

**PACIFIC GROVE UNIFIED SCHOOL DISTRICT  
BOARD OF EDUCATION  
REGULAR MEETING: THURSDAY, JUNE 2, 2022**

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Mission Statement

*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.*

**DATE:** June 2, 2022  
**TIME:** 5:00 p.m. Closed Session  
6:30 p.m. Open Session  
**LOCATION:** IN PERSON

Trustees  
*Cristy Dawson, President  
Dr. Frank Rivera III, Clerk  
John Paff  
Brian Swanson  
Carolyn Swanson*

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

**VIRTUAL ZOOM MEETING**

Join Zoom Meeting

<https://pgusd.zoom.us/j/86093903252?pwd=UzUzRHJ3TlIENU1YUmp1Qi9FOWpnQT09>

Meeting ID: 860 9390 3252

Passcode: 911556

One tap mobile [+19292056099](tel:+19292056099),,86093903252#,,,,\*911556# US (New York)

[+13017158592](tel:+13017158592),,86093903252#,,,,\*911556# US (Washington DC) Dial by your location

+1 929 205 6099 US (New York) +1 301 715 8592 US (Washington DC) +1 312 626 6799 US (Chicago) +1 346 248 7799 US (Houston) +1 669 900 6833 US (San Jose) +1 253 215 8782 US (Tacoma)

Meeting ID: 860 9390 3252

Passcode: 911556

Find your local number: <https://pgusd.zoom.us/j/86093903252?pwd=UzUzRHJ3TlIENU1YUmp1Qi9FOWpnQT09>

**Additional Teleconferencing Location**

This meeting is also being conducted by teleconference at the following location:

*White Tesla vehicle in District Office parking lot at 435 Hillcrest Ave, Pacific Grove, Ca 93950.*

Each teleconference location is open to the public and any member of the public has an opportunity to address the School Board from a teleconference location in the same manner as if that person attended the regular meeting location. The School Board will control the conduct of the meeting and determine the appropriate order and time limitations on public comments from teleconference locations.

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.

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**AGENDA AND ORDER OF BUSINESS**

**I. OPENING BUSINESS** Time: \_\_\_\_\_

A. Call to Order

B. Roll Call

C. Adoption of Agenda

- Board Questions/Comments:
- Public Comment:
- Move: \_\_\_\_\_ Second: \_\_\_\_\_ Roll Call Vote: \_\_\_\_\_  
Trustees: Dawson \_\_\_\_ Rivera \_\_\_\_ Paff \_\_\_\_ B. Swanson \_\_\_\_ C. Swanson \_\_\_\_

**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. Public Employee Discipline/Dismissal/Release/Complaint [Government Code § 54957]
2. Student discipline or other confidential student matters [Education Code Sections 35146, 48918, 48900 et seq., 48912(b) and 49060 et seq., and 20 U.S.C. Section 1232g]
3. Superintendent Goals and Evaluation
4. Conference with Labor Negotiators – Assistant Superintendent employment contract for 2022-23 - Compensation; public school employer and its designated representatives: Ralph Gómez Porras, Superintendent [Gov. Code §54957.6]

B. Public comment on Closed Session Topics

C. Adjourn to Closed Session Time: \_\_\_\_\_

**III. RECONVENE IN OPEN SESSION** Time: \_\_\_\_\_

A. Report action taken in Closed Session:

1. Public Employee Discipline/Dismissal/Release/Complaint [Government Code § 54957]
2. Student discipline or other confidential student matters [Education Code Sections 35146, 48918, 48900 et seq., 48912(b) and 49060 et seq., and 20 U.S.C. Section 1232g]
3. Superintendent Goals and Evaluation
4. Conference with Labor Negotiators – Assistant Superintendent employment contract for 2022-23 - Compensation; public school employer and its designated representatives: Ralph Gómez Porras, Superintendent [Gov. Code §54957.6]



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B. Pledge of Allegiance

**IV. SCHOOL RESOURCE OFFICER UPDATE**

Chief Madalone will provide a brief update to the Board and community regarding the work completed by School Resource Officer Hankes, as well as goals for the upcoming school year.

**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 will also take public comment on each specific action item prior to Board action on each item. The Board will allow a reasonable amount of time for public comment on each agenda item not to exceed 3 minutes per speaker and no more than 20 minutes per agenda item, pursuant to Board Policy 9323. Speakers will be called sequentially until there is no speaker coming forward on the agenda item or the amount of time allocated for the agenda item has elapsed, whichever comes first. 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.*

- |   |    |
|---|----|
| A. <u>Minutes of May19, 2022 Board Meeting</u>  | 13 |
| Recommendation: (Ralph Gómez Porras, Superintendent) Approval of minutes as presented.  |    |
| B. <u>Certificated Assignment Order #18</u>   | 21 |
| Recommendation: (Billie Mankey, Director II of Human Resources) The Administration recommends adoption of Certificated Assignment Order #18.                    |    |
| C. <u>Classified Assignment Order #18</u>   | 24 |
| Recommendation: (Billie Mankey, Director II of Human Resources) The Administration recommends adoption of Classified Assignment Order #18.                      |    |
| D. <u>Acceptance of Donations</u>   | 27 |
| Recommendation: (Song Chin-Bendib, Assistant Superintendent) The Administration Recommends that the Board approve acceptance of the donations referenced below. |    |

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- E. Cash Receipts Report No. 7 28  
Recommendation: (Song Chin-Bendib, Assistant Superintendent) As Assistant Superintendent for Business Services, I have reviewed the receipt and deposit of the identified Cash Receipts for consistency with District policies and procedures and certify that the actions have been appropriately conducted. I recommend Board approval of the Cash Receipts.
- F. Revolving Cash Report No. 2 30  
Recommendation: (Song Chin-Bendib, Assistant Superintendent) As Assistant Superintendent for Business Services, I have reviewed the Revolving Cash payments for consistency with District budget policy and accounting practices and certify their consistency and recommend approval of the payments by the Board.
- G. Online Subscription with DocuSign Electronic Signature Services 33  
Recommendation: (Song Chin Bendib, Assistant Superintendent for Business Services) The District Administration recommends the Board review and approve use of the online signature services of DocuSign, district wide.
- H. Approval of Actuarial Study of Retiree Health Liabilities Under GASB 74/75 for fiscal year 2021-22 37  
Recommendation: (Song Chin Bendib, Assistant Superintendent for Business Services) The District Administration recommends that the Board approve the actuarial study of retiree health liabilities under GASB 74/75 for fiscal year 2021-22.
- I. Contract for Services with EMS LINQ / Titan School Solutions 69  
Recommendation: (Stephanie Lip, School Nutrition Director) The District Administration recommends the Board review and approve the contract for services with EMS LINQ / Titan School Solutions for the 2022-23 school year.
- J. Contract with Positive Behavior Supports Corporation (PBS) 76  
Recommendation: (Clare Davies, Director of Student Services) The District Administration recommends the Board review and consent the Contract for Services between Pacific Grove Unified School District and Positive Behavioral Supports Corporation (PBS).
- K. Amended Parent Mileage Reimbursement 79  
Recommendation: (Clare Davies, Director of Student Services) The District Administration recommends the Board review and approve the amendment of mileage to the original ratification brought to the board and approved on December 16, 2021. We are paying mileage reimbursement to parents of students placed in out of district non public schools as per IEP team decisions.
- L. Contracted Services with California Towing and Transport 80  
Recommendation: (Song Chin Bendib, Assistant Superintendent for Business Services) The District Administration recommends the Board review and approve the contract with California Towing & Transport. This contract will provide school bus towing services as needed for various repairs.
- M. Contracted Services with Discovery Charters for School Field Trips 86  
Recommendation: (Song Chin Bendib, Assistant Superintendent for Business Services) The District Administration recommends the Board review and approve the contract with Discovery Charters for the 2022-2023 school year to provide transportation for school field trips.

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- N. Contracted Services with Discovery Charters-Athletics 92  
Recommendation: (Song Chin Bendib, Assistant Superintendent for Business Services) The District Administration recommends the Board review and approve the contract for services with Discovery Charters for PGHS Athletic Transportation in the 2022-2023 school year.
- O. Contracted Services with Field of Dreams 98  
Recommendation: (Song Chin Bendib, Assistant Superintendent for Business Services) The District Administration recommends the Board review and approve the contract for services with Field of Dreams for the 2022-2023 school year.
- P. Contracted Services with Jet Mulch Inc 104  
Recommendation: (Song Chin Bendib, Assistant Superintendent for Business Services) The District Administration recommends the Board review and approve the contract for services with Jet Mulch Inc. for the 2022-2023 school year.
- Q. Contracted Services with M3 Environmental Consulting 110  
Recommendation: (Song Chin Bendib, Assistant Superintendent for Business Services) The District Administration recommends the Board review and approve the contract for services with M3 Consulting for the 2022-2023 school year.
- R. Contract for Services with MoGo Urgent Care 116  
Recommendation: (Song Chin Bendib, Assistant Superintendent for Business Services) The District Administration recommends the Board review and approve the contract for services with MoGo Urgent Care for the 2022-2023 school year.
- S. Contract for Services with Monterey Bay Pest Control 122  
Recommendation: (Song Chin Bendib, Assistant Superintendent for Business Services) The District Administration recommends the Board review and approve the contract for services with Monterey Bay Pest Control for the 2022-2023 school year.
- T. Contract for Services with Monterey Fire Extinguisher 128  
Recommendation: (Song Chin Bendib, Assistant Superintendent for Business Services) The District Administration recommends the Board review and approve the contract for services with Monterey Fire Extinguisher for testing and recertification District-wide for the 2022-2023 fiscal year.
- U. Contract for Services with Wilson's Plumbing 134  
Recommendation: (Song Chin Bendib, Assistant Superintendent for Business Services) The District Administration recommends the Board review and approve the contract for services with Wilson's Plumbing for the 2022-2023 school year.
- V. Contract for Services with Richard Enriquez, Certified Driver Instructor 140  
Recommendation: (Song Chin Bendib, Assistant Superintendent for Business Services) The District Administration recommends that the Board review and approve the contract for services with Richard Enriquez, certified driver instructor, for the 2022-23 school year.
- W. Contract for Services with Ruben Parra, Bus Driver Trainer 146  
Recommendation: (Song Chin Bendib, Assistant Superintendent for Business Services) The District Administration recommends that the Board review and approve the contract for services with Ruben Parra, bus driver trainer, for the 2022-23 school year.

