technology bond, Measure A, was passed in November, 2014. This bond is used exclusively for the update, repair, and future technological needs of the district.

A new Bond measure will appear on the March 2020 ballot aimed at repairing and renovating some of the older buildings throughout the school and District.

School Facility Good Repair Status (Most Recent Year)

Using the **most recently collected** FIT data (or equivalent), provide the following:

- Determination of repair status for systems listed
- Description of any needed maintenance to ensure good repair
- The year and month in which the data were collected
- The overall rating

Year and month of the most recent FIT report: January 2019

System Inspected	Rating	Repair Needed and Action Taken or Planned
Systems: Gas Leaks, Mechanical/HVAC, Sewer	Good	
Interior: Interior Surfaces	Fair	

System Inspected	Rating	Repair Needed and Action Taken or Planned
Cleanliness: Overall Cleanliness, Pest/ Vermin Infestation	Good	
Electrical: Electrical	Good	Prop 39 lighting project was recently completed.
Restrooms/Fountains: Restrooms, Sinks/ Fountains	Good	
Safety: Fire Safety, Hazardous Materials	Fair	Paint is chipping and needs to be repainted. Maintenance Bond project.
Structural: Structural Damage, Roofs	Poor	Some roofs and gutters are nearing replacement.
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	Good	
Overall Rating	Fair	

B. Pupil Outcomes

State Priority: Pupil Achievement

The SARC provides the following information relevant to the State priority: Pupil Achievement (Priority 4):

- **Statewide assessments** (i.e., California Assessment of Student Performance and Progress [CAASPP] System, which includes the Smarter Balanced Summative Assessments for students in the general education population and the California Alternate Assessments [CAAs] for English language arts/literacy [ELA] and mathematics given in grades three through eight and grade eleven. Only eligible students may participate in the administration of the CAAs. CAAs items are aligned with alternate achievement standards, which are linked with the Common Core State Standards [CCSS] for students with the most significant cognitive disabilities); and
- The percentage of students who have successfully completed courses that satisfy the requirements for entrance to the University of California and the California State University, or career technical education sequences or programs of study.

CAASPP Test Results in ELA and Mathematics for All Students

Grades Three through Eight and Grade Eleven

Percentage of Students Meeting or Exceeding the State Standard

Subject	School 2017-18	School 2018-19	District 2017-18	District 2018-19	State 2017-18	State 2018-19
English Language Arts/Literacy (grades 3-8 and 11)	85	82	77	78	50	50
Mathematics (grades 3-8 and 11)	65	66	66	65	38	39

Note: Percentages are not calculated when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Note: ELA and mathematics test results include the Smarter Balanced Summative Assessment and the CAA. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard (i.e., achieved Level 3-Alternate) on the CAAs divided by the total number of students who participated in both assessments.

CAASPP Test Results in ELA by Student Group
Grades Three through Eight and Grade Eleven (School Year 2018-19)

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	148	145	97.97	2.03	81.94
Male	82	81	98.78	1.22	76.25
Female	66	64	96.97	3.03	89.06
Black or African American	--	--	--	--	--
American Indian or Alaska Native					
Asian	15	14	93.33	6.67	92.86
Filipino	--	--	--	--	--
Hispanic or Latino	28	28	100.00	0.00	92.86
Native Hawaiian or Pacific Islander					
White	94	93	98.94	1.06	76.34
Two or More Races	--	--	--	--	--
Socioeconomically Disadvantaged	35	35	100.00	0.00	82.35
English Learners	--	--	--	--	--
Students with Disabilities	--	--	--	--	--
Students Receiving Migrant Education Services					
Foster Youth					
Homeless					

Note: ELA test results include the Smarter Balanced Summative Assessment and the CAA. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard (i.e., achieved Level 3-Alternate) on the CAAs divided by the total number of students who participated in both assessments.

Note: Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Note: The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

CAASPP Test Results in Mathematics by Student Group
Grades Three through Eight and Grade Eleven (School Year 2018-19)

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	148	146	98.65	1.35	66.44
Male	82	81	98.78	1.22	65.43
Female	66	65	98.48	1.52	67.69

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
Black or African American	--	--	--	--	--
American Indian or Alaska Native					
Asian	15	15	100.00	0.00	86.67
Filipino	--	--	--	--	--
Hispanic or Latino	28	28	100.00	0.00	50.00
Native Hawaiian or Pacific Islander					
White	94	93	98.94	1.06	72.04
Two or More Races	--	--	--	--	--
Socioeconomically Disadvantaged	35	35	100.00	0.00	42.86
English Learners	--	--	--	--	--
Students with Disabilities	--	--	--	--	--
Students Receiving Migrant Education Services					
Foster Youth					
Homeless					

Note: Mathematics test results include the Smarter Balanced Summative Assessment and the CAA. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard (i.e., achieved Level 3-Alternate) on the CAAs divided by the total number of students who participated in both assessments.

Note: Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Note: The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

CAASPP Test Results in Science for All Students

Grades Five, Eight, and Ten

Percentage of Students Meeting or Exceeding the State Standard

Subject	School 2017-18	School 2018-19	District 2017-18	District 2018-19	State 2017-18	State 2018-19
Science (grades 5, 8 and high school)	N/A	N/A	N/A	N/A	N/A	N/A

Note: Cells with N/A values do not require data.

Note: This is a placeholder for the California Science Test (CAST) which was administered operationally during the 2018-19 school year. However, these data are not available for inclusion in the 2018-19 SARC posting due February 1, 2020. These data will be included in the 2019-20 SARC posting due February 1, 2021.

Career Technical Education Programs (School Year 2018-19)

Five pathways were re-designed by the PGHS CTE department staff to include two-tiered foundation and concentrator courses that lead to certification along with an optional third-year Capstone course that will include an internship/mentorship: Visual Arts, Networking, Software & Systems Design, Patient Care, and Culinary/Hospitality. Stipends were created for curriculum building and articulation efforts with Monterey Peninsula College (MPC); all courses will align with CTE standards for each pathway. CTE courses are available to all students with the Culinary/hospitality pathway providing key training for SPED students that work with peer mentors and have support of an adult aide. MPC Dual Enrollment courses began for the Networking Pathway in 2017-18 and followed up with Culinary Arts III in 2018-19 and photography in 2019-20 with plans to add additional MPC courses to the pathway by 2020-21; this will provide students up to 14 college units that will transfer to a UC or CSU. Current measures provided by Perkins Federal Grant E1/E2 data collection provide Advisory Board with concentrator level student participation (two years). Subsequent years will provide information regarding certification completion and internship/mentorship participation.

(School Year 2018-19)

Measure	CTE Program Participation
Number of Pupils Participating in CTE	312
Percent of Pupils that Complete a CTE Program and Earn a High School Diploma	
Percent of CTE Courses that are Sequenced or Articulated Between the School and Institutions of Postsecondary Education	95.7

Courses for University of California (UC) and/or California State University (CSU) Admission

UC/CSU Course Measure	Percent
2018-19 Pupils Enrolled in Courses Required for UC/CSU Admission	98.55
2017-18 Graduates Who Completed All Courses Required for UC/CSU Admission	64.75

State Priority: Other Pupil Outcomes

The SARC provides the following information relevant to the State priority: Other Pupil Outcomes (Priority 8):

- Pupil outcomes in the subject areas of physical education.

C. Engagement

State Priority: Parental Involvement

The SARC provides the following information relevant to the State priority: Parental Involvement (Priority 3):

- Efforts the school district makes to seek parent input in making decisions for the school district and each school site.

Opportunities for Parental Involvement (School Year 2019-20)

Parents are informed about school activities through newsletters, emails, and text messages via BrightArrow messaging service. In addition, parents are able to participate on the school Site Council to create the School-wide Plan for Student Achievement (SPSA), district English Language Advisory Committee (ELAC), or the Career Technical Education (CTE) Advisory Board, events such as Coffee with the Principals and PTA meetings as well as the District Parent Engagement Committee. Some parents engage by providing time for guest speaking, job shadowing, and mock interviewing as well.

Community and parent support for Pacific Grove High School is strong. In many ways the high school is the source of community pride. Parents, alumni, and community members are involved in numerous organizations, which support projects to improve student achievement, allow participation in extra-curricular activities, and improve school facilities. This includes PTA, Breakers Club (parent sports boosters), Music Boosters, Alumni Association, Sober Grad Night, and P.G. PRIDE (parent and community fund raisers for district programs). Many businesses donate their products and facilities for fund raising activities. In addition, many school events are civic events such as the Butterfly parade, Pacific Grove athletic competitions, drama productions, and Good Old Days are examples of events in which the entire community participates.

State Priority: Pupil Engagement

The SARC provides the following information relevant to the State priority: Pupil Engagement (Priority 5):

- High school dropout rates; and
- High school graduation rates.

Dropout Rate and Graduation Rate (Four-Year Cohort Rate)

Indicator	School 2015-16	School 2016-17	School 2017-18	District 2015-16	District 2016-17	District 2017-18	State 2015-16	State 2016-17	State 2017-18
Dropout Rate	5.4	3.4	0.8	6.4	3.2	0.7	9.7	9.1	9.6
Graduation Rate	93.2	91.9	96.1	91.7	92.3	95.7	83.8	82.7	83

For the formula to calculate the 2016-17 and 2017-18 adjusted cohort graduation rate, see the 2018-19 Data Element Definitions document located on the SARC web page at <https://www.cde.ca.gov/ta/ac/sa/>.

State Priority: School Climate

The SARC provides the following information relevant to the State priority: School Climate (Priority 6):

- Pupil suspension rates;
- Pupil expulsion rates; and
- Other local measures on the sense of safety.

Suspensions and Expulsions

Rate	School 2016-17	School 2017-18	School 2018-19	District 2016-17	District 2017-18	District 2018-19	State 2016-17	State 2017-18	State 2018-19
Suspensions	4.3	3.8	2.6	2.6	2.7	1.8	3.6	3.5	3.5
Expulsions	0.0	0.2	0.0	0.0	0.0	0.0	0.1	0.1	0.1

School Safety Plan (School Year 2019-20)

Pacific Grove High School strives to provide a safe environment for learning. Emergency/safety drills are implemented regularly, 3-4 times per year along with safety assemblies; this year's focus is on Fentanyl and vaping. The site emergency plan is updated annually by the Safety Committee and approved by the Site team. Updates made include re-organizing evacuation line ups by room/building number as opposed to teacher last name to provide consistency and addition of a student release drill that occurs at the stadium. The 2019-20 Safety Plan was approved by the Site Council on November 25, 2019.

Average Class Size and Class Size Distribution (Secondary)

Subject	2016-17	2016-17	2016-17	2016-17	2017-18	2017-18	2017-18	2017-18	2018-19	2018-19	2018-19	2018-19
	Average Class Size	# of Classes* Size 1-22	# of Classes* Size 23-32	# of Classes* Size 33+	Average Class Size	# of Classes* Size 1-22	# of Classes* Size 23-32	# of Classes* Size 33+	Average Class Size	# of Classes* Size 1-22	# of Classes* Size 23-32	# of Classes* Size 33+
English	22	7	16		23	10	17		21	15	15	
Mathematics	22	11	8		20	15	13		23	11	16	
Science	23	5	11		24	6	16		24	6	16	1
Social Science	22	13	11		23	12	17		25	7	20	

*Number of classes indicates how many classrooms fall into each size category (a range of total students per classroom). At the secondary school level, this information is reported by subject area rather than grade level.

Ratio of Academic Counselors to Pupils (School Year 2018-19)

Title	Ratio
Academic Counselors*	1035.0

*One Full Time Equivalent (FTE) equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time.

Student Support Services Staff (School Year 2018-19)

Title	Number of FTE* Assigned to School
Counselor (Academic, Social/Behavioral or Career Development)	1.6
Library Media Teacher (Librarian)	1.0
Library Media Services Staff (Paraprofessional)	
Psychologist	.5
Social Worker	
Speech/Language/Hearing Specialist	
Resource Specialist (non-teaching)	

*One Full Time Equivalent (FTE) equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time.

Expenditures Per Pupil and School Site Teacher Salaries (Fiscal Year 2017-18)

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Restricted)	Expenditures Per Pupil (Unrestricted)	Average Teacher Salary
School Site	\$13,065	\$467	\$12,598	\$86,114
District	N/A	N/A	\$12,598	\$97,069.00
Percent Difference - School Site and District	N/A	N/A	0.0	14.2
State	N/A	N/A	\$7,506.64	\$72,949.00
Percent Difference - School Site and State	N/A	N/A	130.9	36.9

Note: Cells with N/A values do not require data.

The California Department of Education issued guidance to LEAs on August 1, 2018, regarding how to calculate school-level per-pupil expenditures that will be reported on 2018-19 report cards.

Types of Services Funded (Fiscal Year 2018-19)

PGHS provides students tutoring in math after school Monday-Thursday, which is funded as 1.0 FTE section and supported with a classified math tutor and adjunct hours from the math dept. instructors. Additionally, a newly designed class, was established to support students in Integrated Math I who were targeted by their 8th grade math teachers. For 2019-20, one section focused on supporting students struggling in Integrated Math 1. Two courses in AVID college readiness is provided to students 9-12 who apply or are recommended by staff or through SST process. Additionally, a course of Academic Intervention for sophomores was added in the 2019-20 school year for students who had performed poorly in their freshmen year, scored low in the CAASPP assessments, and were not supported by any other program. IEP and 504 plans provide accommodations/modifications as well as Study Support classes to students who qualify.

Teacher and Administrative Salaries (Fiscal Year 2017-18)

Category	District Amount	State Average For Districts In Same Category
Beginning Teacher Salary	\$55,895	\$46,208
Mid-Range Teacher Salary	\$92,626	\$72,218
Highest Teacher Salary	\$119,059	\$92,742
Average Principal Salary (Elementary)	\$153,110	\$134,864
Average Principal Salary (Middle)	\$151,143	\$118,220
Average Principal Salary (High)	\$171,706	\$127,356
Superintendent Salary	\$228,679	\$186,823
Percent of Budget for Teacher Salaries	42%	33%
Percent of Budget for Administrative Salaries	7%	6%

For detailed information on salaries, see the CDE Certificated Salaries & Benefits web page at <https://www.cde.ca.gov/ds/fd/cs/>.