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- X. Memorandum of Understanding with Salinas City Elementary School District for Field Trips and Athletics Transportation 152  
Recommendation: (Song Chin Bendib, Assistant Superintendent for Business Services) The District Administration recommends the Board review and approve the Memorandum of Understanding with Salinas City Elementary School District to provide additional transportation for field trips and athletics events for 2022-23.
- Y. Contract for Services with Stark Leak Detection LLC 158  
Recommendation: (Song Chin Bendib, Assistant Superintendent for Business Services) The District Administration recommends the Board review and approve the contract for services with Stark Leak Detection LLC to detect gas or water leaks District-wide for the 2022-23 fiscal year.
- Z. Contracted Services with Coast Counties Truck and Equipment 164  
Recommendation: (Song Chin Bendib, Assistant Superintendent for Business Services) The District Administration recommends the Board review and approve the contract with Coast Counties Truck & Equipment for the 2022-2023 school year.
- AA. Agreement for Services with the City of Pacific Grove for a School Resource Officer (SRO) 170  
Recommendation: (Song Chin Bendib, Assistant Superintendent for Business Services) The District Administration recommends that the Board review and approve the Agreement for Services with the City of Pacific Grove for a School Resource Officer (SRO) for the 2022-2023 school year.
- BB. Robert H. Down Elementary 2022-23 Single Plan for Student Achievement (SPSA) 182  
Recommendation: (Sean Keller, Robert H. Down Elementary School Principal) The District Administration recommends the Board review and approve the 2022-23 Robert H. Down Single Plan for Student Achievement.
- CC. Forest Grove Elementary School Plan for Student Achievement 2022-23 245  
Recommendation: (Buck Roggeman, Forest Grove Elementary School Principal) The District Administration recommends the Board review and approve the Forest Grove Elementary School Plan for Student Achievement for 2022-23.
- DD. Pacific Grove Middle School Single Plan for Student Achievement for 2022-23 312  
Recommendation: (Sean Roach, Pacific Grove Middle School Principal) The District Administration recommends that the Board review and approve the Pacific Grove Middle School Single Plan for Student Achievement (SPSA) for the 2022-23 school year.
- EE. Pacific Grove High School Single Plan for Student Achievement for 2022-2023 389  
Recommendation: (Lito Garcia, Principal Pacific Grove High School) The District Administration recommends that the Board review and approve the Single Plan for Student Achievement for the 2022-2023 school year.
- FF. Pacific Grove Community High School Single Plan for Student Achievement for 2022-2023 462  
Recommendation: (Lito Garcia, Community High School Principal) The District Administration recommends that the Board review and approve the Single Plan for Student Achievement for the 2022-2023 school year.
- GG. Quarterly Report on Williams Uniform Complaints 527  
Recommendation: (Ralph Gómez Porras, Superintendent) The District Administration recommends that the Board review and approve the information in this quarterly report, per Ed.

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Code. 35186 (d).

- HH. Contract for Services with Premier Studios of California 529  
Recommendation: (Buck Roggeman, Forest Grove Elementary School Principal) The District Administration recommends the Board review and approve the contract for services with Premier Studios of California.
- II. Contract for Services with Pacific West Water Purification, Inc. 535  
Recommendation: (Buck Roggeman, Forest Grove Elementary School Principal) The District Administration recommends the Board review and approve a contract for services with Pacific West Water Purification, Inc.
- JJ. Contract with Grade Break Inc for the asphalt paving at David Avenue 541  
Recommendation: (C. John Dominguez, Interim Director of Maintenance Operations Transportations Facilities) The District Administration recommends the Board award the contract for the asphalt milling and paving at 1004 David Avenue to the lowest responsive and responsible bidder Grade Break Inc.
- KK. Contract for Services to Wilson's Plumbing and Heating for Adult School Sewer Line Repair 552  
Recommendation: (C. John Dominguez, Interim Director of Maintenance Operations Transportations Facilities) The District Administration recommends the Board review and approve the contract for services to Wilson's Plumbing and Heating for the repair of the PGUSD Adult School Sewer Line.
- LL. Proposal for Services - Lopez Tree Service 559  
Recommendation: (C. John Dominguez, Interim Director of Maintenance Operations Transportations Facilities) The District Administration recommends the Board review and approval of the contract for services with Lopez Tree Service.
- MM. Proposal for Pacific Grove High School Pool Covers with Lincoln 566  
Recommendation: (C. John Dominguez, Interim Director of Maintenance Operations Transportations Facilities) The District Administration recommends the Board review and approve the proposals from Lincoln Aquatics for 6 thermal pool blankets.
- NN. Contract for Service with Home Campus, for the 2022-23 School Year 568  
Recommendation: (Lito Garcia, Pacific Grove High School) The District Administration recommends the Board review and approve the Contract for Services with Home Campus.

- Board Comments/Questions:
- Public Comment:
- Move: \_\_\_\_\_ Second: \_\_\_\_\_ Roll Call Vote: \_\_\_\_\_  
Trustees: Dawson \_\_\_\_ Rivera \_\_\_\_ Paff \_\_\_\_ B. Swanson \_\_\_\_ C. Swanson \_\_\_\_\_

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**VIII. PUBLIC HEARING I**

Public Hearing of the District General Fund Budget and All Other Funds for fiscal year 2022-23 572

Recommendation: (Song Chin-Bendib, Assistant Superintendent) The District Administration recommends that the Board hold a public hearing for the District General Fund Budget and all other Funds for fiscal year 2022-23.

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

- Board Comments/Questions:
- Public Comment:
- Move: \_\_\_\_\_ Second: \_\_\_\_\_ Roll Call Vote: \_\_\_\_\_  
Trustees: Dawson \_\_\_\_ Rivera \_\_\_\_ Paff \_\_\_\_ B. Swanson \_\_\_\_ C. Swanson \_\_\_\_

**IX. PUBLIC HEARING II**

Public Hearing for the Local Control Accountability Plan and State Local Priorities 2022-2023 701

Recommendation: (Ani Silva, Director of Curriculum and Special Projects) The District Administration recommends the Board hold a public hearing of the final draft of the Local Control Accountability Plan (LCAP) and LCAP 2019-2020, Learning Continuity Plan Update 2021-2022 and State Local Priorities 2022-2023.

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

- Board Comments/Questions:
- Public Comment:
- Move: \_\_\_\_\_ Second: \_\_\_\_\_ Roll Call Vote: \_\_\_\_\_  
Trustees: Dawson \_\_\_\_ Rivera \_\_\_\_ Paff \_\_\_\_ B. Swanson \_\_\_\_ C. Swanson \_\_\_\_

**X. PUBLIC HEARING III/ACTION/DISCUSSION A**

Public Hearing and Adoption of Elementary Social Studies Curriculum, Studies Weekly 796

Recommendation: (Ani Silva, Director of Curriculum and Special Projects) The District Administration recommends the Board review and approves the adoption of the Elementary Social Studies curriculum, Studies Weekly.

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

- Board Comments/Questions:
- Public Comment:
- Move: \_\_\_\_\_ Second: \_\_\_\_\_ Roll Call Vote: \_\_\_\_\_  
Trustees: Dawson \_\_\_\_ Rivera \_\_\_\_ Paff \_\_\_\_ B. Swanson \_\_\_\_ C. Swanson \_\_\_\_

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**XI. ACTION/DISCUSSION**

- B. District Update on Response to COVID-19/Discussion of the Mask Mandate Threshold 801  
Recommendation: (Ralph Gómez Porras, Superintendent) The District Administration will update the Board, staff and community on current District response and protocols to COVID-19.

- Board Comments/Questions:
- Public Comment:
- Move: \_\_\_\_\_ Second: \_\_\_\_\_ Roll Call Vote: \_\_\_\_\_  
Trustees: Dawson \_\_\_\_ Rivera \_\_\_\_ Paff \_\_\_\_ B. Swanson \_\_\_\_ C. Swanson \_\_\_\_

- C. Response to the 2021-22 Monterey County Civil Grand Jury Final Report-“Excellence in Action: Monterey County’s Educational Response to Covid-19” 802  
Recommendation: (Ralph Gómez Porras, Superintendent) The District Administration recommends that the Board receive and approve the District response to the 2021-22 Monterey County Civil Grand Jury Final Report regarding Monterey County’s response to Covid.

- Board Comments/Questions:
- Public Comment:
- Move: \_\_\_\_\_ Second: \_\_\_\_\_ Roll Call Vote: \_\_\_\_\_  
Trustees: Dawson \_\_\_\_ Rivera \_\_\_\_ Paff \_\_\_\_ B. Swanson \_\_\_\_ C. Swanson \_\_\_\_

- D. Measure A Technology Bond Citizens’ Oversight Committee Report 822  
Recommendation: (Song Chin Bendib, Assistant Superintendent for Business Services) The District Administration recommends the Board review and approve the Measure A Technology Bond Citizens’ Oversight Committee (COC) Report for 2020-2021.