Advanced Placement (AP) Courses (School Year 2018-19)

Subject	Number of AP Courses Offered*	Percent of Students In AP Courses
Computer Science		N/A
English	3	N/A
Fine and Performing Arts	1	N/A
Foreign Language	2	N/A
Mathematics	3	N/A
Science	3	N/A
Social Science	9	N/A
All courses	21	39.4

Note: Cells with N/A values do not require data.

*Where there are student course enrollments of at least one student.

Professional Development (Most Recent Three Years)

Measure	2017-18	2018-19	2019-20
Number of school days dedicated to Staff Development and Continuous Improvement	2	2	2

PGHS is currently providing staff development in equity intervention strategies in the classroom. Collaboration days have been built into the bell schedule so that teachers can analyze student data and adjust instruction so that students can attain mastery of the subject matter. Data analysis is done with an eye toward barriers preventing access for struggling groups of students - particularly low socioeconomic students, Hispanic students, and Special Education students. The schedule allows teachers to meet for approximately 45 minutes each week for collaboration. Faculty has received and will receive additional professional development in collecting formative and summative data to improve collaborative efforts toward student academic improvement. Administration and counseling will collect student performance, attendance, and discipline information to guide decisions for proper academic and social-emotional interventions.

Pacific Grove Community High School

School Accountability Report Card

Reported Using Data from the 2018-19 School Year

Published During 2019-20

By February 1 of each year, every school in California is required by state law to publish a School Accountability Report Card (SARC). The SARC contains information about the condition and performance of each California public school. Under the Local Control Funding Formula (LCFF) all local educational agencies (LEAs) are required to prepare a Local Control and Accountability Plan (LCAP), which describes how they intend to meet annual school-specific goals for all pupils, with specific activities to address state and local priorities. Additionally, data reported in an LCAP is to be consistent with data reported in the SARC.

- For more information about SARC requirements, see the California Department of Education (CDE) SARC web page at <https://www.cde.ca.gov/ta/ac/sa/>.
- For more information about the LCFF or LCAP, see the CDE LCFF web page at <https://www.cde.ca.gov/fg/aa/lc/>.
- For additional information about the school, parents/guardians and community members should contact the school principal or the district office.

DataQuest

DataQuest is an online data tool located on the CDE DataQuest web page at <https://dq.cde.ca.gov/dataquest/> that contains additional information about this school and comparisons of the school to the district and the county. Specifically, DataQuest is a dynamic system that provides reports for accountability (e.g., test data, enrollment, high school graduates, dropouts, course enrollments, staffing, and data regarding English learners).

Internet Access

Internet access is available at public libraries and other locations that are publicly accessible (e.g., the California State Library). Access to the Internet at libraries and public locations is generally provided on a first-come, first-served basis. Other use restrictions may include the hours of operation, the length of time that a workstation may be used (depending on availability), the types of software programs available on a workstation, and the ability to print documents.

About This School

School Contact Information (School Year 2019-20)

Entity	Contact Information
School Name	Pacific Grove Community High School
Street	1004 David Avenue, Building A
City, State, Zip	Pacific Grove, CA, 93950
Phone Number	(831) 646-6535
Principal	Matthew J. Bell
Email Address	mbell@pgusd.org
Website	http://pgchs.pgusd.org/
County-District-School (CDS) Code	27661342731115

Entity	Contact Information
District Name	Pacific Grove Unified School District
Phone Number	831 646-6510
Superintendent	Dr. Ralph Gomez Porras
Email Address	rporras@pgusd.org
Website	www.pgusd.org

School Description and Mission Statement (School Year 2019-20)

Pacific Grove Community High School vision:

Pacific Grove Community High School provides a small, non-traditional learning environment in which students can pursue an alternative pathway to college and career success.

We seek to:

- Provide a challenging project-based curriculum that emphasizes student strengths and is individualized to meet the learning needs of each student
- Create a holistic environment in which students' diverse emotional, social, and cultural needs are recognized and celebrated
- Maximize opportunities for students to become responsible citizens who participate actively in their communities, both today and into the future

Pacific Grove School-wide Learning Outcomes are as follows:

Community High School's graduates will be:

EDUCATED INDIVIDUALS WHO:

- Demonstrate competence in reading, writing, mathematics, science, social studies, and technology
- Build on our strengths and interests, and recognize myriad opportunities for learning in our everyday lives
- Earn a high school diploma and have a plan for post-graduation success

CRITICAL THINKERS AND PROBLEM SOLVERS WHO:

- Think through and solve problems by using relevant evidence and information
- Are informed consumers who make educated decisions
- Consider the consequences of their actions

INDEPENDENT AND COLLABORATIVE WORKERS WHO:

- Set goals, organize time and tasks to meet deadlines
- Participate cooperatively in group projects
- Produce independent and group work that reflects academic content standards

RESPONSIBLE CITIZENS WHO:

- Are employable and able to successfully participate in a college environment
- Understand and appreciate diverse cultures and points of view
- Understand and participate in the duties, rights, and privileges of citizens in a democracy

HEALTHY INDIVIDUALS WHO:

- Have a strong sense of self-worth, and take care of themselves mentally and physically
- Resolve conflicts through positive actions
- Demonstrate tolerance and respect for diversity, recognizing how their actions impact others

Student Enrollment by Grade Level (School Year 2018-19)

Grade Level	Number of Students
Grade 9	1
Grade 10	1
Grade 11	6
Grade 12	13
Total Enrollment	21

Student Enrollment by Group (School Year 2018-19)

Student Group	Percent of Total Enrollment
American Indian or Alaska Native	4.8
Asian	4.8
Filipino	4.8
Hispanic or Latino	14.3
White	66.7
Socioeconomically Disadvantaged	47.6
Students with Disabilities	23.8
Homeless	

A. Conditions of Learning**State Priority: Basic**

The SARC provides the following information relevant to the State priority: Basic (Priority 1):

- Degree to which teachers are appropriately assigned and fully credentialed in the subject area and for the pupils they are teaching;
- Pupils have access to standards-aligned instructional materials; and
- School facilities are maintained in good repair

Teacher Credentials

Teachers	School 2017-18	School 2018-19	School 2019-20	District 2019-20
With Full Credential	2	2	2	124
Without Full Credential	0	0	0	0
Teaching Outside Subject Area of Competence (with full credential)	0	0	0	0

Teacher Misassignments and Vacant Teacher Positions

Indicator	2017-18	2018-19	2019-20
Misassignments of Teachers of English Learners	0	0	0
Total Teacher Misassignments*	0	0	0
Vacant Teacher Positions	0	0	0

Note: "Misassignments" refers to the number of positions filled by teachers who lack legal authorization to teach that grade level, subject area, student group, etc.

*Total Teacher Misassignments includes the number of Misassignments of Teachers of English Learners.

Quality, Currency, Availability of Textbooks and Instructional Materials (School Year 2019-20)

Year and month in which data were collected: December 2016

Students at Community High School are provided the same textbooks at the district's comprehensive high school (Pacific Grove High School). Curriculum at Community High School is aligned with the Common Core standards. Ancillary materials, including online credit recovery and instruction, are purchased for each core area to support the curriculum.

Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption?	Percent Students Lacking Own Assigned Copy
Reading/Language Arts	2006 McDougal Littell Language of Literature American Literature	Yes	0
Mathematics	2014 McGraw Hill ALEKS	Yes	0
Science	2007 Holt, Rinehart & Winston California Biology Holt, Rinehart & Winston California Earth Science	Yes	0
History-Social Science	2006 Holt, Rinehart, & Winston Civics in Practice Holt Rinehart & Winston American Anthem Holt Rinehart & Winston Human Legacy Modern Era	Yes	0
Health	2015 McGraw Hill Glencoe Health	Yes	0
Visual and Performing Arts	2013 Pearson Prentice Hall Learning Microsoft Office Deluxe Edition	Yes	0
Science Laboratory Equipment (grades 9-12)	Equipment includes, but is not limited to scales, microscopes, beakers, measuring cylinders, erlenmeyer flasks, test tube holders, grinder bowls & sticks, petri dishes, vials, dropper bottles, glass canisters, funnels, water jugs, mason jars, squirt bottles, and various chemicals.		0

School Facility Conditions and Planned Improvements (Most Recent Year)

The entire facility underwent upgrades in 2003 and 2008.

School Facility Good Repair Status (Most Recent Year)

Using the **most recently collected** FIT data (or equivalent), provide the following:

- Determination of repair status for systems listed
- Description of any needed maintenance to ensure good repair
- The year and month in which the data were collected
- The overall rating

Year and month of the most recent FIT report: December 2019

System Inspected	Rating	Repair Needed and Action Taken or Planned
Systems: Gas Leaks, Mechanical/HVAC, Sewer	Good	
Interior: Interior Surfaces	Good	
Cleanliness: Overall Cleanliness, Pest/ Vermin Infestation	Good	
Electrical: Electrical	Good	
Restrooms/Fountains: Restrooms, Sinks/ Fountains	Good	
Safety: Fire Safety, Hazardous Materials	Good	
Structural: Structural Damage, Roofs	Poor	The roof will need replacement in the next few years as it is 20 years old.
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	Good	
Overall Rating	Good	

B. Pupil Outcomes

State Priority: Pupil Achievement

The SARC provides the following information relevant to the State priority: Pupil Achievement (Priority 4):

- **Statewide assessments** (i.e., California Assessment of Student Performance and Progress [CAASPP] System, which includes the Smarter Balanced Summative Assessments for students in the general education population and the California Alternate Assessments [CAAs] for English language arts/literacy [ELA] and mathematics given in grades three through eight and grade eleven. Only eligible students may participate in the administration of the CAAs. CAAs items are aligned with alternate achievement standards, which are linked with the Common Core State Standards [CCSS] for students with the most significant cognitive disabilities); and
- The percentage of students who have successfully completed courses that satisfy the requirements for entrance to the University of California and the California State University, or career technical education sequences or programs of study.

CAASPP Test Results in ELA and Mathematics for All Students

Grades Three through Eight and Grade Eleven

Percentage of Students Meeting or Exceeding the State Standard

Subject	School 2017-18	School 2018-19	District 2017-18	District 2018-19	State 2017-18	State 2018-19
English Language Arts/Literacy (grades 3-8 and 11)	--	--	77	78	50	50
Mathematics (grades 3-8 and 11)	--	--	66	65	38	39

Note: Percentages are not calculated when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Note: ELA and mathematics test results include the Smarter Balanced Summative Assessment and the CAA. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard (i.e., achieved Level 3-Alternate) on the CAAs divided by the total number of students who participated in both assessments.

CAASPP Test Results in ELA by Student Group

Grades Three through Eight and Grade Eleven (School Year 2018-19)

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	--	--	--	--	--
Male	--	--	--	--	--
Female	--	--	--	--	--
Black or African American					
American Indian or Alaska Native					
Asian	--	--	--	--	--
Filipino	--	--	--	--	--
Hispanic or Latino					
Native Hawaiian or Pacific Islander					
White	--	--	--	--	--

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
Two or More Races					
Socioeconomically Disadvantaged	--	--	--	--	--
English Learners					
Students with Disabilities	--	--	--	--	--
Students Receiving Migrant Education Services					
Foster Youth					
Homeless					

Note: ELA test results include the Smarter Balanced Summative Assessment and the CAA. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard (i.e., achieved Level 3-Alternate) on the CAAs divided by the total number of students who participated in both assessments.

Note: Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Note: The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

CAASPP Test Results in Mathematics by Student Group Grades Three through Eight and Grade Eleven (School Year 2018-19)

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	--	--	--	--	--
Male	--	--	--	--	--
Female	--	--	--	--	--
Black or African American					
American Indian or Alaska Native					
Asian	--	--	--	--	--
Filipino	--	--	--	--	--
Hispanic or Latino					
Native Hawaiian or Pacific Islander					
White	--	--	--	--	--
Two or More Races					
Socioeconomically Disadvantaged	--	--	--	--	--
English Learners					
Students with Disabilities	--	--	--	--	--
Students Receiving Migrant Education Services					

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
Foster Youth					
Homeless					

Note: Mathematics test results include the Smarter Balanced Summative Assessment and the CAA. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard (i.e., achieved Level 3-Alternate) on the CAAs divided by the total number of students who participated in both assessments.

Note: Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Note: The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

CAASPP Test Results in Science for All Students

Grades Five, Eight, and Ten

Percentage of Students Meeting or Exceeding the State Standard

Subject	School 2017-18	School 2018-19	District 2017-18	District 2018-19	State 2017-18	State 2018-19
Science (grades 5, 8 and high school)	N/A	N/A	N/A	N/A	N/A	N/A

Note: Cells with N/A values do not require data.

Note: This is a placeholder for the California Science Test (CAST) which was administered operationally during the 2018-19 school year. However, these data are not available for inclusion in the 2018-19 SARC posting due February 1, 2020. These data will be included in the 2019-20 SARC posting due February 1, 2021.

Career Technical Education Programs (School Year 2018-19)

Community High School provides a wide variety of classes and assignments that focus on career exploration. Students at Community High School also are given opportunities to enroll in Career Technical Education classes at the district comprehensive high school, but, in response to the low enthusiasm for taking those classes, emphasis has been placed on enrolling students in Monterey Peninsula College courses for career technical courses. It is hoped with the tie to MPC, that more students will enroll there after graduation.

Courses for University of California (UC) and/or California State University (CSU) Admission

UC/CSU Course Measure	Percent
2018-19 Pupils Enrolled in Courses Required for UC/CSU Admission	100
2017-18 Graduates Who Completed All Courses Required for UC/CSU Admission	0

State Priority: Other Pupil Outcomes

The SARC provides the following information relevant to the State priority: Other Pupil Outcomes (Priority 8):

- Pupil outcomes in the subject areas of physical education.

C. Engagement

State Priority: Parental Involvement

The SARC provides the following information relevant to the State priority: Parental Involvement (Priority 3):

- Efforts the school district makes to seek parent input in making decisions for the school district and each school site.

Opportunities for Parental Involvement (School Year 2019-20)

Pacific Grove Unified School District has extraordinary parental and community involvement. At all levels, parents are encouraged to participate in the educational community and Community High School is no exception. Parents are encouraged to join the site council, to volunteer in the school and be on committees as needed. Parents also volunteer in the garden and at special events such as Mock Interview day. Parents have also participated in the annual Board meeting held at the Community High School site. In addition, every parent must meet with the staff as their student is enrolled at Community High School and encouraged to attend the progress meeting at the end of each grading cycle. Nonetheless, parent engagement specifically at Community High School has been difficult and we seek to increase parent participation in all areas of the school and have set goals through our WASC process to widen our communication methods and increase opportunities for parent participation.

State Priority: Pupil Engagement

The SARC provides the following information relevant to the State priority: Pupil Engagement (Priority 5):

- High school dropout rates; and
- High school graduation rates.

Dropout Rate and Graduation Rate (Four-Year Cohort Rate)

Indicator	School 2015-16	School 2016-17	School 2017-18	District 2015-16	District 2016-17	District 2017-18	State 2015-16	State 2016-17	State 2017-18
Dropout Rate	--	--	0	6.4	3.2	0.7	9.7	9.1	9.6
Graduation Rate	--	--	90.9	91.7	92.3	95.7	83.8	82.7	83

For the formula to calculate the 2016-17 and 2017-18 adjusted cohort graduation rate, see the 2018-19 Data Element Definitions document located on the SARC web page at <https://www.cde.ca.gov/ta/ac/sa/>.

State Priority: School Climate

The SARC provides the following information relevant to the State priority: School Climate (Priority 6):

- Pupil suspension rates;
- Pupil expulsion rates; and
- Other local measures on the sense of safety.

Suspensions and Expulsions

Rate	School 2016-17	School 2017-18	School 2018-19	District 2016-17	District 2017-18	District 2018-19	State 2016-17	State 2017-18	State 2018-19
Suspensions	11.8	25.9	3.3	2.6	2.7	1.8	3.6	3.5	3.5
Expulsions	0.0	0.0	0.0	0.0	0.0	0.0	0.1	0.1	0.1

School Safety Plan (School Year 2019-20)

The safe school plan has been updated since 09/02/2016. Key elements that have been reviewed and updated have been lock-down procedures, radio review and protocol, and active shooter protocol. The plan was presented to the Site Council on October 20, 2019 and sent to the School Board for approval along with the District Plan and other site plans. Professional development is ongoing to keep staff current with safety protocols.

Average Class Size and Class Size Distribution (Secondary)

Subject	2016-17 Average Class Size	2016-17 # of Classes* Size 1-22	2016-17 # of Classes* Size 23-32	2016-17 # of Classes* Size 33+	2017-18 Average Class Size	2017-18 # of Classes* Size 1-22	2017-18 # of Classes* Size 23-32	2017-18 # of Classes* Size 33+	2018-19 Average Class Size	2018-19 # of Classes* Size 1-22	2018-19 # of Classes* Size 23-32	2018-19 # of Classes* Size 33+
English									4	6		
Mathematics									4	6		
Science									10	2		
Social Science									4	6		

*Number of classes indicates how many classrooms fall into each size category (a range of total students per classroom). At the secondary school level, this information is reported by subject area rather than grade level.

Ratio of Academic Counselors to Pupils (School Year 2018-19)

Title	Ratio
Academic Counselors*	52.5

*One Full Time Equivalent (FTE) equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time.

Student Support Services Staff (School Year 2018-19)

Title	Number of FTE* Assigned to School
Counselor (Academic, Social/Behavioral or Career Development)	.4
Library Media Teacher (Librarian)	
Library Media Services Staff (Paraprofessional)	
Psychologist	
Social Worker	

Title	Number of FTE* Assigned to School
Speech/Language/Hearing Specialist	
Resource Specialist (non-teaching)	

*One Full Time Equivalent (FTE) equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time.

Expenditures Per Pupil and School Site Teacher Salaries (Fiscal Year 2017-18)

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Restricted)	Expenditures Per Pupil (Unrestricted)	Average Teacher Salary
School Site	\$13,065	\$467	\$12,598	\$86,114
District	N/A	N/A	\$12,598	\$97,069.00
Percent Difference - School Site and District	N/A	N/A	0.0	14.2
State	N/A	N/A	\$7,506.64	\$72,949.00
Percent Difference - School Site and State	N/A	N/A	130.9	36.9

Note: Cells with N/A values do not require data.

The California Department of Education issued guidance to LEAs on August 1, 2018, regarding how to calculate school-level per-pupil expenditures that will be reported on 2018-19 report cards.

Types of Services Funded (Fiscal Year 2018-19)

Community High School students have access to a social/emotional counselor. Special Education services are accessed as indicated in student Individual Education Plans through a teacher from the comprehensive high school and a retired Special Education teacher comes to the school twice a week for about 2 hours to help struggling students. On rare occasions, students who have negative contact with law enforcement are assigned a Probation Officer that monitor student behavior and attendance. Additionally, Special Education students have access, as determined in their IEP, to specialized therapeutic counseling and access to a psychiatrist.

Teacher and Administrative Salaries (Fiscal Year 2017-18)

Category	District Amount	State Average For Districts In Same Category
Beginning Teacher Salary	\$55,895	\$46,208
Mid-Range Teacher Salary	\$92,626	\$72,218
Highest Teacher Salary	\$119,059	\$92,742
Average Principal Salary (Elementary)	\$153,110	\$134,864
Average Principal Salary (Middle)	\$151,143	\$118,220
Average Principal Salary (High)	\$171,706	\$127,356
Superintendent Salary	\$228,679	\$186,823
Percent of Budget for Teacher Salaries	42%	33%
Percent of Budget for Administrative Salaries	7%	6%

For detailed information on salaries, see the CDE Certificated Salaries & Benefits web page at <https://www.cde.ca.gov/ds/fd/cs/>.

Professional Development (Most Recent Three Years)

Measure	2017-18	2018-19	2019-20
Number of school days dedicated to Staff Development and Continuous Improvement	2	2	2

Priorities for staff development for the 2016-18 school years have been focused on the national Common Core State Standards - primarily English Language Arts. The primary focus for the 2016-17 school year has been on the implementation of the Professional Learning Communities framework and the subsequent cycle of planning, data collection, analysis, and implementation. The development has been done on school release days as well as during after-school presentations by District and county experts. Staff development funds have been set aside to release teachers for workshops and meetings on the development of the materials and curriculum. Further staff development for the 2019-20 school year will focus on utilizing data and outside resources to address social-emotional learning and the climate of Community High School as a safe environment to seek support.

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

SUBJECT: Contract with Monterey County Superintendent of Schools for School Services of California, Inc. Services

DATE: January 23, 2020

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

RECOMMENDATION:

The District Administration recommends the Board review and approve the agreement with Monterey County Superintendent of Schools for School Services of California, Inc. (SSC) for special services.

BACKGROUND:

The purpose of this agreement is for Monterey Superintendent of Schools (MCOE) to provide assistance to Pacific Grove USD regarding school finance, legislation, school budgeting, general finance issues, and state mandated program cost claims process to the District through MCOE's Agreement with SSC.

As part of the requirements set by SSC, unless every school district participates, the consortium will fold and these services will no longer be available without having a standalone agreement with SSC.

INFORMATION:

The services listed are provided by SSC every fiscal year. It is a routine process to enter into this Agreement with MCOE.

FISCAL IMPACT:

Cost is \$250 per month (an increase of \$15 per month) for a total of \$3,000 annually to be paid by the General Fund.



Monterey County Office of Education

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

Dr. Deneen Guss
County Superintendent of Schools

January 14, 2020

TO: Superintendents and Chief Business Officials

FROM: Garry P. Bousum, Associate Superintendent
Finance and Business Services

SUBJECT: School Services of California
2020-21 Agreement for Special Services

I have enclosed a 2020-21 Agreement for School Services of California, Inc. (SSC) for Special Services between your District and the Monterey County Superintendent of Schools. The purpose of this Agreement is for MCOE to provide assistance to your District regarding school finance, legislation, school budgeting, general finance issues, and state mandated program cost claims process to the District through MCOE's Agreement with SSC.

It is important to note that, according to guidelines set by SSC, ***unless every district participates the consortium will fold and these services will no longer be available without having a standalone agreement with SSC.*** The cost for the standalone agreement is \$325/mo. Through the consortium your district's cost would be discounted to \$250/mo. However, 100% district participation is required.

Please review and sign both copies of the enclosed document and return them to me at your earliest convenience. One signed copy will be returned to you. The Monterey County Office of Education remains hopeful that we will be able to continue to assist in providing these valuable SSC services to you.

GPB:cd
Enclosure

AGREEMENT FOR SPECIAL SERVICES

This Agreement is between the Monterey County Superintendent of Schools, hereinafter "MCOE" and the _____ School District, hereinafter "District".

1. MCOE will provide assistance regarding school finance, legislation, school budgeting, general finance issues, and state mandated program cost claims process to the District, through MCOE's Agreement with School Services of California, Inc.
2. The services shall include the following:
 - a. Electronic delivery of the *Fiscal Report* containing information on issues of school finance, budgets, or practices and policy issues that impact school district fiscal policies, and an electronic copy of the *Analysis of the Governor's Proposals for the State Budget and K-12 Education*
 - b. Unlimited access to the Consultant's online workshops, which include:
 - i. Fiscal Aspects of Negotiations
 - ii. Associate Student Body
 - c. An analysis of all major school finance/fiscal legislation and reports on its legislative/executive branch progress
 - d. Participation at the Consultant's school finance conferences and workshops at the Consultant's client rate
3. District agrees to pay MCOE \$3,000 annually, at a rate of \$250 per month. District authorizes MCOE to fund transfer any amounts due for participation in this Agreement.

The AGENCY authorizes a transfer of funds as follows:

Fund	Resource	Yr	Goal	Function	Object	School	Site	Local	Manager	Amount

4. This Agreement shall be for a period of one (1) year, beginning on February 1, 2020 and ending January 31, 2021.

District

Authorized Signature

Name

Date

Monterey County
Superintendent of Schools

Authorized Signature

Name

Date

AGREEMENT FOR SPECIAL SERVICES

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District

Authorized Signature

Name

Date

Monterey County
Superintendent of Schools

Authorized Signature

Name

Date

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

SUBJECT: Revisions to Board Policy 4012.8 Employment/Supervision of Relatives

DATE: January 23, 2020

PERSON(S) RESPONSIBLE: Ralph Gómez Porras, Superintendent

RECOMMENDATION:

The Administration recommends that the Board review and approve the revisions to Board Policy 4012.8 Employment/Supervision of Relatives.

BACKGROUND:

The policy is out of date and is due for revision.

INFORMATION:

Based on recommendations from legal counsel revisions include:

- Volunteers shall not be assigned to work under the direction, supervision, or control of a member of his/her immediate family
- Volunteers may be assigned to the same department or work location of a member of his/her immediate family with the prior written approval of the Superintendent or designee
- “Immediate Family” definition

FISCAL IMPACT:

There is no direct fiscal cost to this item.

Pacific Grove Unified School District

All Personnel

Policy #4012.8

EMPLOYMENT/ SUPERVISION OF RELATIVES

In order to preclude situations that could bring about a conflict of interest for members of the administrative staff, an employee shall not be appointed to a position where a member of his/her immediate family maintains supervisory or evaluation responsibilities for the position.

Immediate family members may be employed at the same department or work location with the prior written approval of the Superintendent or designee.

In order to avoid actual or potential conflicts of interest for employees, volunteers shall not be assigned to work under the direction, supervision, or control of a member of his/her immediate family. Volunteers may be assigned to the same department or work location of a member of his/her immediate family with the prior written approval of the Superintendent or designee.

For purposes of this Policy, "immediate family" shall include a person who is a husband, wife, domestic partner, son, daughter, mother, father, grandmother, and grandfather of an employee, living in the household of the employee and/or in a romantic relationship with the employee.

Legal Reference:

GOVERNMENT CODE

12940 Unlawful employment practices, exceptions

Pacific Grove Unified School District

All Personnel

Policy #4012.8

EMPLOYMENT/ SUPERVISION OF RELATIVES

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For purposes of this Policy, "immediate family" shall include a person who is a husband, wife, domestic partner, son, daughter, mother, father, grandmother, and grandfather of an employee, living in the household of the employee and/or in a romantic relationship with the employee.

Legal Reference:

GOVERNMENT CODE

12940 Unlawful employment practices, exceptions

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

SUBJECT: 2018-2019 Financial Audit Report and Measures A & D Financial & Performance Audit Report

DATE: January 23, 2020

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

RECOMMENDATION:

The District Administration recommends that the Board review and accept the 2018-19 Financial Audit and Measures A and D Financial & Performance Audit reports as presented.

BACKGROUND:

Under state law, each public school district is required to have an annual audit performed by an independent audit firm. Results of the audit are presented to the Board for acceptance and submittal to the County Office of Education and the California Department of Education for review.

INFORMATION:

The District's audit was performed by Eide Bailly, formerly Vavrinek, Trine, Day and Company (VTD). Paper copies have been distributed to the Board members and are available to the public upon request, or the report can be viewed on the District website. A representative from the audit firm will present the 2018-19 final audit at the Board meeting.

While the audit contains an extensive amount of information concerning the District's finances, some of the major points are:

2018-19 Financial Audit

- 1) Auditor's Opinion (page 3) – The most important part of the audit report is the auditor's opinion of the District's financial statements. In the first paragraph of page 3, the Auditor issues an unqualified opinion unmodified, as stated on page 97) where the auditor states, "In our opinion, the financial statements referred to above present fairly, in all material respects, the respective financial position.....of Pacific Grove Unified School District, as of June 30, 2019....". An unqualified opinion is the cleanest opinion an auditor can express, and means that the auditors found nothing in the District financial statements that was materially in error.

No "material weakness" was identified and no "significant deficiency" was reported as stated on page 97 of the Audit report.

- 2) Audit Findings (pages 98-99) – The audit report identifies no audit findings in the following items:
 - a. Financial Statement findings (page 98) – none reported
 - b. Federal Award Findings and Questioned Costs (page 99) – none reported

- 3) Audit findings: The audit report identifies audit findings in the following:
- a. State Award Findings (page 100) – there is one instance of noncompliance and questioned costs related to the State program laws and regulations.

“In computing the average daily attendance of a school district, there shall be included the attendance of pupils in kindergarten after they have completed one school year in kindergarten only if the school district has on file for each of those pupils an agreement made pursuant to Section 48011, approved in form and content by the State Department of Education and signed by the pupil’s parent or guardian, that the pupil may continue in kindergarten for not more than an additional year”.