- Board Comments/Questions:
- Public Comment:
- Move: \_\_\_\_\_ Second: \_\_\_\_\_ Roll Call Vote: \_\_\_\_\_  
Trustees: Dawson \_\_\_\_ Rivera \_\_\_\_ Paff \_\_\_\_ B. Swanson \_\_\_\_ C. Swanson \_\_\_\_

- E. Approval of Measure A (Ed Tech Bond) Education Technology Expenditures 824  
Recommendation: (Matthew Binder, Director of Educational Technology; Louis Algaze, Director of Technology Systems) The District Administration recommends that the Board review and approve the current (June/July 2022) Measure A - Education Technology Bond expenditures.

- Board Comments/Questions:
- Public Comment:
- Move: \_\_\_\_\_ Second: \_\_\_\_\_ Roll Call Vote: \_\_\_\_\_  
Trustees: Dawson \_\_\_\_ Rivera \_\_\_\_ Paff \_\_\_\_ B. Swanson \_\_\_\_ C. Swanson \_\_\_\_

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- F. A-G Improvement Grant Plan 827  
Recommendation: (Ani Silva, Director of Curriculum and Special Projects; Lito Garcia, Pacific Grove High School Principal; Larry Haggquist, Pacific Grove High School Teacher on Special Assignment) The District Administration recommends that the Board review and approve the A-G Completion Improvement Grant Plan as stipulated by the AB 130 legislation.
- Board Comments/Questions:
  - Public Comment:
  - Move: \_\_\_\_\_ Second: \_\_\_\_\_ Roll Call Vote: \_\_\_\_\_  
Trustees: Dawson \_\_\_\_ Rivera \_\_\_\_ Paff \_\_\_\_ B. Swanson \_\_\_\_ C. Swanson \_\_\_\_
- G. Contract with McDonnell Roofing, Inc. for the Monterey Bay Charter School Roof and Gutter Replacement 833  
Recommendation: (C. John Dominguez, Interim Director of Maintenance Operations Transportations Facilities) The District Administration recommends the Board review and approve the proposal from McDonnell Roofing Inc. for the Monterey Bay Charter School Roof and Gutter Replacement.
- Board Comments/Questions:
  - Public Comment:
  - Move: \_\_\_\_\_ Second: \_\_\_\_\_ Roll Call Vote: \_\_\_\_\_  
Trustees: Dawson \_\_\_\_ Rivera \_\_\_\_ Paff \_\_\_\_ B. Swanson \_\_\_\_ C. Swanson \_\_\_\_
- H. Pacific Grove Middle School Woodshop Roof Replacement 842  
Recommendation: (C. John Dominguez, Interim Director of Maintenance Operations Transportations Facilities) The District Administration recommends the Board review and approve the proposal for the Pacific Grove Middle School Woodshop Roof Replacement.
- Board Comments/Questions:
  - Public Comment:
  - Move: \_\_\_\_\_ Second: \_\_\_\_\_ Roll Call Vote: \_\_\_\_\_  
Trustees: Dawson \_\_\_\_ Rivera \_\_\_\_ Paff \_\_\_\_ B. Swanson \_\_\_\_ C. Swanson \_\_\_\_
- I. Contract for Services with Satellite Painting of Robert Down Elementary School 855  
Recommendation: (C. John Dominguez, Interim Director of Maintenance Operations Transportations Facilities) The District Administration recommends the Board award the contract for painting and dry rot repair at Robert Down Elementary to the lowest responsive and responsible bidder Satellite Painting Inc.
- Board Comments/Questions:
  - Public Comment:
  - Move: \_\_\_\_\_ Second: \_\_\_\_\_ Roll Call Vote: \_\_\_\_\_  
Trustees: Dawson \_\_\_\_ Rivera \_\_\_\_ Paff \_\_\_\_ B. Swanson \_\_\_\_ C. Swanson \_\_\_\_



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J. Board Calendar/Future Meetings 864

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.

- Board Comments/Questions:
- Public Comment:
- Move: \_\_\_\_\_ Second: \_\_\_\_\_ Roll Call Vote: \_\_\_\_\_  
Trustees: Dawson \_\_\_\_ Rivera \_\_\_\_ Paff \_\_\_\_ B. Swanson \_\_\_\_ C. Swanson \_\_\_\_

**XII. INFORMATION/DISCUSSION**

A. The Governor's May Revision of the 2022-23 State Budget 868

Recommendation: (Song Chin-Bendib, Assistant Superintendent for Business Services) The District Administration recommends the Board review a summary of the Governor's May Revision of the state budget.

- Board Comments/Questions:
- Public Comment:
- Board Direction: \_\_\_\_\_

B. Universal Pre-kindergarten Initial Plan 878

Recommendation: (Ralph Gómez Porras, Superintendent) The District Administration recommends that the Board receive and discuss information regarding the Universal Pre-Kindergarten long term implementation plan.

- Board Comments/Questions:
- Public Comment:
- Board Direction: \_\_\_\_\_

C. Pacific Grove High School Career Technical Education (CTE) Update 879

Recommendation: (Shane Steinback, Pacific Grove High School Assistant Principal) The District Administration recommends that the Board receive updated information gathered from CTE teachers.

- Board Comments/Questions:
- Public Comment:
- Board Direction: \_\_\_\_\_

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**D. Future Agenda Items**

880

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.

- Added October 21, 2021: A Board member requested creating policy regarding virtual meetings, including site councils, parent/teacher conferences and other meetings
- Added November 18, 2021: A Board member requested a Board advocacy committee
- Added March 3, 2022: A Board member requested a special meeting to discuss Cultural Proficiency professional development (Fall 2022)
- Added March 3, 2022: Discuss elementary school reconfiguration as it relates to issues of equity (Early Fall 2022)
- Added March 17, 2022: Board Self Evaluation (June 16, 2022)
- Added April 21, 2022: Discuss “PG Promise” of funding CTE certification process (Fall 2022)
- Added May 19, 2022: Teacher of the Year Recognition (Fall 2022)
  
- Board Questions/Comments:
- Public Comment:
- Direction: \_\_\_\_\_

**XIII. ADJOURNMENT      Time: \_\_\_\_\_**

Next regular Board meeting: June 16, 2022

Mission Statement

*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.*

**PACIFIC GROVE UNIFIED SCHOOL DISTRICT BOARD OF EDUCATION**  
Minutes of Regular Meeting of May 19, 2022 – District Office/Virtual

**I. OPENED BUSINESS**

- A. Called to Order 5:30 p.m.
- B. Roll Call
- |   |                                  |
|---|----------------------------------|
| President:                                | Trustee Cristy Dawson (CD)       |
| Clerk:                                    | Trustee Frank Rivera (FR)        |
| Trustee(s) Present:                       | Trustee John Paff (JP)           |
|   | Trustee Brian Swanson (BS)       |
| Trustee(s) Virtual At Alternate Location: | Trustee Carolyn Swanson (CS)     |
| Trustee(s) Absent:                        |                                  |
| Administration Present:                   | Superintendent Porras            |
|   | Asst. Superintendent Chin-Bendib |
| Board Recorder:                           | Alyssa Rodriguez                 |
| Student Board Member:                     | Gabriella Gaona                  |

C. Adopted Agenda REVISED

Consent A: Minutes for May 5, 2022 Board Meeting Revised with corrections

Consent I: The wave contract cover specifies all students in PGUSD boundaries.

Consent S: Parchment contract supplement document revised with "Synergy" and lists Carly Adams as district contact.

Consent H: Walk-On Contract for Services with David Sonderegger, E-Rate Filing Services

**MOTION BS / CS to adopt agenda as presented.**

**Public comment: None**

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

**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. Planning and Preparation – Meet and Confer Classified Confidential
2. Planning and Preparation – Adult School
3. Superintendent Goals and Evaluation

B. Public comment on Closed Session Topics: None

C. Adjourn to Closed Session Time: 5:36 PM

### III. RECONVENE IN OPEN SESSION Time: 6:41 PM

#### A. Report action taken in Closed Session:

*For all items: Information taken and direction given. No Action taken.*

1. Planning and Preparation – Meet and Confer Classified Confidential
2. Planning and Preparation – Adult School
3. Superintendent Goals and Evaluation

#### B. Pledge of Allegiance

### IV. RECOGNITION OF STUDENT REPRESENTATIVE TO THE BOARD

Gabriella Gaona for the 2021-2022 school year

### V. RECOGNITION OF RETIREES

Janie Lawrence, 22 years  
 Todd Buller, 32 years  
 Kathy Buller, 26 years  
 Kelly Terry, 22 years  
 Tony Molinski, 13 years  
 Mark Hahaney, 17 years  
 Vivian Bliss, 25 years  
 Song Chin-Bendib, 4 years

Kris Stejskal, 16 years  
 Pieper Bonnie, 18 years  
 Denise Engles, 24 years  
 Laura Rivera, 8 years  
 Marlene Roman, 35 years  
 Betty Minor, 50 years  
 Sarah Weber, 7.5 years  
 Pamela Chrislock, 28 years

### VI. COMMUNICATIONS

#### A. Written Communication

- CD: Received letters/emails regarding Pacific Grove Unified School District response to hitting Covid threshold. Letter about robotics and hiring of assistant coach. Pacific Grove Middel School promotion dance being indoors or outdoors. Letter on the Wave program. Resignations. Student with unique high school attendance.
- JP: Letter from League of woman's voters. Note regarding bond and baseball bleachers. Invitation to school events. Request to discuss creating a 501c foundation specific to scholarships.
- CS: CSBA advocacy request. Career technical education student of the year meeting. Special Day Class position at Robert Down. Skatepark proposal within Pacific Grove city limits. Media request from Univision. Invitation to walk of remembrance.

#### B. Board Member Comments

- BS: Showed appreciation for allowing his participation in policy workshop.
- JP: Enjoyed theatre show, concert on Monday, and awards ceremony at the high school. Will report on continued housing meeting regarding 1,125 houses to be built in the next 8 years in Pacific Grove.