Two conditions at Forest Grove Elementary School were retained in kindergarten beyond their one-year anniversary date without a completed “Kindergarten Continuance” form. The effect is the P-1 Annual Report should reflect a reduction of 1.32 ADA of which has been corrected with a Revised P-1 Report to the State.

Forest Grove has also implemented a corrective action plan as a result of this audit finding.

- b. The auditor identified under page 103, “.... opportunities for strengthening internal controls and operating deficiency.” in the Associated Student Body (ASB) specifically in the areas of:
 - Cash Receipts
 - Ticket Sales
 - Disbursement Authorizations
 - Prohibited Expenditure
 - Student Store Deposit
 - Stale Dated Check

The High School site administration and the ASB Bookkeeper have been informed of these audit findings and worked extensively with District staff in reviewing the audit findings and have subsequently implemented the corrective action steps.

- c. Middle School ASB: gaps in prenumbered receipts and timeliness of deposits by teachers/advisors to the bookkeeper. Recommendation by the auditor has been implemented.

2018-19 Measures A and D Financial and Performance Audit

- 1) Auditor’s Opinion (page 3) – an unqualified opinion has been issued, just like the District Financial Audit, on the Measure A and D Financial and Performance Audit. It is the cleanest opinion an auditor can express.
- 2) Financial Statement Findings – none reported (pages 14 and 15)
- 3) Performance Audit Findings – none reported (pages 5 and 6)

Page 4 of the Independent Auditor’s Report on Performance concludes, “The results of our tests indicated that, in all significant respects, the Pacific Grove Unified School District has properly accounted for the expenditures held in Building Fund (Measures A and D) and that such expenditures were made for *authorized* Bond projects”.

FISCAL IMPACT:

None.

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

SUBJECT: Transportation Review

DATE: January 23, 2019

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

RECOMMENDATION:

At the request of the Trustees, the District Administration is providing this analysis of the transportation department for their review.

BACKGROUND:

The District has provided bus transportation to and from school for several years. When ridership began falling in 2006-07 and 2007-08, the District reduced bus fees in order to attract more riders. While most families pay a fee per student, families that qualify for the Free-and-Reduced-Meal program also qualify for free transportation. The District is currently running bus routes that provide transportation for both Regular and Special Education students.

INFORMATION:

As of September, 2019, the District provides Regular Education transportation for 175 riders. The number of riders increased each year since 2007-08 when there were only 144 riders, and then decreased in 2016-17 but increased again in 2017-18. However, the number declined again last school year and it is now at 175, 40% drop as compared to last year.

Of the 175 riders in the current year, 66 riders (38%) are riding free due to meeting the household income rules allowed under the Free-and-Reduced-Meal program.

The cost of the Transportation program is budgeted to be \$452,815 in 2019-20. The revenue that pays for the program comes from three sources:

- 1) The state Home-to-School Transportation revenue provides \$105,091 (23%),
- 2) Transportation Fees collected from riders provides \$15,000 (3%)
- 3) The General Fund Contribution provides \$332,724 (74%).

For comparison purposes, below are the transportation fees charged at Pacific Grove Unified School District, Carmel Unified School District, and Monterey Peninsula Unified School District.

	1 st Rider	2 nd Rider	3 rd Rider (or more)
1) PGUSD	\$100	\$ 50 (\$150)	Free (\$150)
2) CUSD	\$200	\$200 (\$400)	\$100 (\$500)
3) MPUSD	\$200	\$160 (\$360)	\$120 (\$480)

FISCAL IMPACT:

At this time there is not a fiscal impact

Transportation Fleet

Passengers (3 Per Seat*)	Bus Number	Year	Miles	Miles Driven 12/18- 12/19	Estimated Value	Notes
84	2	2002	126,065	4,096	\$6,900	No Seatbelts
24	3	2012	38,150	2,954	\$10,200	Seatbelts, SPED
12	4	2009	106,498	586	\$10,900	Lift, SPED
48	5	1999	94,938	1,436	\$5,000	No Seatbelts
84	6	1999	147,943	5,105	\$9,900	No Seatbelts
18	7	2013	49,811	5,586	\$18,900	Lift, SPED
78	8	2015	42,126	6,481	\$83,900	Seatbelts
78	9	2017	19,293	5,222	\$100,00+	Seatbelts

*The typical school bus seat is 39 inches wide and generally considered to have a maximum seating capacity of three. The capacity rating is not meant to be a measure of the absolute capacity of the school bus seat for all sizes of passengers. Rather, it is the "rated maximum capacity" as determined by the school bus body manufacturer and specified on the vehicle. This rated capacity is determined by dividing the width of the seat by the number "13," which represents the 12.8-inch hip breadth of a 5th percentile adult female test dummy as specified in Federal Motor Vehicle Safety Standard 208, "Occupant Crash Protection."

[A 5th percentile adult female dummy is approximately 4-feet 11-inches tall and weighs 102 pounds]

Source – National Association of State Directors of Pupil Transportation Services

Transportation Fleet Costs

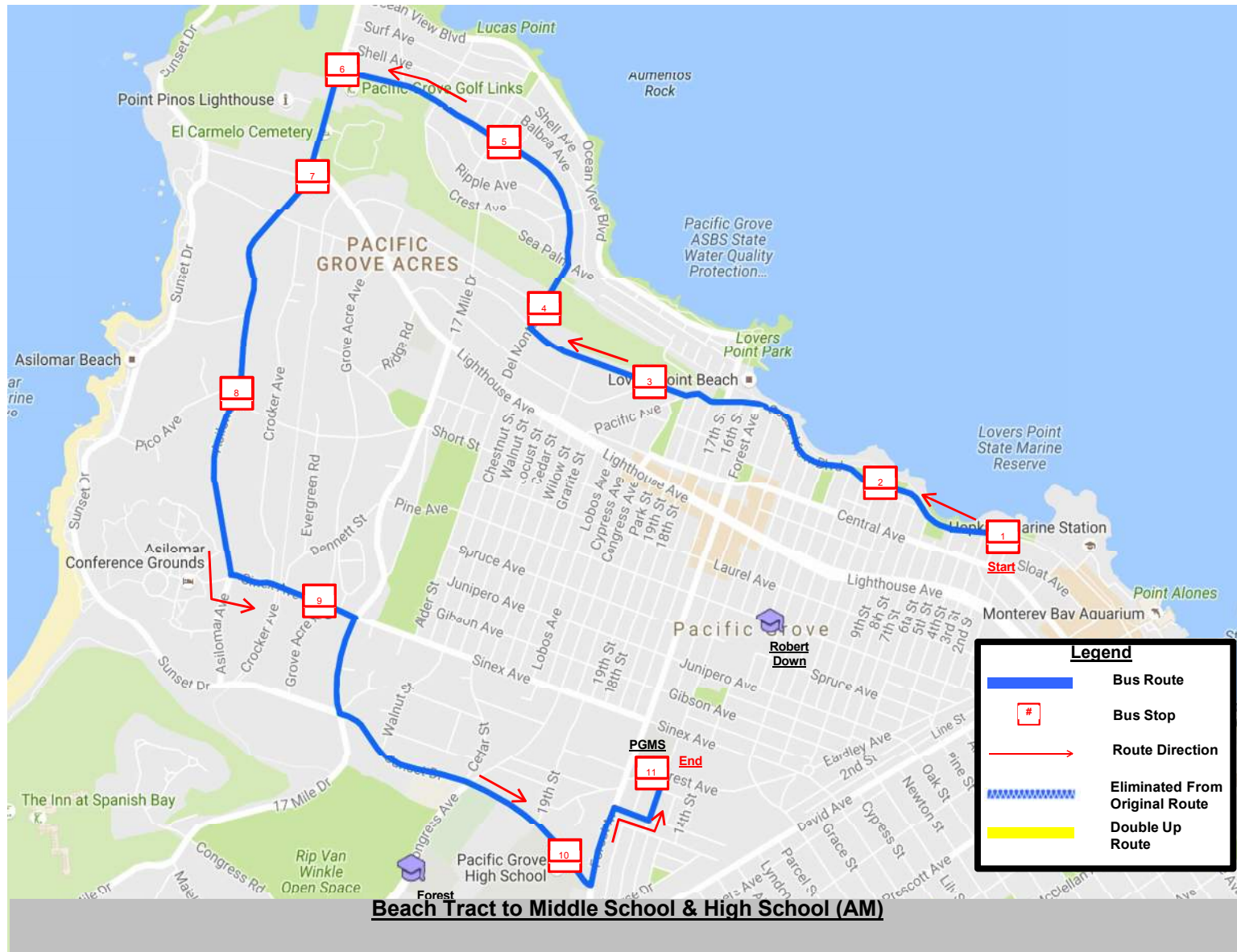
	Estimated Value
Fuel – 18/19	\$18,423.92
Repairs & Service 18/19	\$42,253.24
Training	\$6,000
New 84 Passenger Bus	\$175,000
New SPED Bus	\$80,000