**PACIFIC GROVE UNIFIED SCHOOL DISTRICT  
BOARD OF EDUCATION  
REGULAR MEETING: THURSDAY, MAY 19, 2022**

---

CONSENT A

- FR: Showed excitement for all end of the year celebrations, such as graduation, concerts. Gratitude to the retirees.
- CS: Invitation to equine healing for the board to tour program. Attended Walk of Remembrance. Found the apology resolution presented to be exquisitely written. Thanked community for emails received. Kudos to Mr. Keller for Good Ol Days Robert Down Centennial celebration.
- CD: Represents district in community human services and will be attending award nominating the group as the Senator's non-profit of the year in Sacramento.

C. Superintendent Report

Kudos to high staff for putting together scholarship night and to the donors. Grand Jury report came out on counties response to Covid. Report gave kudos to school sites. Showed gratitude to all staff for all their great work this school year.

D. PGUSD Staff Comments (Non Agenda Items)

- Principal Keller: Invited board to graduation walk and 5<sup>th</sup> grade promotion.
- Teacher on Special Assignment Larry Haggquist: Showed empathy for the student athletes who have had to deal with competing with missing teammates due to Covid. Thanked district office staff and board members for the support in filling in at the school. Reported that school events are going great and looks forward to graduation.
- Principal Buck: Happy to say Falcon Fest is on this year and extended invitation. Kudos to all Forest Grove staff for great team effort throughout the school year.
- Principal Roach: Duct tape fundraiser went well. A 6<sup>th</sup> grade student was acting principal for the day after his class raised the most money for an orphanage in Africa. Thanked High school for allowing use of facilities for hosting promotion ceremony. Students were surveyed and agreed the promotion dance will be outdoors. Kudos to PTSA.

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

- Youth Ambassadors of Pacific Grove: Introduced themselves and explained what their role is in the community.
- Karlee Kelly: Explained benefits of dual enrollment in the district and her experience.
- Cristina Luciano: Gave kudos to the safety measures taken by the district due to Covid numbers exceeding the threshold.

**VIII. CONSENT AGENDA**

- A. Minutes of May 5, 2022 Board Meeting
- B. Certificated Assignment Order #17
- C. Classified Assignment Order #17
- D. Warrant Schedule 643
- E. Monterey Bay Charter School Lease Agreement 2022-23 Revision #17
- F. Lease Agreement with Monterey Bay Swim Club
- G. Acceptance of Quarterly Treasurer's Report
- H. Contract for Services with David Sonderegger, E-Rate Filing Services
- I. Lease Agreement with The WAVE Youth Program of Pacific Grove
- J. Memorandum of Understanding with North Monterey County Unified School District for Independent Study
- K. Contract for Services with Independent Audio of the Monterey Peninsula (I.A.M.P.) at Pacific Grove Middle School
- L. Contract for Service with Uretsky Investigation Security
- M. Agreement for Legal Services for 2022-23
- N. Approval of California School Board Association GAMUT Online Service Agreement

**PACIFIC GROVE UNIFIED SCHOOL DISTRICT  
BOARD OF EDUCATION  
REGULAR MEETING: THURSDAY, MAY 19, 2022**

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CONSENT A

- O. Contract for Services with Tri-County Fire Protection
- P. Contract for Services for Document Tracking Services (DTS)
- Q. Contract for Services for FAST Translation Services for Curriculum
- R. Contract for Services with Federico's Embroidery for the 2022-2023 School Year
- S. Contract for services with Parchment Services
- T. Contract for Services with Pacific West Water Purification Inc
- U. Contract for Services with Planned Parenthood Mar Monte at Pacific Grove High School
- V. Contract for Services with Premier Studios
- W. Contract for Services with Third Watch Security and Investigations
- X. Contract for Services with Josten's Inc for the 2022-23 School Year
- Y. Contract for Services with Ashley Beem and Beem Video
- Z. Contract for Services with ArbiterPay
- AA. Contract for Services with Field of Dreams Designs for the 2022-23 School Year
- BB. Officiating Services Contract with Northern California Lacrosse Referees Association dba NCLRA for the 2022-23 School Year
- CC. Contract for Services with Valerie Rhoades
- DD. Contract for Services with Peninsula Sports Inc. dba PSI
- EE. Contract for Services with Daniel Marquez dba DJ Dan Utica
- FF. Contract for Services with Jose Del Rio
- GG. Contract for Services with Agile Sports Technologies dba HUDL for the 2022-23 School Year
- HH. Contract for Services with MTH Photo Booth at Forest Grove Elementary School
- II. Contract for Services with Kona Ice of Monterey & Salinas at Forest Grove Elementary School
- JJ. Contract for services with F.A.S.T. Translations
- KK. Contract for Services with Planned Parenthood Mar Monte
- LL. Contract with Linda Shingu, Speech and Language Pathologist (SLP)
- MM. Contract for services with SNS Interpreting-Sign Language Interpreter
- NN. Contract for Services with Silke Communications

Consent Item F, H, T, and NN pulled by Carolyn Swanson

**MOTION FR/JP to adopt Consent Agenda WITHOUT Item F, H, T, NN as presented**

**Public comment:** *None*

Move: FR Second: JP Roll Call Vote: 5-0  
Trustees: Dawson Y Rivera Y Paff Y B. Swanson Y C. Swanson Y

**Consent Item H: Contract for Services with David Sonderegger, E-Rate Filing Services**

Board Comments/Questions:

- JP: *Wanted to know the walk-on supplement documents had added formal verbiage within contract.*
- CS: *Thanked Song for making formal adjustments to the contract.*

Public Comment:

- *None*

**Motion FR/ JP to adopt Consent Item H:**

Move: FR Second: JP Roll Call Vote: 5-0  
Trustees: Dawson Y Rivera Y Paff Y B. Swanson Y C. Swanson Y

**Consent Item F: Lease Agreement with Monterey Bay Swim Club**

Board Comments/Questions:

- CS: *Believes the hours for the two schools should be equal. Wants to find a long-term solution to the inequity of hours between the school. Suggested 22 hours in total, 11 hours for each school.*

**PACIFIC GROVE UNIFIED SCHOOL DISTRICT  
BOARD OF EDUCATION  
REGULAR MEETING: THURSDAY, MAY 19, 2022**

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CONSENT A

- *JP: Agreed the hours for each school should be equal.*
- *CD: Agreed the hours for each school should be equal. Wants to find a better solution.*
- *BS: Suggested to reconfigure what is being done at both schools.*

Public Comment:

- *None*

**Motion JP/ FR to adopt Consent Item F: With the change that 22 hours of swim instruction in total are to be allocated between the two schools.**

Move: JP Second: FR Roll Call Vote: 5-0  
Trustees: Dawson Y Rivera Y Paff Y B. Swanson Y C. Swanson Y

**Consent Item T: Contract for Services with Pacific West Water Purification Inc**

Board Comments/Questions:

- *CS: Recused herself*

Public Comment:

- *None*

**Motion FR/ CD to adopt Consent Item T:**

Move: FR Second: CD Roll Call Vote: 4-0-1  
Trustees: Dawson Y Rivera Y Paff Y B. Swanson Y C. Swanson

**Consent Item NN: Contract for Services with Silke Communications**

Board Comments/Questions:

- *CS: The contract points out sites but does not specifically list the special education pre-school or the state pre-school. Wants contract to clearly list both sites.*
- *CD: Clarified the special education pre-school and state preschool have their own radio communication available.*
- *BS: Wanted to clarify the verbiage to include both sites would be changed throughout the cover and the supplement documents.*

Public Comment:

- *None*

**Motion CD/ CS to adopt Consent Item NN: With the move to add the additional verbiage to the contract to specify the David Avenue site includes Special Education Pre-school and State-Preschool.**

Move: CD Second: CS Roll Call Vote: 5-0  
Trustees: Dawson Y Rivera Y Paff Y B. Swanson Y C. Swanson Y

**IX. PUBLIC HEARING/ACTION/DISCUSSION A**

**A. Public Hearing and Approval for Tentative Agreement with California School Employees Association**

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

Open Public Hearing: 8:11PM

Close Public Hearing: 8:13 PM

Board Comments/Questions:

- *FR: Wanted to thank all involved.*

Public Comment:

- *Leslie Ternullo: Wanted to thank and show appreciation to employee negotiations team.*

**PACIFIC GROVE UNIFIED SCHOOL DISTRICT  
BOARD OF EDUCATION  
REGULAR MEETING: THURSDAY, MAY 19, 2022**

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CONSENT A

Move: FR Second: JP Roll Call Vote: 5-0  
Trustees: Dawson Y Rivera Y Paff Y B. Swanson Y C. Swanson Y

**X. ACTION/DISCUSSION**

**B. District Update on Response to COVID-19**

Board Comments/Questions:

- FR: Kudos to Ralph
- JP: Wanted to clarify testing dates. Wanted to confirm the district has masks and test kits available for the beginning of next school year. Thanked all staff, teachers, and students following the Covid remasking. Wanted to revisit thresholds for the beginning of next school year.
- CS: Are all upcoming school events abiding by masking requirements? Will there be handshakes at graduation on stage? Is the district abiding by medical exemptions with those who have medical concerns?
- BS: Would like to revisit thresholds. Thankful for the safety measures in place.

Public Comment:

- None

*No Action Taken.*

**C. Approval of Pacific Grove Unified School District Confidential Employees Agreement**

Board Comments/Questions:

- None

Public Comment:

- Barbara Martinez: Gratitude to the board for recognizing the need for the increase in cola and approving the increase for staff. Kudos to Jennifer Hall.

*Motion to approve as presented.*

Move: CD Second: BS Roll Call Vote: 5-0  
Trustees: Dawson Y Rivera Y Paff Y B. Swanson Y C. Swanson Y

**D. LGBTQ+ Pride Month Flag Review**

Board Comments/Questions:

- JP: Suggested 3<sup>rd</sup> Week of June for the flag to be flown. In Support of diversity flag.
- BS: Suggested to have the flag flown for the full month of June.
- CS: Mentioned it was her first time seeing the diversity flag. Just wants to make sure the diversity flag does not weaken the message of showing support to the LGBTQ+ community. In support of having flag flown for the full month of June.
- FR: Does not have a preference of dates for the flag to be flown. Wants to make sure all students feel comfortable, safe, and included. Thankful for the workshops for students.
- CD: Supports diversity flag. Supports flag to be flown for the full month of June.

Public Comment:

- Molly Daniels: Depicted her son as being a bi-racial trans student. She said her son feels like he is represented by the diversity flag. In support of the flag being flown for the full month of June. Believes along with the flag, there should be more diversity training throughout the district.
- Ms. McCarty: In support of the flag being flown for the full month of June.
- Elliot Hazen: In support of the flag being flown for the full month of June. Thinks there should be more



**PACIFIC GROVE UNIFIED SCHOOL DISTRICT  
BOARD OF EDUCATION  
REGULAR MEETING: THURSDAY, MAY 19, 2022**

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CONSENT A

*public comment opinion on whether the diversity flag is the appropriate flag to be flown.*

*Motion to approve the Diversity flag to be flown for the full month of June.*

Move: CD Second: BS Roll Call Vote: 5-0  
Trustees: Dawson Y Rivera Y Paff Y B. Swanson Y C. Swanson Y

**E. Board Calendar/Future Meetings**

Board Comments/Questions:

- *CS: Would like to see verbiage about when Dr. Porras is approved, when evaluations are done, and when goals are set. Suggested a board field trip to the equine healing project*
- *The board declined creating a special meeting to do a field trip at equine healing.*

Public Comment:

- *None*

*No Action Taken.*

**XI. INFORMATION/DISCUSSION**

**A. Presentation of the California Healthy Kids Survey Results 2021-22**

Board Questions/Comments:

- *BS: Is there comparative data from other schools available?*
- *CS: How is this data plugged into goals for each site and implemented? Interested in measurable goals.*
- *JP: Interested on comparing the school results to school results a couple of years ago. Interested in improving against ourselves and not interested against the state data. Not sure if the right questions are being asked in the surveys.*
- *FR: Glad the state mandates this. Happy to see the school sites take this seriously.*
- *CD: Believes sites are on track to finding growth. Kudos to the sites.*

Public Comment:

- *None*

Board Direction:

- *None*

**B. A-G Completion Improvement Grant**

Board Questions/Comments:

- *FR: Wanted clarification on “unduplicated students”. Feels A-G clearly specified requirements. Question on language requirement.*
- *CD: Wanted to know how students are found for the program? Summer school is primarily for recovery? Have you identified what are the toughest courses?*
- *JP: Clarify that classes are for credit recovery and classes are A-G allowable? How is the amount of money determined?*
- *BS: Wanted clarification on the financial breakdown.*

Public Comment:

- *None*

Board Direction:

- *None*

**PACIFIC GROVE UNIFIED SCHOOL DISTRICT  
BOARD OF EDUCATION  
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CONSENT A

**MOTION CS / FR to extend the meeting until 10:10 p.m.**

**Public comment:** *None*

Move: CD Second: BS Roll Call Vote: 5-0  
Trustees: Dawson Y Rivera Y Paff Y B. Swanson Y C. Swanson Y

**C. Future Agenda Items**

- Added October 21, 2021: A Board member requested creating policy regarding virtual meetings, including site councils, parent/teacher conferences and other meetings
- Added November 18, 2021: A Board member requested a Board advocacy committee
- Added March 3, 2022: A Board member requested a special meeting to discuss Cultural Proficiency professional development (Fall 2022)
- Added March 3, 2022: Discuss elementary school reconfiguration as it relates to issues of equity
- Added March 17, 2022: Board Self Evaluation
- Added March 17, 2022: Measure D Update
- Added April 21, 2022: Review/Update on SRO Program and its effectiveness
- Added April 21, 2022: Discuss “PG Promise” of funding CTE certification process
  
- Added May 19, 2022: Discuss Teacher of the Year Recognition
- Added May 19, 2022: June 16, 2022 Review Covid Threshold for masking
- Added May 19, 2022: June 16, 2022 Grand Jury Response

Board Questions/Comments:

- None

Public Comment:

- None

Board Direction:

- None

**XII. ADJOURNMENT Time: 10:15 PM**

Next regular Board meeting: June 2, 2022

Approved and submitted:

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Dr. Ralph Gómez Porras  
Secretary to the Board

- ☒ Student Learning and Achievement
- ☒ Health and Safety of Students and Schools
- ☐ Credibility and Communication
- ☐ Fiscal Solvency, Accountability and Integrity

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

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**SUBJECT:** Certificated Assignment Order #18

**DATE:** June 2, 2022

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

Page 1 of 3

**RECOMMENDATION:**

The District Administration recommends the Board review and approve the Certificated Assignment Order #18

**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. 18  
June 2, 2022**

Page 2 of 3

**RE-HIRE/STATUS CHANGE:**

Camilla Miller, from temporary teacher to FGE, Elementary Teacher, 1<sup>st</sup> Grade, full-time, Column IV, Step 3 + MA, effective July 29, 2022 (replaces Kayla Gordano)

Laura Smith, from temporary teacher to RHD, Elementary Teacher, 4<sup>th</sup> Grade, full-time, Column IV, Step 12 + MA, effective July 29, 2022 (replaces retiree Kris Stejskal)

**TEMPORARY NEW and RE-HIRE:**

Janet Bingham, RDE, Elementary Teacher, 2<sup>nd</sup> Grade, Temporary, full-time, Column II, Step 3, effective August 1, 2022 (replaces Anna Darnell, LOA)

Claire Pratt, PGMS, Counselor, Temporary, part-time job share, 0.20 FTE, Column IV, Step 5 + MA, effective July 29, 2022 (replaces Sonda Frudden, job share)

**CHANGE OF ASSIGNMENT/INVOLUNTARY TRANSFER:**

Jasona Prowse, from PGMS Special Education Teacher, 1.0 FTE to RDE Special Education Teacher, 1.0 FTE effective August 1, 2022 (based on enrollment)

2021-2022 PGHS Sports Stipends			
Employee	Assignment	Funding	Amount
Jordan Gasperson	Athletic Director	GF - Athletics	\$3,097 Semester 1 \$3,097 Semester 2
Nelly Isidro	Track Assistant	GF - Athletics	\$2,684
Jesus Santos	Track Assistant	GF - Athletics	\$1,342
Grace Hansen	Swimming Assistant	GF - Athletics	\$2,684
Ryan Nevis	Soccer Varsity Boys	GF - Athletics	\$3,717
Jeff Gray	Varsity Football	GF-Athletics	\$4,295

**PACIFIC GROVE UNIFIED SCHOOL DISTRICT  
CERTIFICATED PERSONNEL ASSIGNMENT ORDER NO. 18  
June 2, 2022**

Page 3 of 3

**2022 SUMMER SCHOOL, short term, temporary, paid per time sheet at the certificated hourly rate, effective June 1, 2022 through June 30, 2022**

<b>Employee Name</b>	<b>Position</b>	<b>Class</b>	<b>Hours</b>
Jennifer Pritchard	Speech Language Pathologist		4.5 hours/day
Amanda Geurts	Sub OT		TBD
Erin Homami	Teacher	Special Education Preschool	4.5 hours/day
Gretchen Kelly	Teacher	Intermediate SDC	4.5 hours/day
Rebecca Boston	Teacher	Primary SDC	4.5 hours/day
Ricky Cabalza	Teacher	Adult Transition Program	4.5 hours/day
Jasona Prowse	Teacher	MS/HS Moderate/Severe	4.5 hours/day
Andrea Webb	Teacher	RHD SDC	4.5 hours/day
Aisling Mauer	Teacher	RHD SDC	4.5 hours/day
Mary Quindimil	Teacher	Elementary	4.5 hours/day
Shannon McCarty	Teacher	Elementary	4.5 hours/day
Michelle Menczkowski	Teacher	Elementary	4.5 hours/day
Tanya Fadem	Teacher	Elementary	4.5 hours/day
Preston Lujan	Teacher	Secondary Credit Recovery	4.5 hours/day
Jack Riley	Teacher	Secondary Credit Recovery	4.5 hours/day
Jessica Morris	Teacher	Secondary Credit Recovery	4.5 hours/day
Sunny Lee/Pam Gaul	Teacher	Secondary Credit Recovery	4.5 hours/day
Natalie Montgomery	Teacher	Secondary Credit Recovery	4.5 hours/day

- ☒ Student Learning and Achievement
- ☒ Health and Safety of Students and Schools
- ☐ Credibility and Communication
- ☐ Fiscal Solvency, Accountability and Integrity

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

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**SUBJECT:** Classified Assignment Order #18

**DATE:** June 2, 2022

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

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Page 1 of 3

**RECOMMENDATION:**

The District Administration recommends the Board review and approve the Classified Assignment Order #18