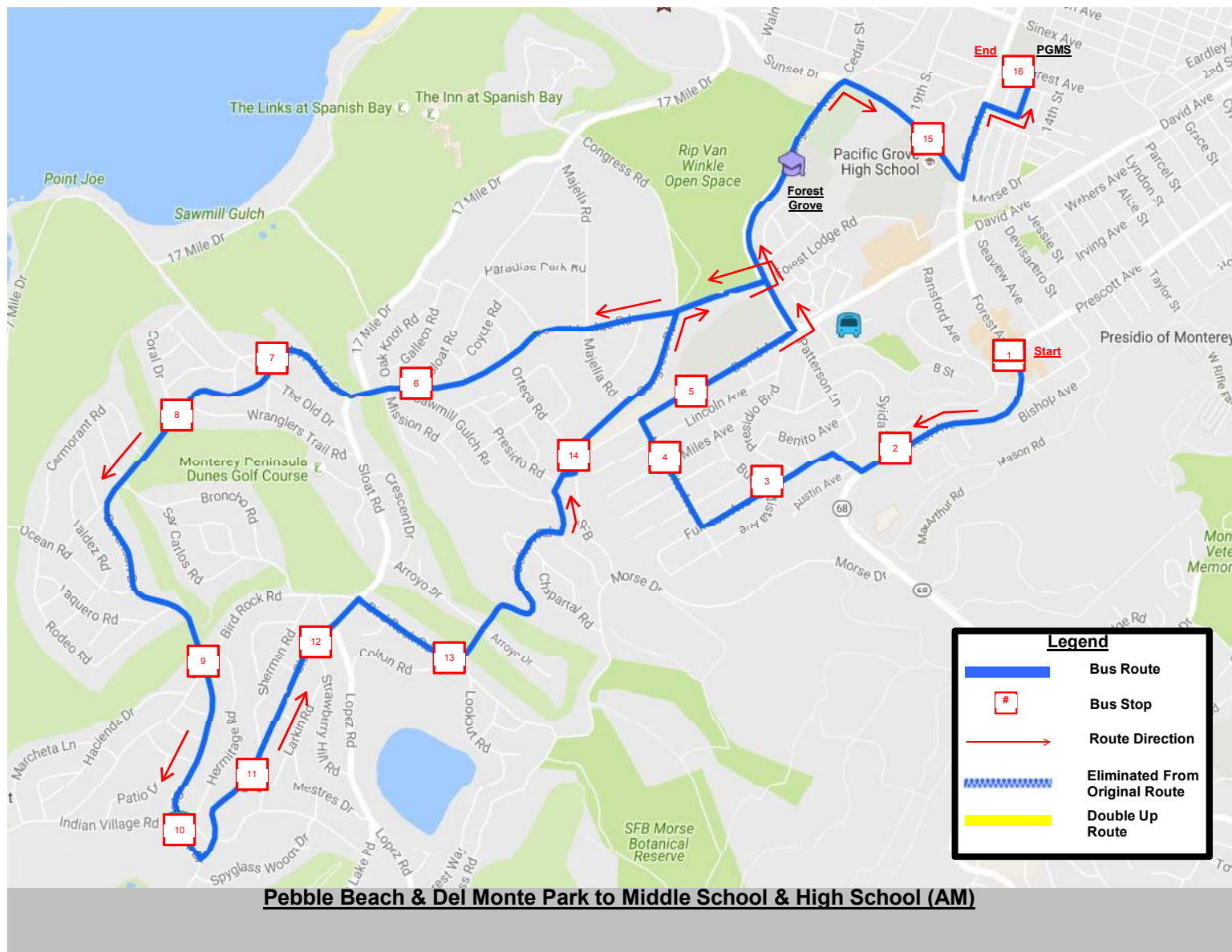
AM Transportation Schedule

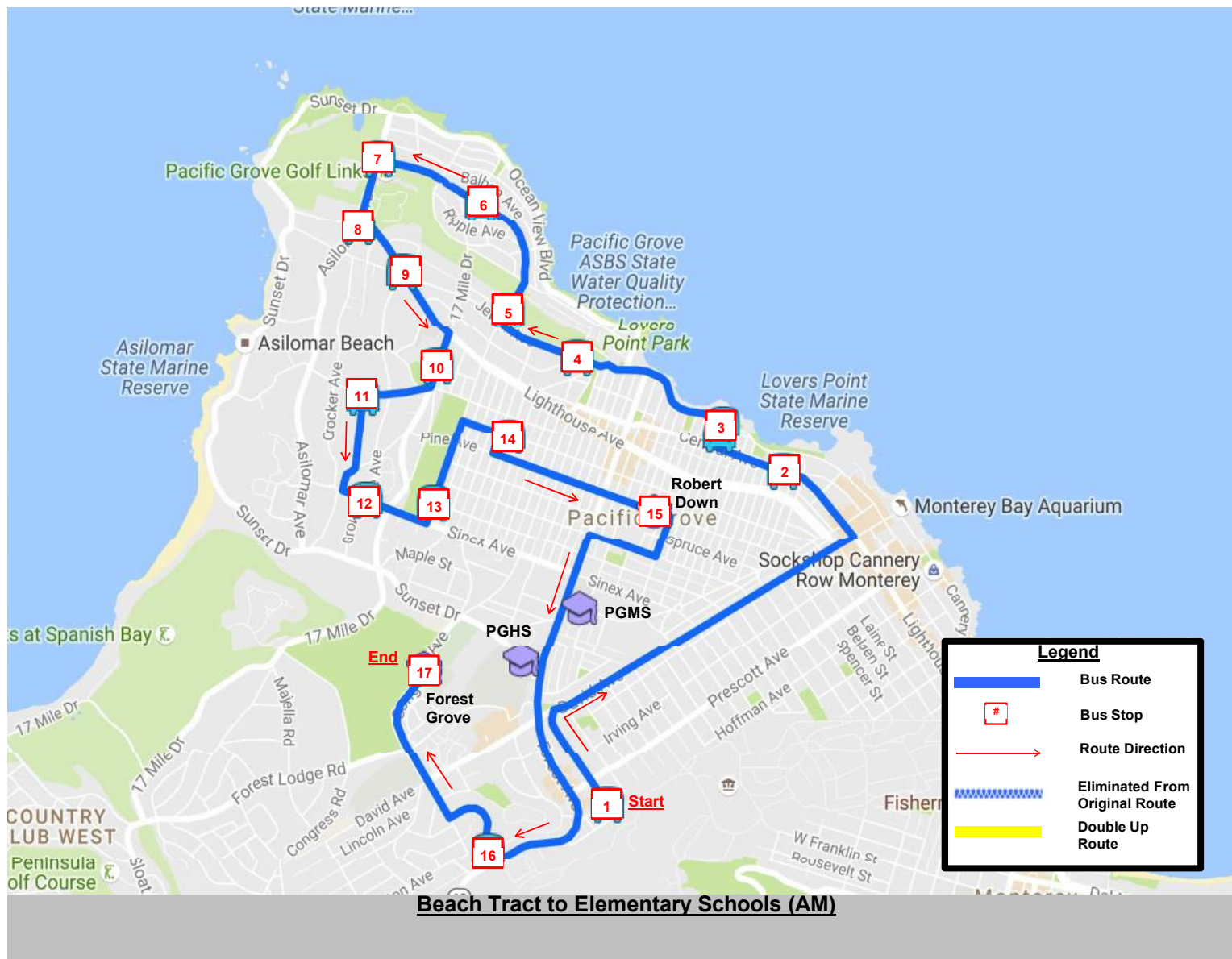
Driver/Route	Route Name	Departure	Arrival	
A/01	Beach Tract to HS & MS	6:55	7:15(HS)	7:20(MS)
B/02	DMP & PB to HS & MS	6:50	7:15(HS)	7:20(MS)
A/1	Beach Tract to HS & MS	7:30	7:55(HS)	8:00(MS)
B/2	DMP & PB to HS & MS	7:20	7:50(HS)	7:55(MS)
A/3	Beach Tract to Elem	8:00	8:25(RD)	8:35(FG)
B/4	DMP & PB to Elem	7:55	8:30(FG)	8:35(RD)
C/SPED	HS & Pre-School	7:50	8:15(HS)	8:25(PS)
D/SPED	MS SPED	7:25	7:40(MS)	
D/SPED	MS & RD SPED	7:55	8:20(RD)	8:30(RD)
D/SPED	Transitional Adult (MPC Mon & Wed) Wed)	8:35	8:55(TA)	9:00(MPC)

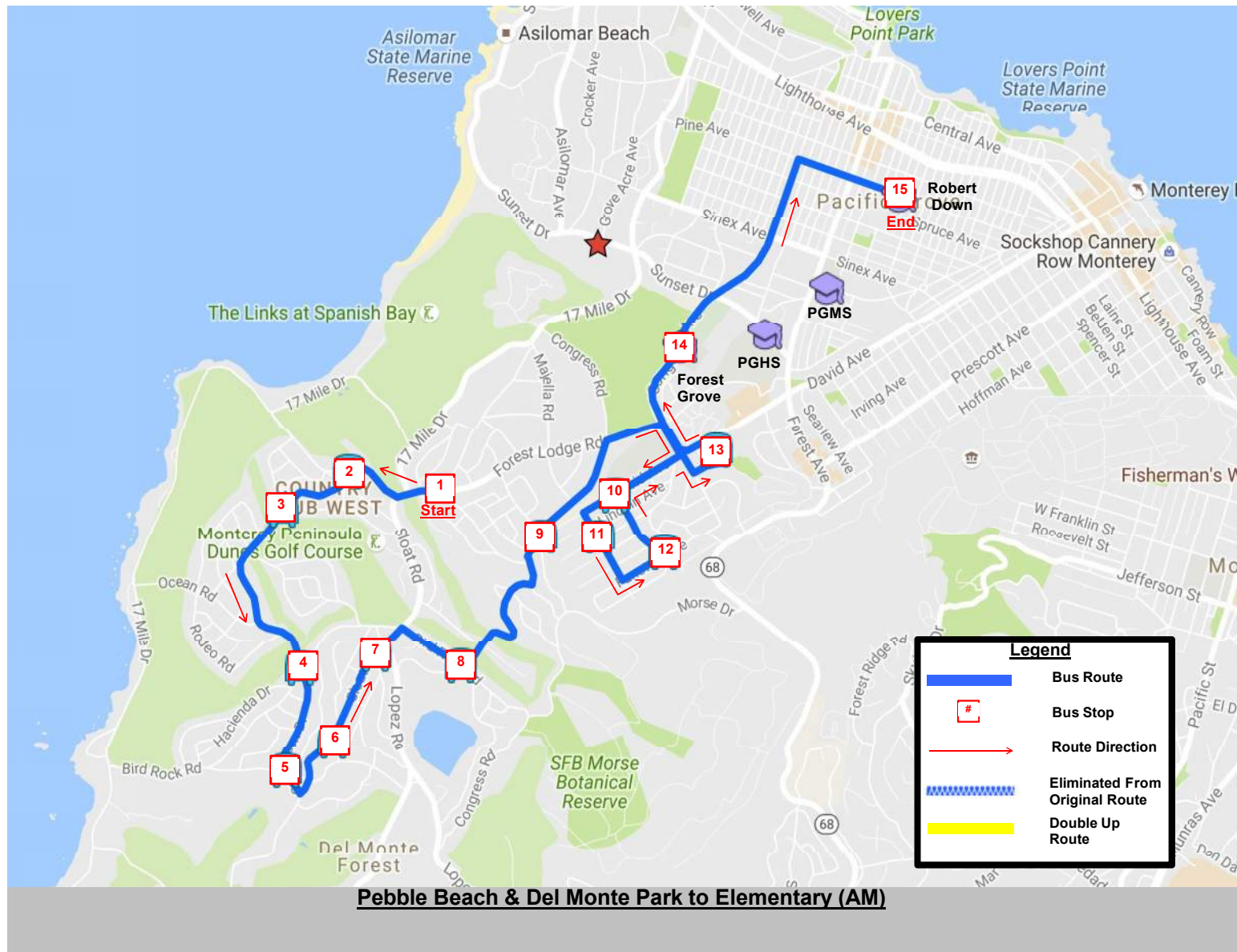
BT = Beach Tract PB = Pebble Beach DMP = Del Monte Park HS = PG High School MS = PG Middle School FG = Forest Grove

RD = Robert Down PS = SPED Preschool David Ave TA = Transitional Adult







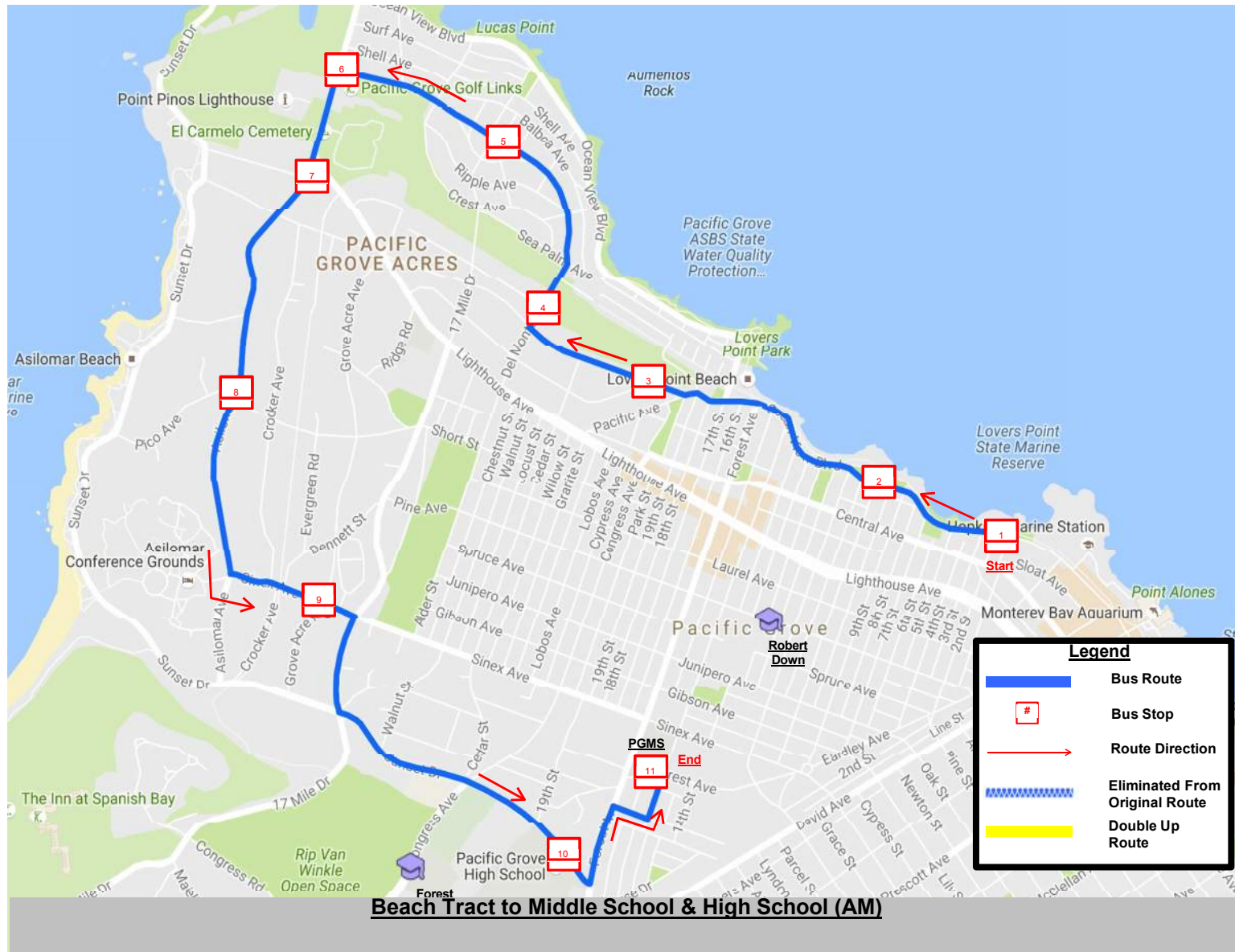


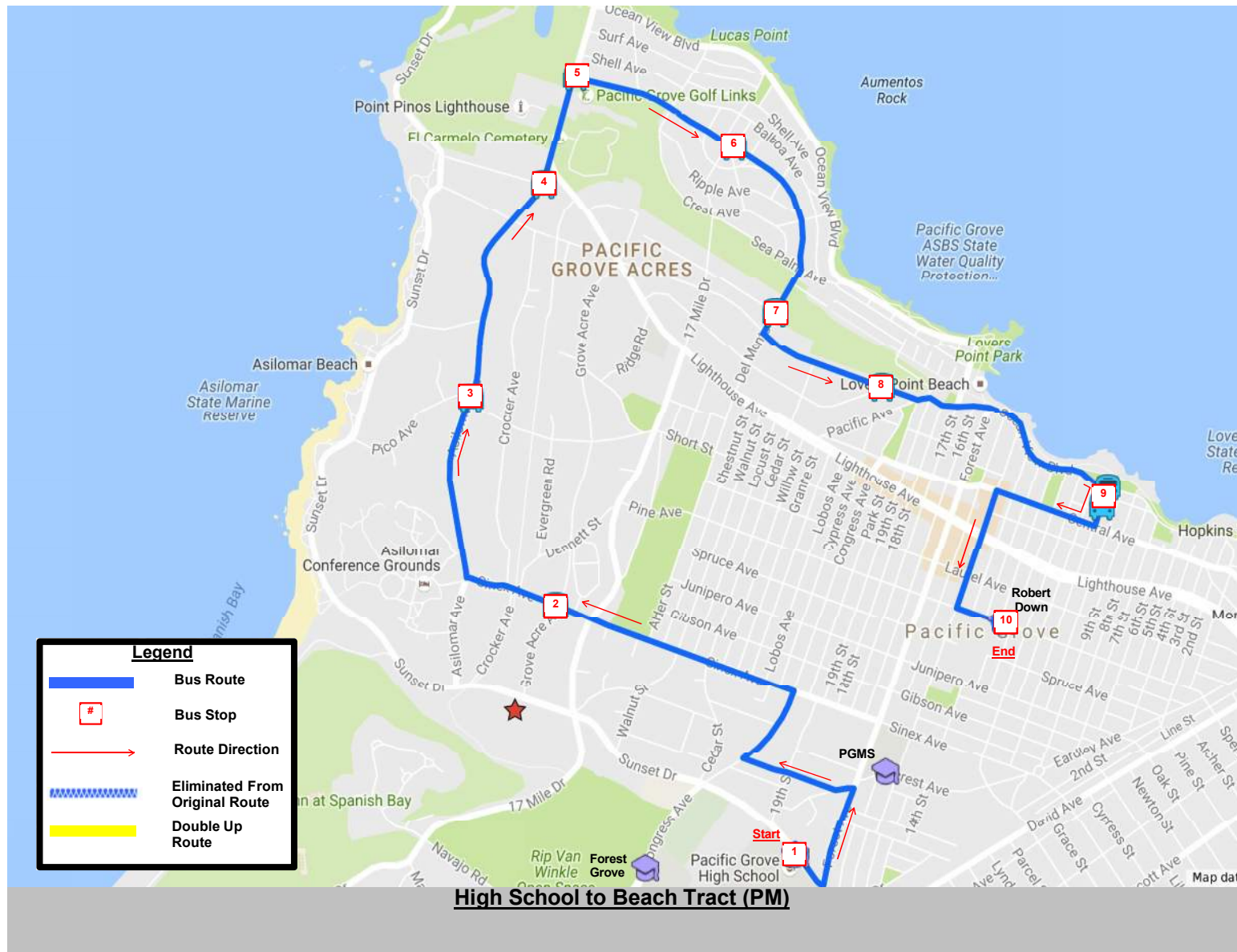
PM Transportation Schedule

Driver/Route	Route Name	Pick-Up		End Route
A/6	Kinder to Beach Tract	1:35(RD)		2:00(YD)
C/7	Kinder FG to PB & DMP	2:00(FG)		2:30(PS)
A/11	HS to Beach Tract	2:50(HS)		3:15(RD)
B/13	HS to Pebble Beach	2:50(HS)		3:15(FG)
A/14	Elem & MS to Beach Tract	3:15(RD)	3:20(MS)	3:50(YD)
B/15	Elem & MS to PB	3:15(FG)	3:20(MS)	3:50(YD)
C/16	Elem & MS to DMP	3:15(FG)	3:20(MS)	3:50(YD)
C/SPED	SPED Pre-School & HS	2:30(PS)	2:45(HS)	3:05(FG)
D/SPED	SPED MS & RD	3:15(RD)	3:25(MS)	3:50(YD)
E/	Athletics/ASE/Band			