**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. 18  
June 2, 2022**

Page 2 of 3

**2022 SUMMER SCHOOL, effective June 1, 2022-June 30, 2022:**

<b>Employee Name</b>	<b>Position</b>	<b>Hours: Paid per timesheet at the employee's regular rate of pay</b>	<b>Modified Schedule</b>
Amanda Geurts	Sub OT	4.5 hours/day	TBD
Raymond DeVost	Computer Tech	4.5 hours/day	June 3, 2022-June 10, 2022
Carey Parker	Computer Tech	4.5 hours/day	June 13, 2022-June 30, 2022
Rachel Croft	Healthcare Assistant	4.5 hours/day	
Georgia Kary	Instructional Assistant	4.5 hours/day	
Maya Chisholm	Instructional Assistant	4.5 hours/day	
Prakash Kumar	Paraprofessional SUB	4.5 hours/day	
Jennifer DeAnda	Paraprofessional	4.0 hours/day	
Michelle Garcia	Paraprofessional	4.5 hours/day	
Betty Cunningham	Paraprofessional	3.5 hours/day, June 1-10 4.0 hours/day, June 13-30	
Marlaine Laubach	Paraprofessional	4.5 hours/day	June 16, 2022-June 30, 2022
Yuri Dorantes	Paraprofessional	4.5 hours/day	
Sara Heindel	Paraprofessional	4.5 hours/day	
GiGi Obrien	Paraprofessional	4.5 hours/day	June 2, 2022-June 30, 2022
Maria Sicairos	Paraprofessional	4.5 hours/day	
Taylor Copeland	Paraprofessional	4.5 hours/day	June 1, 2022-June 27, 2022
Mark Anderson	Paraprofessional	4.5 hours/day	
Naomi Guillory	Paraprofessional	4.5 hours/day	
Charlotte Vander Meer	Paraprofessional	4.5 hours/day	June 3, 2022-June 30, 2022
Kyle Neely	Paraprofessional	4.5 hours/day	
Fernando Hernandez	Paraprofessional	4.5 hours/day	

**2022 SUMMER SCHOOL, continued**

<b>Employee Name</b>	<b>Position</b>	<b>Hours: Paid per timesheet at the employee's regular rate of pay</b>	<b>Modified Schedule</b>
Vanessa Villalpando	Paraprofessional	4.5 hours/day	
Luke Boynton	Paraprofessional	4.5 hours/day	
Irene Ciscneros	Paraprofessional	4.5 hours/day	
Brian Blommer	Paraprofessional	4.5 hours/day	
Gladys Bocanegra	Paraprofessional	4.5 hours/day	
Simon Stewart	Paraprofessional	4.5 hours/day	
Benjamin Bahena	Paraprofessional	4.5 hours/day	
Yvonne Foletta	Paraprofessional	4.5 hours/day	
April Gabriel	Paraprofessional	4.5 hours/day	
Joel Haffner	Paraprofessional	4.5 hours/day	
Tara Al-ayoubi	Paraprofessional	4.5 hours/day	

**RESIGNATION:**

Taylor Copeland, FGE, Paraprofessional, 6.5 hrs./day, 180 day work calendar, resigns effective July 1, 2022 after 2 years of successful employment with the Pacific Grove Unified School District

Teresa De Witt, RHD, Paraprofessional, 6.5 hrs./day, 180 day work calendar, resigns effective May 27, 2022 after 5 years of successful employment with the Pacific Grove Unified School District

**SUBSTITUTE:**

Alyssa Rodriguez, Executive Assistant, subbing 8 hrs./day/W-F, Confidential, Step A, effective April 25, 2022 (replaces: Mandi Ackerman while on Leave of Absence)



- ☐ Student Learning and Achievement
- ☐ Health and Safety of Students and Schools
- ☐ Credibility and Communication
- ☒ Fiscal Solvency, Accountability and Integrity

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

**SUBJECT:** Acceptance of Donations

**DATE:** June 2, 2022

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

**RECOMMENDATION:**

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

**INFORMATION:**

During the past month the following donations were received:

**Forest Grove Elementary School**

None

**Robert H. Down Elementary School**

None

**Pacific Grove Middle School**

Anonymous

Anne McCammon

\$125.00 (undesignated)

Baldwin Grand Piano (Instrument Program)

**Pacific Grove High School**

None

**Pacific Grove Community High School**

None

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

Friends of PG Co-Op

Don Parmiter

Friends of PG Co-Op

Friends of PG Co-Op

\$100.00 (Pine Ave. Preschool)

2 boxes Framed Canvas for Art Program

\$100 (dual language preschool)

\$100 (Lighthouse preschool)

**Pacific Grove Unified School District**

None

- ☐ Student Learning and Achievement
- ☐ Health and Safety of Students and Schools
- ☐ Credibility and Communication
- ☒ Fiscal Solvency, Accountability and Integrity

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

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**SUBJECT:** Cash Receipts Report No. 7

**DATE:** June 2, 2022

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

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**RECOMMENDATION:**

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

**BACKGROUND:**

The attached listing identifies Cash Receipts received by the District during the period of April 27, 2022 through May 24, 2022.

**INFORMATION:**

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

PGUSD  
BOARD REPORT # 7 Cash Receipts

April 27, 2022 - May 24, 2022

Date	Num	Name	Account	Amount
Apr 27 - May 24, 22				
04/29/2022	21024	Maria Rivera	INS PAYMENT	383.23
04/29/2022	21025	STATE OF CALIFORNIA	CAFETERIA	98,966.52
04/29/2022	21026	BASRP-RD	BASRP	450.00
04/29/2022	21027	Robert Down Elementary	DONATION	40.00
04/29/2022	21028	Intercare Holding Insurance	WORKERSCOMP	546.94
04/29/2022	21029	Intercare Holding Insurance	WORKERSCOMP	1,741.46
04/29/2022	21030	Intercare Holding Insurance	WORKERSCOMP	1,656.16
04/29/2022	21031	Intercare Holding Insurance	WORKERSCOMP	1,820.56
04/29/2022	21032	BUS PASS	BUS PASS	20.00
04/29/2022	21033	BUS PASS	BUS PASS	10.00
04/29/2022	21034	BASRP-FG	BASRP	345.00
04/29/2022	21035	Monterey County Clerk	RESTITUTION	600.00
04/29/2022	21036	Intercare Holding Insurance	WORKERSCOMP	1,741.46
04/29/2022	21037	Intercare Holding Insurance	WORKERSCOMP	546.94
04/29/2022	21038	Intercare Holding Insurance	WORKERSCOMP	910.28
04/29/2022	21039	ADULT EDUCATION	ADULT EDUCATION	140.00
04/29/2022	21040	Facilitron	SPECIAL RESERVE	3,044.40
04/29/2022	21041	STATE OF CALIFORNIA	SPED	19,883.64
04/29/2022	21042	STATE OF CALIFORNIA	CAFETERIA	6,658.18
04/29/2022	21043	BASRP-RD	BASRP	225.00
04/29/2022	21044	BASRP-FG	BASRP	333.00
04/29/2022	21045	RETIREE INSURANCE	RETIREE INSURANCE	3,837.61
05/11/2022	21046	BASRP-FG	CREDIT CARD SALES	21,969.24
05/11/2022	21047	BASRP-RD	CREDIT CARD SALES	20,930.24
05/11/2022	21048	REV TRAK	ADULT EDUCATION	27,952.90
05/11/2022	21050	REV TRAK	ADULT EDUCATION	1,029.28
05/11/2022	21051	FOOD SERVICE	CREDIT CARD SALES	133.76
05/11/2022	21049	VOID	VOID	
05/13/2022	21052	RETIREE INSURANCE	RETIREE INSURANCE	11,439.66
05/13/2022	21053	STATE OF CALIFORNIA	CAFETERIA	11,083.80
05/13/2022	21054	PGMS	Field Trips	6,578.00
05/13/2022	21055	STATE OF CALIFORNIA	SPED	949.55
05/13/2022	21056	Intercare Holding Insurance	WORKERSCOMP	1,656.16
05/13/2022	21057	CA Dept. Social Services	PRESCHOOL	4,000.00
05/13/2022	21058	CSUMB	MISC	750.00
05/13/2022	21059	Intercare Holding Insurance	WORKERSCOMP	546.94
05/13/2022	21060	Intercare Holding Insurance	WORKERSCOMP	1,741.46
05/13/2022	21061	Institutional Processing Services	CAFETERIA	215.84
05/13/2022	21062	NMCUSD	custodial	1,201.00
05/13/2022	21063	ADULT EDUCATION	ADULT EDUCATION	1,200.00
05/13/2022	21064	ADULT EDUCATION	ADULT EDUCATION	245.00
05/13/2022	21065	BASRP-RD	BASRP	959.00
05/13/2022	21066	BASRP-RD	BASRP	182.00
05/13/2022	21067	REV TRAK	ADULT EDUCATION	70.40
Apr 27 - May 24, 22				258,734.61

- ☐ Student Learning and Achievement
- ☐ Health and Safety of Students and Schools
- ☐ Credibility and Communication
- ☒ Fiscal Solvency, Accountability and Integrity

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

---

**SUBJECT:** Revolving Cash Report No. #2

**DATE:** June 2, 2022

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

---

**RECOMMENDATION:**

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

**BACKGROUND:**

The attached listing identifies payments made from the Revolving Cash Fund during the period From December 1, 2021 to May 24, 2022.

**INFORMATION:**

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

PGUSD  
BOARD REPORT # 2 REVOLVING CASH

December 1, 2021 - May 24, 2022

Date	Num	Name	Account	Amount
Dec 1, '21 - May 24, 22				
12/13/2021	5494	Michael's Taqueria	BUSINESS OFFICE	-395.38
12/15/2021	5495	Rachel Croft	PAYROLL	-477.19
12/28/2021		DEPOSIT	none	1,953.09
01/27/2022		DEPOSIT	none	482.25
01/31/2022		ANALYSIS CHARGE	none	-217.75
02/02/2022	5496	US POSTMASTER	BUSINESS OFFICE	-265.00
02/28/2022		ANALYSIS CHARGE	none	-209.84
03/31/2022		ANALYSIS CHARGE	none	-163.81
04/30/2022		ANALYSIS CHARGE	none	-217.39
				<hr/>
Dec 1, '21 - May 24, 22				<hr/> 488.98 <hr/>

PGUSD  
BOARD REPORT # 7 Cash Receipts

April 27, 2022 - May 24, 2022

Date	Num	Name	Account	Amount
Apr 27 - May 24, 22				
04/29/2022	21024	Maria Rivera	INS PAYMENT	383.23
04/29/2022	21025	STATE OF CALIFORNIA	CAFETERIA	98,966.52
04/29/2022	21026	BASRP-RD	BASRP	450.00
04/29/2022	21027	Robert Down Elementary	DONATION	40.00
04/29/2022	21028	Intercare Holding Insurance	WORKERSCOMP	546.94
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04/29/2022	21030	Intercare Holding Insurance	WORKERSCOMP	1,656.16
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04/29/2022	21037	Intercare Holding Insurance	WORKERSCOMP	546.94
04/29/2022	21038	Intercare Holding Insurance	WORKERSCOMP	910.28
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04/29/2022	21040	Facilitron	SPECIAL RESERVE	3,044.40
04/29/2022	21041	STATE OF CALIFORNIA	SPED	19,883.64
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05/11/2022	21051	FOOD SERVICE	CREDIT CARD SALES	133.76
05/11/2022	21049	VOID	VOID	
05/13/2022	21052	RETIREE INSURANCE	RETIREE INSURANCE	11,439.66
05/13/2022	21053	STATE OF CALIFORNIA	CAFETERIA	11,083.80
05/13/2022	21054	PGMS	Field Trips	6,578.00
05/13/2022	21055	STATE OF CALIFORNIA	SPED	949.55
05/13/2022	21056	Intercare Holding Insurance	WORKERSCOMP	1,656.16
05/13/2022	21057	CA Dept. Social Services	PRESCHOOL	4,000.00
05/13/2022	21058	CSUMB	MISC	750.00
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05/13/2022	21060	Intercare Holding Insurance	WORKERSCOMP	1,741.46
05/13/2022	21061	Institutional Processing Services	CAFETERIA	215.84
05/13/2022	21062	NMCUSD	custodial	1,201.00
05/13/2022	21063	ADULT EDUCATION	ADULT EDUCATION	1,200.00
05/13/2022	21064	ADULT EDUCATION	ADULT EDUCATION	245.00
05/13/2022	21065	BASRP-RD	BASRP	959.00
05/13/2022	21066	BASRP-RD	BASRP	182.00
05/13/2022	21067	REV TRAK	ADULT EDUCATION	70.40
Apr 27 - May 24, 22				258,734.61

- |  |   |
|--|---|
| <input type="checkbox"/> Student Learning and Achievement              | <input type="checkbox"/> Consent                      |
| <input type="checkbox"/> Health and Safety of Students and Schools     | <input checked="" type="checkbox"/> Action/Discussion |
| <input checked="" type="checkbox"/> Credibility and Communication      | <input type="checkbox"/> Information/Discussion       |
| <input type="checkbox"/> Fiscal Solvency, Accountability and Integrity | <input type="checkbox"/> Public Hearing               |

**SUBJECT:** Online Subscription with DocuSign Electronic Signature Services

**DATE:** June 2, 2022

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

**RECOMMENDATION:**

The District Administration recommends the Board review and approve use of the online signature services of DocuSign, district wide.

**BACKGROUND:**

Starting in April, 2020, Student Services purchased DocuSign to use during the pandemic shut down to obtain parent signatures on confidential student documentation. Since then this service, and those similar, have been used in the District to route documents for signatures from administrators, employees, and parents.

**INFORMATION:**

After meeting with site clerical staff it has been determined the continued use of this service will be very useful in obtaining necessary signatures from administrators, employees, vendors, and parents. Suggested uses are contracts, staff forms, permission slips, special education documents, etc.

The district would purchase 500 envelopes to be used throughout the district for the needs mentioned. The purchase includes their Premier Support for the entire service period. This would be a 15 -month agreement since the current agreement expires this month. This new agreement would be for a period from June 17, 2022 through August 16, 2023.

Furthermore, this company serves many entities, including government, that require a secure environment to do business. DocuSign is providing their standard security service which meets HIPAA (Health Insurance Portability and Accountability Act), FERPA (Family Educational Rights and Privacy Act) and COPPA (Children’s Online Privacy Protection Act) requirements to keep student data safe. Automatic document retention will keep records both safe and accessible to district staff.

**FISCAL IMPACT:**

Fund 01 \$2,728.93  
Business Office budgeted



DocuSign, Inc.  
221 Main Street, Suite 1550  
San Francisco, CA 94105

CONSENT G

**Offer Valid Through:** Jun 10,  
2022

**Prepared By:** Carrington Taylor  
**Quote Number:** Q-00786040

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## ORDER FORM

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### Address Information

**Bill To:**

Pacific Grove Unified School District  
435 Hillcrest Ave,  
Pacific Grove, CA, 93950  
United States

**Ship To:**

Pacific Grove Unified School District  
435 Hillcrest Ave,  
Pacific Grove, CA, 93950  
United States

**Billing Contact Name:**

Carly Adams

**Billing Email Address:**

cadams@pgusd.org

**Billing Phone:**

831-646-6517

**Shipping Contact Name:**

Denise Engles

**Shipping Email Address:**

dengles@pgusd.org

**Shipping Phone:**

+1.831.646.6520

---

### Order Details

**Order Start Date:** Jun 17, 2022

**Order End Date:** Aug 16, 2023

**Billing Frequency:** Upfront

**Payment Method:** Check

**Payment Terms:** Net 30

**Currency:** USD

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### Products

Product Name	Start Date	End Date	Quantity	Net Price
eSignature Business Pro for Gov - Envelope	Jun 17, 2022	Aug 16, 2023	500	\$2,700.00
Premier Support	Jun 17, 2022	Aug 16, 2023	1	\$28.93

**Grand Total: \$2,728.93**

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### Product Details

eSignature Envelope Allowance: 500

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### Overage/Usage Fees



eSignature Business Pro for Gov - Env (Per Transaction): \$6.40

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## Order Special Terms

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## Terms & Conditions

This Order Form is governed by the terms Master Services Agreement available online at: <https://www.docusign.com/company/terms-and-conditions/msa> and the applicable Service Schedule(s) and Attachments for the DocuSign Services described herein available online at <https://www.docusign.com/company/terms-and-conditions/msa-service-schedules>.

---

## Billing Information

Prices shown above do not include any state and local taxes that may apply. Any such taxes are the responsibility of the Customer and will appear on the final Invoice.

Is the contracting entity exempt from sales tax?

**Please select Yes or No:**

If yes, please send the required tax exemption documents immediately to [taxexempt@docusign.com](mailto:taxexempt@docusign.com).

Invoices for this order will be emailed automatically from [invoicing@docusign.com](mailto:invoicing@docusign.com). Please make sure this email is on an approved setting or safe senders list so notifications do not go to a junk folder or caught in a spam filter.

---

## Purchase Order Information

Is a Purchase Order (PO) required for the purchase or payment of the products on this Order Form?

Please select Yes or No:

If yes, please complete the following:

PO Number:

PO Amount: \$

---

**By signing this Agreement, I certify that I am authorized to sign on behalf of the Customer and agree to the Terms and Conditions of this Order Form and any documents incorporated herein.**

**Customer**

Signature:

Name:

Job Title:

Date:

**DocuSign,  
Inc.**

Signature:

Name:

Job Title:

Date:

- ☒ Student Learning and Achievement
- ☐ Health and Safety of Students and Schools
- ☒ Credibility and Communication
- ☒ Fiscal Solvency, Accountability and Integrity

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

**SUBJECT:** Approval of Actuarial Study of Retiree Health Liabilities Under GASB 74/75 for fiscal year 2021-22

**DATE:** June 2, 2022

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

**RECOMMENDATION:**

The District Administration recommends that the Board approve the actuarial study of retiree health liabilities under GASB 74/75 for fiscal year 2021-22.

**BACKGROUND:**

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

Beginning in fiscal year 2017-18, GASB 43 and 45 were superseded by GASB 74 and 75, and the latter became effective. These new standards affect all school districts with OPEB and not just those that are funding OPEB. The triennial valuations of prior GASB 43/45 are no longer allowed and all school districts must obtain an annual valuation; roll-forward valuation can be done every other fiscal year if there are no significant changes to planned or covered groups. The measurement date (actuarial valuation date) must be June 30 of each fiscal year.

The total OPEB liability will be reported in Form Debt and the government-wide statement of Net Position similar to the CalSTRS and CalPERS unfunded pension liability, and as note disclosures in the District's audit report and Required Supplemental Information (RSI) schedule.

**Impact and purpose of GASB 74/75:**

- The result of GASB 74 and 75 does not affect the District's current operating budget or the Unaudited Actuals
- It helps the District assess and manage the costs and liabilities associated with retiree health benefits
- It provides information to enable the District to communicate the financial implications of retiree health benefits to internal financial staff, employee groups, the Board and the community

**INFORMATION:**

The Pacific Grove Unified School District currently applies a “pay as you go” method to address its post-employment liabilities. The estimate for 2021-22 by Total Compensation Systems, Inc. (TCS) is \$312,717, down from \$347,991 in 2020-21, incorporating factors as required by Governmental Accounting Standards Board (GASB) in the actuarial calculation.

On page 11, based on this actuarial study, the projected annual retiree benefits would more than double from \$312,717 in 2021 to \$689,193 in year beginning 2030.

For a number of years, the District has engaged Total Compensation Systems, Inc. (TCS) to analyze liabilities and perform actuarial study associated with its current retiree health program. The report submitted to the Board as received from TCS reflects valuation as of June 30, 2021.