BT = Beach Tract PB = Pebble Beach DMP = Del Monte Park HS = PG High School MS = PG Middle School FG = Forest Grove YD= Bus Yard

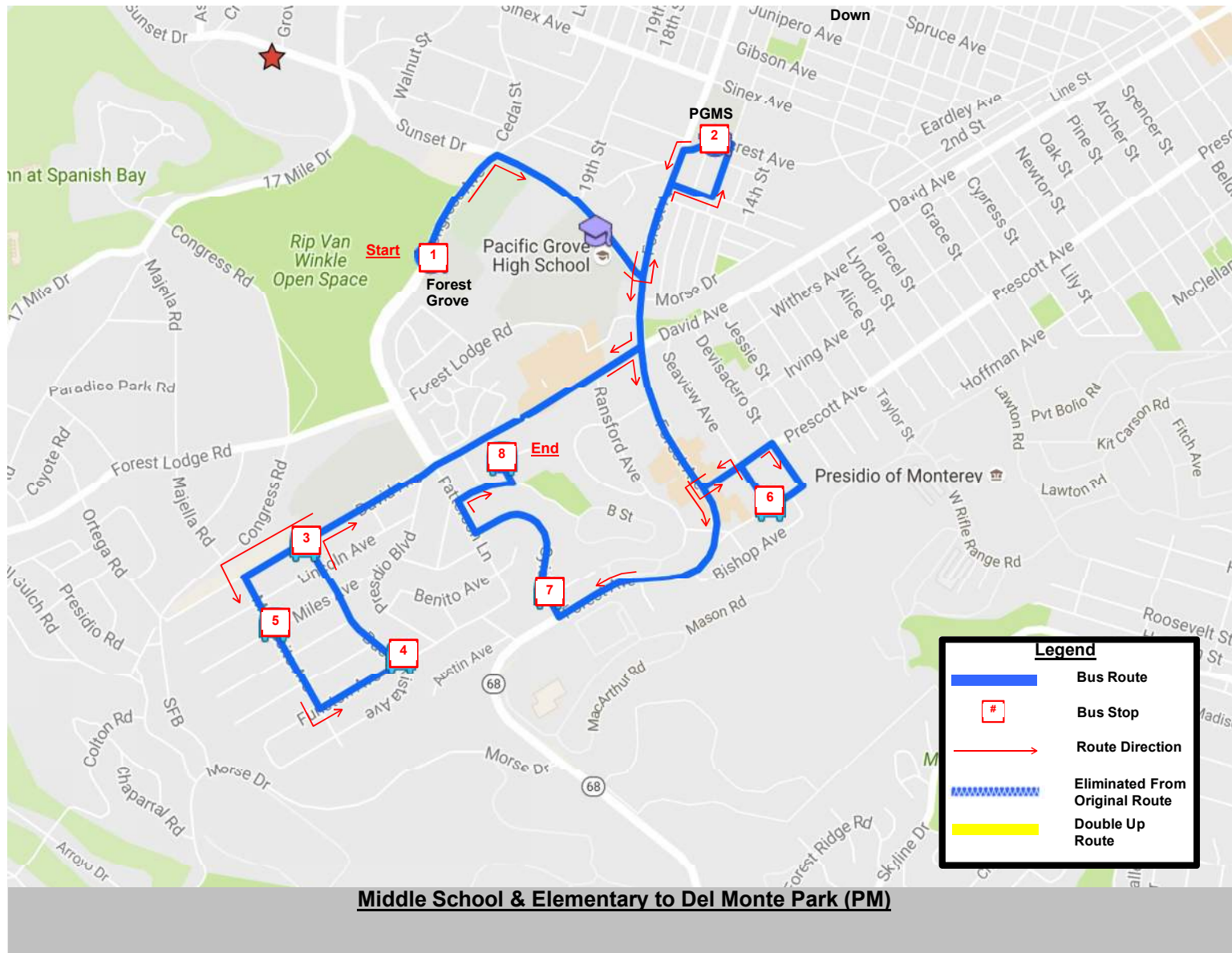
RD = Robert PS = SPED Preschool David Ave TA = Transitional Adult











Transportation Master Schedule 2019-20

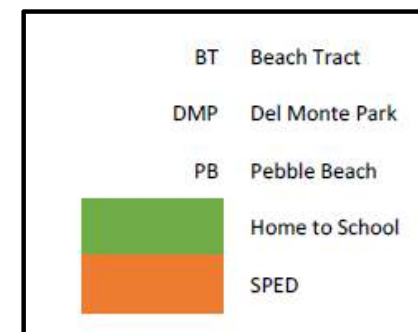
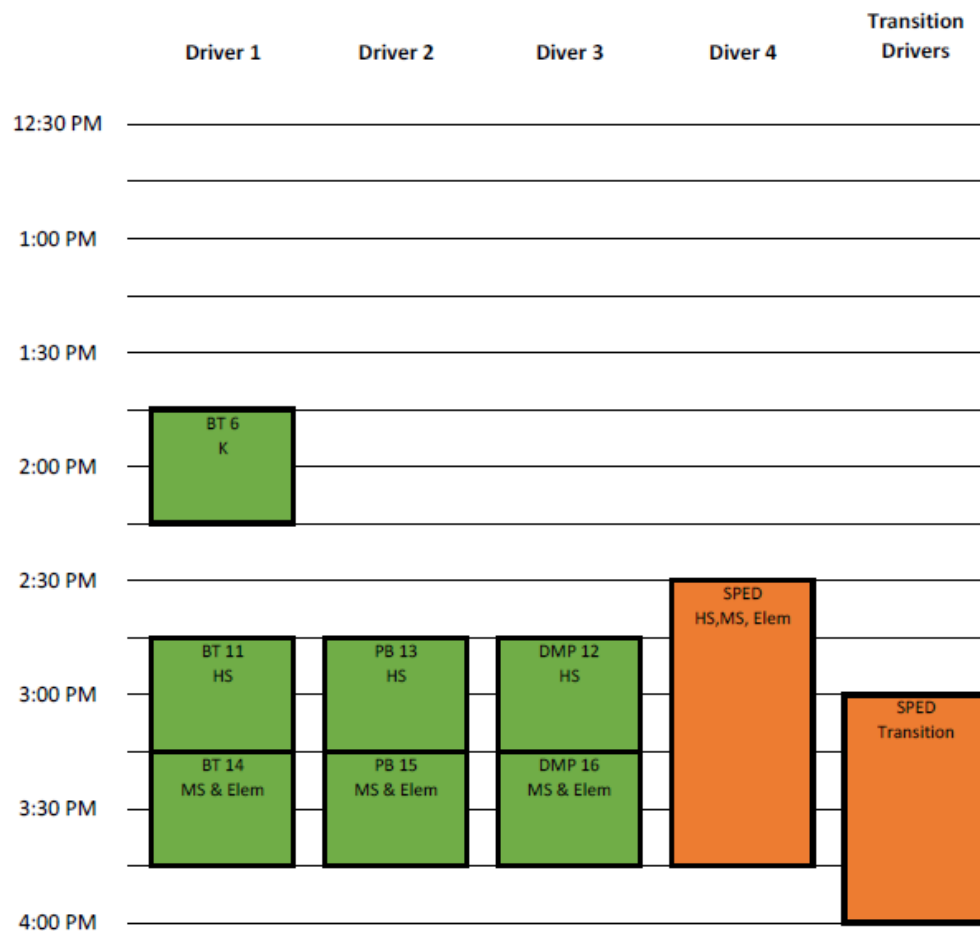
AM Routes

	Driver 1	Driver 2	Diver 3	Diver 4	Transition Drivers
6:30 AM					
7:00 AM	BT 01 HS & MS	PB DMP 02 HS & MS			
7:30 AM	BT 1 HS & MS	PB DMP 2 HS & MS	SPED Elementary	SPED MS	
8:00 AM	BT 3 Elem	PB DMP 4 Elem		SPED HS & MS	
8:30 AM					
9:00 AM				SPED Transition	
9:30 AM				SPED Transition to MPC Tue & Thurs	
10:00 AM					

BT	Beach Tract
DMP	Del Monte Park
PB	Pebble Beach
<div style="display: inline-block; width: 20px; height: 20px; background-color: #4CAF50; border: 1px solid black;"></div>	Home to School
<div style="display: inline-block; width: 20px; height: 20px; background-color: #FF9800; border: 1px solid black;"></div>	SPED

Transportation Master Schedule 2019-20

PM Routes (M,T,W,F)

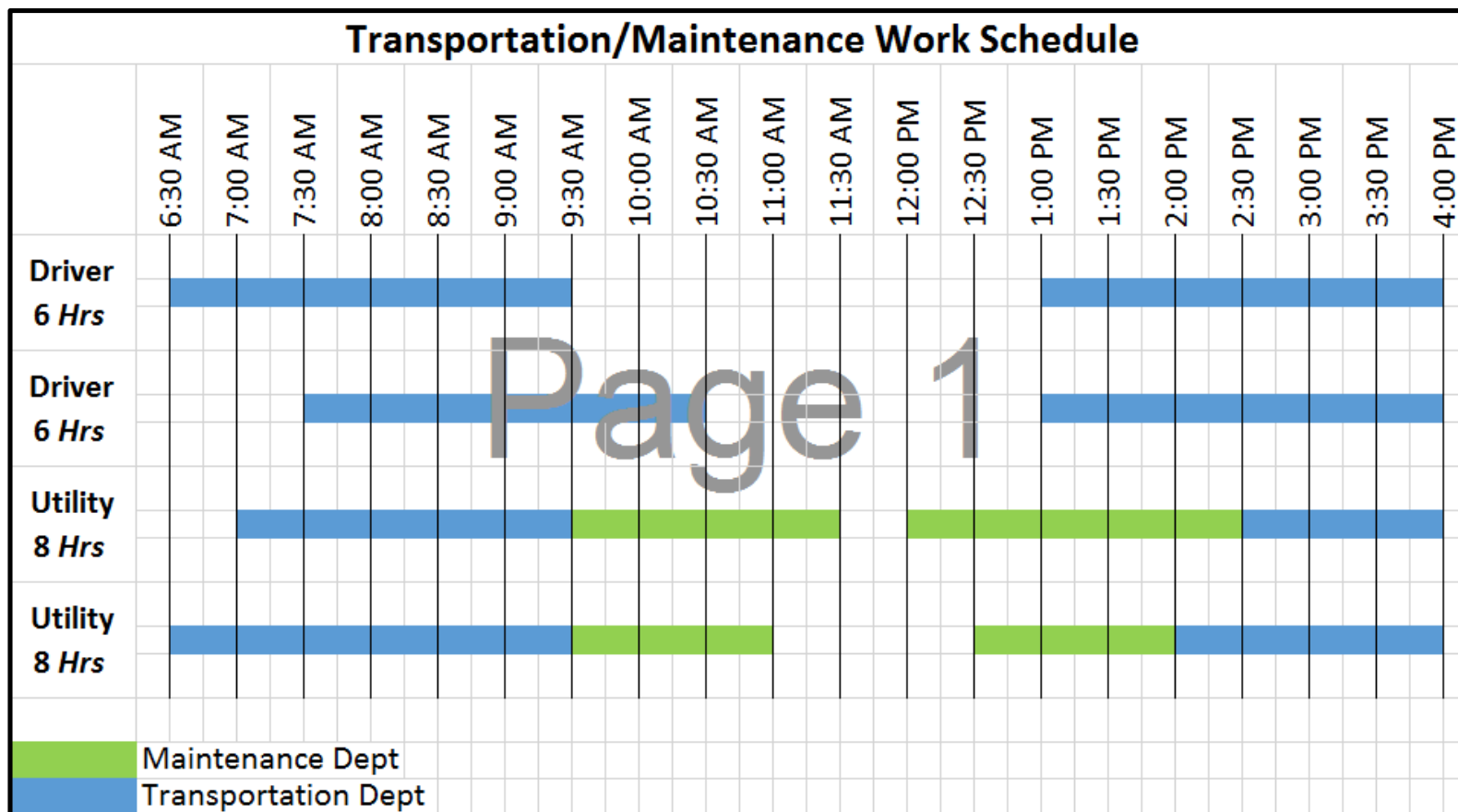


Transportation Master Schedule 2019-20

PM Routes (TH)

	Driver 1	Driver 2	Driver 3	Driver 4	Transition Drivers
12:30 PM					
1:00 PM					
1:30 PM				SPED Elem	
2:00 PM	BT 10 Elem & MS	PB 8 Elem & MS	DMP 9 Elem & MS	SPED HS & MS	
2:30 PM					
3:00 PM	BT 11 HS	PB 13 HS	DMP 12 HS		SPED Transition
3:30 PM					
4:00 PM					

BT	Beach Tract
DMP	Del Monte Park
PB	Pebble Beach
<div style="display: inline-block; width: 20px; height: 20px; background-color: #4CAF50; border: 1px solid black;"></div>	Home to School
<div style="display: inline-block; width: 20px; height: 20px; background-color: #FF9800; border: 1px solid black;"></div>	SPED



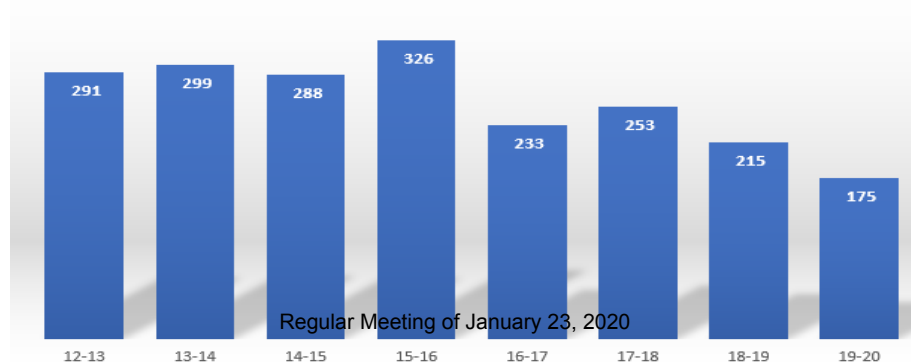
Bus Ridership

	12-13 actual	13-14 actual	14-15 actual	15-16 actual	16-17 actual	17-18 actual	18-19 actual	19-20 actual
Forest Grove								
Del Monte Park	40	37	27	44	26	52	49	48
Pebble Beach	27	67	60	60	44	37	22	16
Beach Track	14	13	20	19	15	4	5	9
Total Forest Grove	81	117	107	123	85	93	76	73
Robert Down								
Del Monte Park	10	4	1	3	1	2	-	-
Pebble Beach	13	9	9	5	3	1	2	3
Beach Track	58	40	48	55	38	51	41	26
Total Robert Down	81	53	58	63	42	54	43	29
Middle School								
Del Monte Park	16	17	17	22	35	22	16	16
Pebble Beach	21	28	32	38	12	24	17	10
Beach Track	34	35	27	25	26	33	27	15
Total Middle School	71	80	76	85	73	79	60	41
High School								
Del Monte Park	7	2	3	6	9	2	1	6
Pebble Beach	17	12	12	12	5	8	7	7
Beach Track	34	35	32	37	19	17	9	10
Total High School	58	49	47	55	33	27	17	23
Total Ridership								
Del Monte Park	73	60	48	75	71	78	66	70
Pebble Beach	78	116	113	115	64	70	48	36
Beach Track	140	123	127	136	98	105	82	60
Punch Pass riders							19	9
Total District	291	299	288	326	233	253	215	175
Change	(7)	8	(11)	38	(93)	20	(38)	(40)
Percent Change	-2.3%	2.7%	-3.7%	13.2%	-28.5%	8.6%	-15.0%	-18.6%
Free Riders	105	139	122	125	88	84	67	66
percent of total	36%	46%	42%	38%	38%	33%	31%	38%

¹ The District offers free transportation to families that qualify for the Free or Reduced Meals program.

² The District charges an annual fee of \$100 for the first rider and \$150 for two or more riders. We also offer a per semester charge of \$80 for the first rider and \$120 for two or more riders. This provides revenue of \$15,000 per year.

Total Bus Ridership By Year



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

SUBJECT: Board Calendar/Future Meetings

DATE: January 16, 2020

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

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 ✓ School Accountability Report Cards	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 ✓ 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 ✓ Begin Superintendent Evaluation	District Office
May 7	Regular Board Meeting ✓ Continue Superintendent Evaluation ✓ Final Review of Site Master Schedules ✓ Review of Strategic Plan and LCAP (as needed) ✓ 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 ✓ Complete 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	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
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**Quarterly District Safety Update and Quarterly Facilities Projects Update as needed*

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

SUBJECT: Review of the Governor's Budget Proposal for 2020-21

DATE: January 23, 2020

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

RECOMMENDATION:

The District Administration recommends the Board review the information provided regarding Governor Newsom's Budget Proposal for 2020-21.

BACKGROUND:

Each January, the Governor issues his Governor's Budget Proposal which is the first official announcement of the state budget for the coming fiscal year. Then in May, the Governor's May Revision of the January Budget Proposal is issued which provides much more detail. School districts watch closely for the release of these two documents, and use them as the basis for developing their own district budgets, which must be adopted by June 30 each year.

INFORMATION:

Please see below the direct summary of the Governor's Budget Proposal by the California Association of School Business Officials (CASBO).

Next Steps: The Governor's budget proposal marks the beginning of the budget cycle. Between now and May, when the Governor's May Revision is issued, the Legislature will have much to say about this budget proposal, and more information will be released. The next report to the PGUSD Board will be made in May once the May Revision has been released. We are looking forward to important pieces of legislation, foremost being the decrease of statutory CalSTRS employer contribution rates for 2019-20 and 2020-21.

FISCAL IMPACT:

None.

Governor Newsom Releases the 2020-21 State Budget
By Sara C. Bachez and Elizabeth Esquivel, Governmental Relations
CASBO

Today, Governor Newsom released the 2020-21 [state budget](#) that prioritizes addressing climate change, affordable health care, and housing. The state reserves have reached \$21 billion to mitigate future economic challenges and continues the suspension of about \$2 billion in programmatic expansions until July 1, 2023. The Governor's economic forecast assumes federal approval of the Managed Care Organization (MCO) tax authorized in the 2019 Budget Act, with revenues reflecting in the 2021-22 fiscal year, which would maintain a structurally balanced budget through 2023-24.

2020-2021 Governor's Budget
General Fund Revenue Sources
(Dollars in Millions)

	2019-20	2020-21	Change from 2019-20 Dollar Change	Percent Change
Personal Income Tax	\$101,682	\$102,878	\$1,196	1.2%
Sales & Use Tax	27,185	28,243	1,058	3.9
Corporate Tax	15,305	16,007	702	4.6
Insurance Tax	3,023	3,117	94	3.1
Alcoholic Beverage Taxes & Fees	383	389	6	1.6
Cigarette Tax	60	58	-2	-3.3
Motor Vehicle Fees	35	38	3	8.6
Other	863	2,864	2,001	231.9
Subtotal	\$148,536	\$153,594	\$5,058	3.4%
Transfer to the Budget Stabilization Account/ Rainy Day Fund	-\$2,050	-\$1,959	91	-4.4%
Total	\$146,486	\$151,635	\$5,149	3.5%

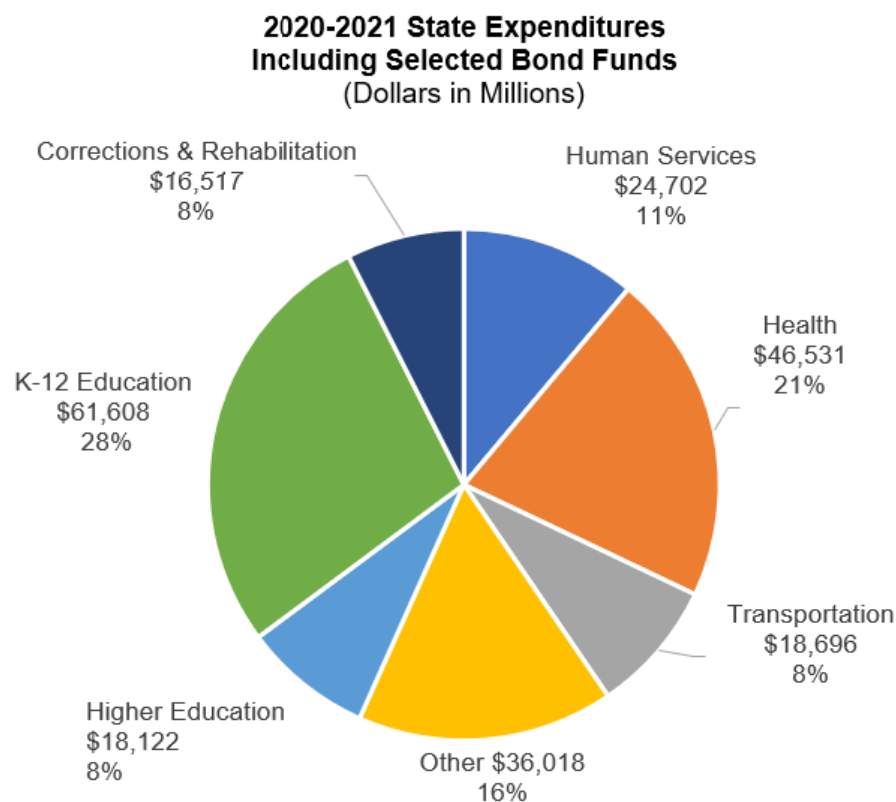
Major State Proposals

- **Addressing Housing & Health Care.** The Budget proposes \$6.8 billion across multiple departments to address housing issues and proposes to expand the state's ability to consider the best prices offered by pharmaceutical manufacturers internationally and increase the state's purchasing program. The Budget proposes to establish a single market for drug pricing within the state, as well as the state's own generic drug label.
- **Early Childhood and Learning.** The Budget proposes to create the Department of Early Childhood Development under the Health and Human Services Agency, effective July 1, 2021. This new department will implement recommendations from the Master Plan for Early Learning and Care.

The Budget proposes \$50 million in ongoing funding from the Cannabis Fund to support over 3,000 General Child Care slots previously funded with General Fund, and an additional \$10.3 million Cannabis Fund for an increase of 621 General Child Care slots.

The Budget proposes an increase of \$31.9 million in 2020-21 and \$127 million ongoing non-Proposition 98 General Fund to support an additional 10,000 State Preschool slots at non-local educational agencies beginning April 1, 2021.

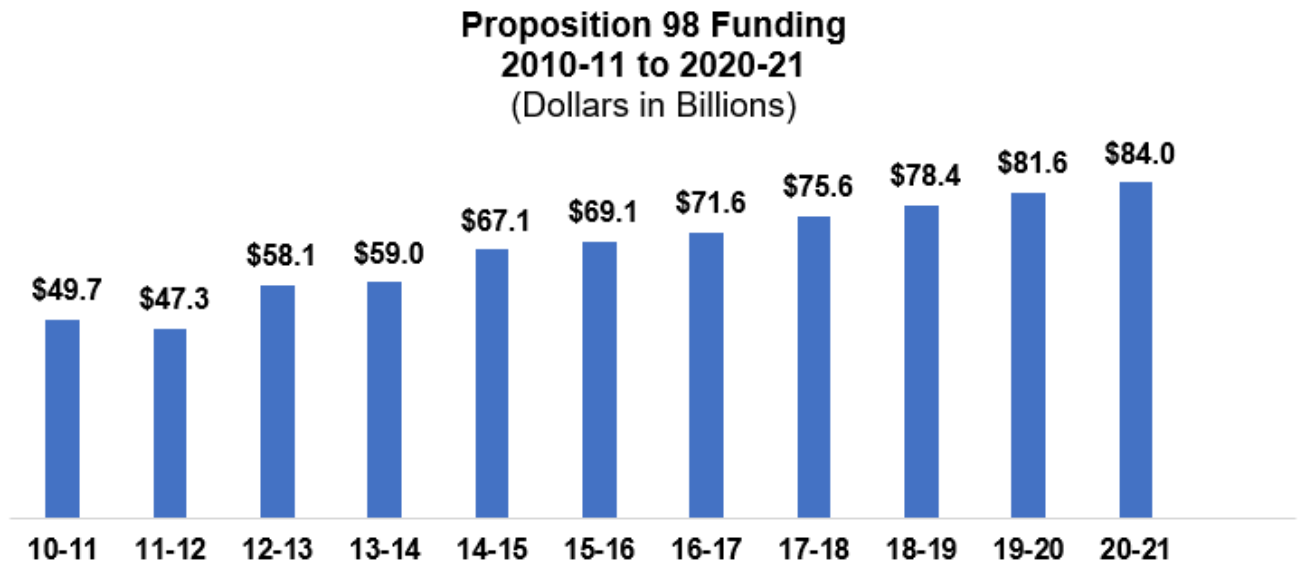
- **Pension Relief.** The Budget allocates the remaining required Proposition 2 debt payment to reduce unfunded retirement liabilities, including \$340 million toward retiree health and \$870 million to repay the loan from the state's Surplus Money Investment Fund used to make a \$6 billion supplemental payment to CalPERS authorized in 2017. In 2023-24, an additional supplemental payment of \$1.1 billion will be made to CalPERS, generating \$2.3 billion in additional savings over the next three decades.



Proposition 98 General Fund

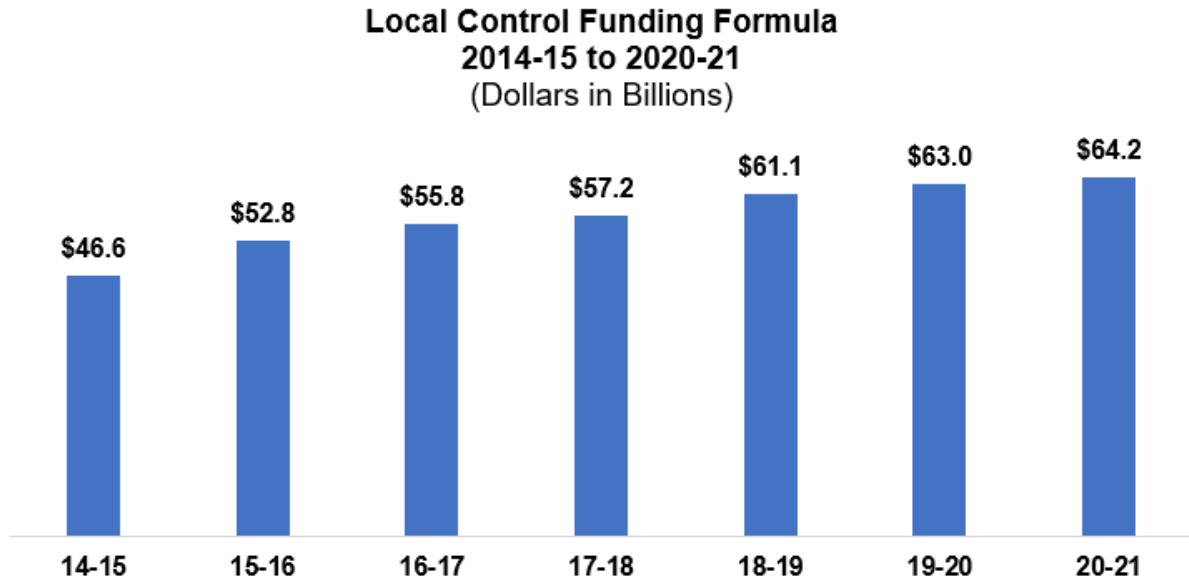
The Budget provides an additional \$3.8 billion over a three-year period to Proposition 98, for a total of \$84 billion in 2020-21. In 2018-19 and 2019-20 fiscal years, Proposition 98 increased from the 2019 Budget Act by \$301.5 million and \$517 million, respectively, due largely to an increase in property tax revenue in 2018-19 and increased General Fund revenues in both 2018-19 and 2019-20. Test 1 is projected to be operative for fiscal years 2018-19 through 2020-21.

The Budget projects that an additional deposit of \$147.7 million is required into the Account in 2019-20, for a total of \$524.2 million. In 2020-21, a withdrawal of \$37.6 million is projected to be made from the Public School System Stabilization Account. Since the balance in 2020-21 is \$486.6 million, school district reserve caps are not required in 2021-22.



Local Control Funding Formula (LCFF)

The Budget proposes \$1.2 billion Proposition 98 General Fund increase for the LCFF, reflecting a 2.29 percent cost of living adjustment (COLA), for a total of \$64.2 billion.

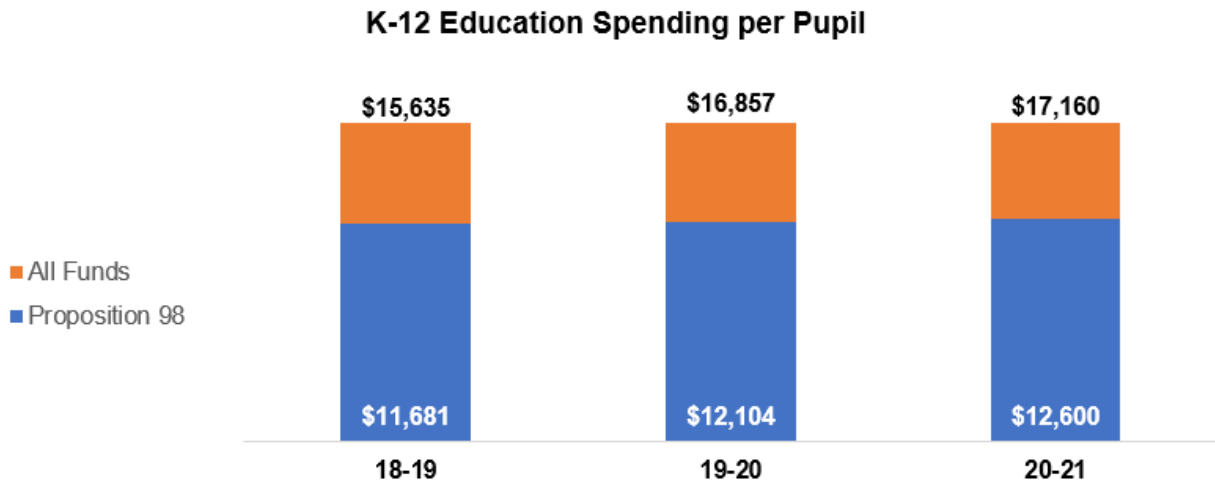


The Budget proposes \$600,000 in one-time Proposition 98 General Fund to make the Local Control and Accountability Plans (LCAPs) easily accessible to the public by developing an online LCAP portal and co-locate the SARC and LCAP online, with the goal to make it easier to compare both accountability tools.

The new LCAP template, which was adopted by the State Board of Education on January 8, 2020, will include an expenditure table that displays total LCFF funds expended on actions that increase or improve services for high-need student groups, and requires local educational agencies to identify actions from prior LCAPs that were not implemented as planned, including differences between planned and actual expenditures.

The Administration will engage in the coming months on a process to identify potential avenues for strengthening accountability to provide increased or improved services for high-need students, particularly when actions described in an LCAP are not implemented as planned.

During his press conference, Governor Newsom reinforced the importance of making significant progress to close the academic achievement gap for all students, and turned his attention to the need to improve outcomes for African American students.



Pension Payments

Local educational agencies will continue to see pension relief provided in last year's State Budget Act, including an estimated \$850 million to buy down the employer contribution rates in 2019-20 and 2020-21.

Education Recruitment and Professional Development

The Budget makes investments to support educators and address the teacher shortage. The Budget proposes \$900 million for educator and recruitment training which includes the following teacher training initiatives:

- *Educator Workforce Investment Grants*: Provides \$350 million in one-time Proposition 98 General Fund. Funding will be provided through a competitive process for LEAs to conduct training in the following high-need areas:
 - Special education, including inclusive practices, universal design for learning, and dyslexia identification
 - Multi-tiered systems of support and mental health interventions
 - Supporting English language learners
 - Social-emotional learning and restorative practices
 - Non-discrimination, anti-bullying, and affirmative supports for LGBTQ and other marginalized students; and
 - Computer science and science, technology, engineering, and math (STEM).
- *California Collaborative for Educational Excellence (CCEE)*: Provides \$18 million in one-time Proposition 98 General Fund to support LEAs in improving students' outcomes in state priority areas.

- *Workforce Development Grant Program:* Provides \$193 million in one-time Proposition 98 General Fund to address workforce shortages in high-need subjects and areas.
- *Teacher Residency Program:* Provides \$175 million in one-time Proposition 98 General Fund to expand the existing program, which supports locally sponsored, one-year intensive, mentored, clinical teacher preparation programs dedicated to preparing and retaining teachers in high-need subject areas in high-need communities.
- *California Teacher Credential Award Program:* Provides \$100 million in one-time Proposition 98 General Fund for \$20,000 stipends for fully credentialed teachers who complete four years of teaching service in a high-need subject at a high-need school.
- *California Classified School Employees Credentialing Program:* Provides \$64.1 in million one-time Proposition 98 General Fund, which provides grants to K-12 local educational agencies to recruit non-certificated school employees to become certificated classroom teachers.
- *Accreditation Fees.* Suspends accreditation fees for institutions of higher education and LEAs that administer a teacher preparation program or induction program.

Special Education

During the fall of 2019, the Legislature and Administration visited special education programs to learn more about opportunities to improve the state's system of special education and best practices. In their findings, the Administration recognized a need to prepare teachers in inclusive practices and the reality of the shortage in special education teachers and specialists, which increases costs and makes it difficult to meet the needs of students with special needs.

The budget proposes a three-phased, multi-year process to improve how the state funds special education, provides services, and achieves improved student outcomes.

Initial Phase: Increased Funding, a New Funding Formula, and Expanded Statewide Supports. The Budget proposes a new base formula that uses a three-year rolling average of LEA's ADA (but still allocated to SELPAs) and includes a 15 percent increase in the Proposition 98 General Fund contribution to the base formula funding. For roughly 100 LEAs with base rates higher than the proposed base rate, they will be held harmless. The ongoing increase in the base rate is funded with \$645 million that was provided in the 2019 Budget Act minus the funding for the Early Intervention Grant Program, resulting in about \$493 million.

The Budget proposes an additional \$250 million in ongoing Proposition 98 General Fund based on how many 3 to 5 year-olds with exceptional needs are served. Funding will be allocated on a one-time basis to school districts based on the number of preschool-age children with disabilities that the district serves. Having all other existing AB 602 special education categorical funding sources remain as in current law until a finalized formula is adopted in future phases, is also proposed.

Future Phases: Finalizing the Funding Formula, Implementing Reforms, and Improving Specialized Services. In future phases, without setting a specific timeframe, the Administration anticipates:

- Finalizing the new special education funding formula to support equity, and more inclusive practices and early intervention services.
- Incorporating changes in statute based on recommendations from the governance and accountability workgroups established in the Budget.
- Pursuing reforms related to family and student engagement, including whole-child and family wrap-around services, and refining funding, accountability, and service delivery for specialized services such as out-of-home placements, non-public school placements, and the State Special Schools.
- Incorporating recommendations from the Master Plan for Early Learning and Care into the K-12 infrastructure of early intervention services for young children with exceptional needs.

Community Schools

To strengthen the support of community schools, the Budget proposes \$300 million one-time Proposition 98 General Fund to establish Community School grants for local educational agencies supporting innovative community school models.

Opportunity Grants

To support LEAs in improving student outcomes, the Budget proposes \$300 million one-time Proposition 98 General Fund to establish Opportunity Grants for the state's lowest-performing schools and school districts and expand the capacity of the CCEE in its role within the statewide system of support. Funds for the CCEE will be used to:

- Improve the school and school district review process.
- Expand educational leadership training.
- Provide expert assistance to support local improvement plan implementation.
- Evaluate state and local continuous improvement efforts.

Computer Science

To support the implementation of the new standards, the Budget proposes:

- \$15 million one-time Proposition 98 General Fund for grants to local educational agencies to support the preparation of approximately 10,000 K-12 teachers to earn a supplementary authorization on their credential to teach computer science.
- \$2.5 million one-time Proposition 98 General Fund for a county office of education within the Statewide System of Support to identify, compile, and share computer science resources for professional development, curriculum, and best practices.
- \$1.3 million one-time non-Proposition 98 General Fund to develop a new UC Subject Matter Project in computer science and \$340,000 non-Proposition 98 General Fund for one cohort of approximately 1,200 educators to participate in the new project.

School Nutrition

To encourage participation in the state and federal school nutrition programs, the Budget proposes:

- \$60 million in one-time Proposition 98 General Fund for school nutrition programs, bringing the state reimbursement rate to \$0.3357 per meal. Trailer bill language is expected to require LEAs to report how they use the funding to increase access or improve the nutritional quality of meals served to students.
- \$10 million one-time Proposition 98 General Fund to train school food service workers to promote healthier and more nutritious meals.
- \$10 million one-time non-Proposition 98 General Fund in 2020-21 and \$1.5 million annually thereafter for the California Department of Food and Agriculture to establish a Farm to School Grant Program.

Major K-12 Budget Adjustments

This section highlights the budget's significant adjustments to various educational programs outside of the Local Control Funding Formula.

Issue	Proposal
<i>School District Average Daily Attendance</i>	<ul style="list-style-type: none"> Decrease of \$268.5 million in Proposition 98 General Fund in 2019-20 for school districts resulting from a decrease in projected average daily attendance from the 2019 Budget Act. Decrease of \$175.1 million in Proposition 98 General Fund in 2020-21 for school districts resulting from a further projected decline in average daily attendance for 2020-21.
<i>Local Property Tax Adjustments</i>	<ul style="list-style-type: none"> Increase of \$7.3 million in Proposition 98 General Fund for school districts and county offices of education in 2019-20 as a result of decreased offsetting property tax revenues. Decrease of \$1.1 billion in Proposition 98 General Fund for school districts and county offices of education in 2020-21 as a result of increased offsetting property taxes.
<i>Cost-of-Living Adjustments</i>	<ul style="list-style-type: none"> Increase of \$122.4 million in Proposition 98 General Fund to reflect a 2.29 percent COLA for categorical programs that remain outside of LCFF.
<i>County Offices of Education</i>	<ul style="list-style-type: none"> Increase of \$5.7 million in Proposition 98 General Fund to reflect a 2.29-percent cost-of-living adjustment and average daily attendance changes applicable to the LCFF.
<i>Fiscal Crisis Management and Assistance Team</i>	<ul style="list-style-type: none"> Increase of \$695,000 in Proposition 98 General Fund for increased workload related to school districts in fiscal distress and expanded training, as well as improving staff recruitment.
<i>Instructional Quality Commission</i>	<ul style="list-style-type: none"> Increase of \$483,000 in non-Proposition 98 General Fund on a one-time basis for the Instructional Quality Commission to continue its work on the development of model curriculum and frameworks.

Higher Education

The Budget proposes total funding of \$36 billion, of which \$21.2 billion is in General Fund support, for the state's higher education systems.

- **Fresno DRIVE.** Proposes \$50 million one-time General Fund to support the Fresno Developing the Region's Inclusive & Vibrant Economy (DRIVE) Initiative.
- **Community Colleges.** Proposes \$83.2 million Proposition 98 General Fund support for apprenticeship programs. It also proposes to consolidate technical assistance set-asides into one category titled the California Community Colleges System Support Program.
- **University of California.** Proposes a 5 percent increase, \$217.7 million, in ongoing General Fund support.
- **California State University.** Proposes a 5 percent increase, \$199 million, in ongoing General Fund support and \$6 million one-time General Fund for development and expansion of degree completion via the Extended and Continuing Education programs, with a focus on online programs.

What to Expect Next

Department of Finance is expected to release the budget trailer bill language first week of February, and we will provide a report with greater detail on major policy proposals on the Governor's budget as events and further analysis warrant. The release of the budget is only the first leg of a six-month marathon, and we will endeavor to keep CASBO members informed along each stage of the journey.

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

SUBJECT: Audio/Video Recording and Streaming of Board Meetings

DATE: January 23, 2020

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

RECOMMENDATION:

The District Administration recommends the Board provide Administration with direction on audio/video live stream options.

BACKGROUND:

Currently Board meeting audio is digitally recorded. At the request of a Trustee, the Technology department will get specifics to be able to digitally record video of Board meetings, which will then be streamed live and recorded.

INFORMATION:

The Technology department is requesting more information to get the right equipment. A permanent system in Jesse Bray Board Room will consist of 2 PTZ cameras, 1 Controller, and will not be able to be broken down and set up at other school sites. This set up will require one staff member to operate.

Another option is to go with 2 standard cameras and tripods to be set up every time they need to be used. This will require a dedicated video console to live stream and record for later upload. This set up will require 2 staff members to operate cameras, and 1 at video console to switch and cut.

FISCAL IMPACT:

Funding would be provided by Measure A for equipment, personnel will be funded by the General Fund. The amount will depend on Board direction as to which type of system to implement, fixed or mobile.

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

SUBJECT: Future Agenda Items

DATE: January 23, 2020

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 January 23, 2020 Regular Board Meeting:

- Revenue Property Tax (In progress)
- Dual Language Elementary Program
- Celebration event for individuals that raised money or donated money for PGUSD
- Resolution No. 1037 on the Levy of Developer Fees after the March 2020 election
- District and school site website updates/redesign
- Utility bills costs (electric and water) by school site