**FISCAL IMPACT:**

None, this item is for review and approval only.

The fee to Total Compensation Systems (TCS) to perform this actuarial study is \$6,210, after a 10% discount and an additional discount of 3% as a repeat customer, which was approved by the Board on August 19, 2021.

**Pacific Grove Unified School District  
Actuarial Study of  
Retiree Health Liabilities Under GASB 74/75  
Valuation Date: June 30, 2021  
Measurement Date: June 30, 2021  
For Fiscal Year-End: June 30, 2022**

*Prepared by:  
Total Compensation Systems, Inc.*

*Date: May 13, 2022*

**Total Compensation Systems, Inc.**

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# Total Compensation Systems, Inc.

## Pacific Grove Unified School District Actuarial Study of Retiree Health Liabilities

### PART I: EXECUTIVE SUMMARY

#### A. Introduction

This report was produced by Total Compensation Systems, Inc. for Pacific Grove Unified School District to determine the liabilities associated with its current retiree health program as of a June 30, 2021 measurement date and to provide the necessary information to determine accounting entries for the fiscal year ending June 30, 2022. This report may not be suitable for other purposes such as determining employer contributions or assessing the potential impact of changes in plan design.

Different users of this report will likely be interested in different sections of information contained within. We anticipate that the following portions may be of most interest depending on the reader:

- A high level comparison of key results from the current year to the prior year is shown on this page.
- The values we anticipate will be disclosed in the June 30, 2022 year-end financials are shown on pages 2 and 3.
- Additional accounting information is shown on page 12 and Appendices C and D.
- Description and details of measured valuation liabilities can be found beginning on page 10.
- Guidance regarding the next actuarial valuation for the June 30, 2022 measurement date is provided on page 13.

#### B. Key Results

Pacific Grove USD uses an Actuarial Measurement Date that is 12 months prior to its Fiscal Year-End. This means that these actuarial results measured as of June 30, 2021 will be used on a look back basis for the June 30, 2022 Fiscal Year-End.

Key Results	Current Year	Prior Year
	<i>June 30, 2021 Measurement Date for June 30, 2022 Fiscal Year-End</i>	<i>June 30, 2020 Measurement Date for June 30, 2021 Fiscal Year-End</i>
Total OPEB Liability (TOL)	\$8,509,530	\$9,298,705
Fiduciary Net Position (FNP)	\$0	\$0
Net OPEB Liability (NOL)	\$8,509,530	\$9,298,705
Service Cost ( <i>for year following</i> )	\$562,346	\$832,192
Estimated Pay-as-you-go Amount ( <i>for year following</i> )	\$312,717	\$347,991
GASB 75 OPEB Expense ( <i>for year ending</i> )	\$573,605	\$635,486

Refer to results section beginning on page 10 or the glossary on page 27 for descriptions of the above items.

Key Assumptions	Current Year	Prior Year
	<i>June 30, 2021 Measurement Date for June 30, 2022 Fiscal Year-End</i>	<i>June 30, 2020 Measurement Date for June 30, 2021 Fiscal Year-End</i>
Valuation Interest Rate	2.16%	2.20%
Expected Rate of Return on Assets	N/A	N/A
Long-Term Medical Trend Rate	4.00%	4.00%
Projected Payroll Growth	2.75%	2.75%

# Total Compensation Systems, Inc.

## C. Summary of GASB 75 Accounting Results

### 1. Changes in Net OPEB Liability

The following table shows the reconciliation of the June 30, 2020 Net OPEB Liability (NOL) in the prior valuation to the June 30, 2021 NOL. A more detailed version of this table can be found on page 12.

	<i>TOL</i>	<i>FNP</i>	<i>NOL</i>
<b>Balance at June 30, 2020 Measurement Date</b>	<b>\$9,298,705</b>	<b>\$0</b>	<b>\$9,298,705</b>
Service Cost	\$832,192	\$0	\$832,192
Interest on TOL / Return on FNP	\$209,898	\$0	\$209,898
Employer Contributions*	\$0	\$301,612	(\$301,612)
Benefit Payments*	(\$301,612)	(\$301,612)	\$0
Administrative Expenses	\$0	\$0	\$0
Experience (Gains)/Losses	(\$1,270,583)	\$0	(\$1,270,583)
Changes in Assumptions	(\$259,070)	\$0	(\$259,070)
Other	\$0	\$0	\$0
Net Change	(\$789,175)	\$0	(\$789,175)
<b>Actual Balance at June 30, 2021 Measurement Date</b>	<b>\$8,509,530</b>	<b>\$0</b>	<b>\$8,509,530</b>

\* Includes \$65,404 due to implied rate subsidy.

### 2. Deferred Inflows and Outflows

Changes in the NOL arising from certain sources are recognized on a deferred basis. The following tables show the balance of each deferral item as of the measurement date and the scheduled future recognition. A reconciliation of these balances can be found on page 12 while the complete deferral history is shown beginning on page 24.

<b>Balances at June 30, 2022 Fiscal Year-End</b>	<i>Deferred Outflows</i>	<i>Deferred Inflows</i>
Differences between expected and actual experience	\$0	(\$3,431,864)
Changes in assumptions	\$991,094	(\$355,701)
Differences between projected and actual return on assets	\$0	\$0
<b>Total</b>	<b>\$991,094</b>	<b>(\$3,787,565)</b>

<b>To be recognized fiscal year ending June 30:</b>	<i>Deferred Outflows</i>	<i>Deferred Inflows</i>
2023	\$151,291	(\$619,776)
2024	\$151,291	(\$619,776)
2025	\$151,291	(\$619,776)
2026	\$151,291	(\$592,888)
2027	\$151,291	(\$581,365)
Thereafter	\$234,639	(\$753,984)
<b>Total</b>	<b>\$991,094</b>	<b>(\$3,787,565)</b>



# Total Compensation Systems, Inc.

## 3. OPEB Expense

Under GASB 74 and 75, OPEB expense includes service cost, interest cost, administrative expenses, and change in TOL due to plan changes, adjusted for deferred inflows and outflows. OPEB expense can also be derived as change in net position, adjusted for employer contributions, which can be found on page 12.

<b>To be recognized fiscal year ending June 30, 2022</b>	<i>Expense Component</i>
Service Cost	\$832,192
Interest Cost	\$209,898
Expected Return on Assets	\$0
Administrative Expenses	\$0
Recognition of Experience (Gain)/Loss Deferrals	(\$551,240)
Recognition of Assumption Change Deferrals	\$82,755
Recognition of Investment (Gain)/Loss Deferrals	\$0
Employee Contributions	\$0
Changes in Benefit Terms	\$0
<b>Net OPEB Expense for fiscal year ending June 30, 2022</b>	<b>\$573,605</b>

## 4. Adjustments

The above OPEB expense includes all deferred inflows and outflows except any contributions after the measurement date. Contributions from July 1, 2021 to June 30, 2022 minus prior contributions after the measurement date of \$236,208 should also be reflected in OPEB expense. June 30, 2022 deferred outflows should include contributions from July 1, 2021 to June 30, 2022.

## 5. Trend and Interest Rate Sensitivities

The following presents what the Net OPEB Liability would be if it were calculated using a discount rate assumption or a healthcare trend rate assumption one percent higher or lower than the current assumption.

<b>Net OPEB Liability at June 30, 2021 Measurement Date</b>	<i>Discount Rate</i>	<i>Healthcare Trend Rate</i>
1% Decrease in Assumption	\$9,332,876	\$7,841,198
Current Assumption	\$8,509,530	\$8,509,530
1% Increase in Assumption	\$7,781,980	\$9,319,761

# Total Compensation Systems, Inc.

## D. Description of Retiree Benefits

Following is a description of the current retiree benefit plan:

	<u><b>Certificated</b></u>	<u><b>Classified</b></u>	<u><b>Management</b></u>	<u><b>Confidential</b></u>
Benefit types provided	Medical, dental and vision	Medical only	Medical, dental and vision	Medical only
Duration of Benefits	To age 85	To age 85	To age 65	To age 85
Required Service	10 years	10 years	10 years	10 years
Minimum Age	55	55	55	55
Dependent Coverage	No	No	No	No
District Contribution %	100%	100%	100%	100%
District Cap	Pre-65: Active Cap* Post-65: \$152/month for Medicare Supp	Pre-65: Active Cap Post-65: \$50/month for Medicare Supp	Pre-65: Active Cap	Pre-65: Active Cap Post-65: \$150/month for Medicare Supp

\*Reduced if the retiree worked at least 40% but less than 80% full time

## E. Summary of Valuation Data

This report is based on census data provided to us as of June, 2021. Distributions of participants by age and service can be found on page 18. For non-lifetime benefits, the active count below excludes employees for whom it is not possible to receive retiree benefits (e.g. employees who are already older than the maximum age to which benefits are payable or who will not accrue the required service prior to reaching the maximum age).

	<b>Current Year</b> <i>June 30, 2021 Valuation Date</i> <i>June 30, 2021 Measurement Date</i>	<b>Prior Year</b> <i>June 30, 2019 Valuation Date</i> <i>June 30, 2020 Measurement Date</i>
<b>Active Employees eligible for future benefits</b>		
Count	282	295
Average Age	48.3	47.8
Average Years of Service	10.6	9.8
<b>Retirees currently receiving benefits</b>		
Count	130	129
Average Age	72.2	72.0

We were not provided with information about any terminated, vested employees.

## Total Compensation Systems, Inc.

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### F. Certification

The actuarial information in this report is intended solely to assist Pacific Grove USD in complying with Governmental Accounting Standards Board Accounting Statement 74 and 75 and, unless otherwise stated, fully and fairly discloses actuarial information required for compliance. Nothing in this report should be construed as an accounting opinion, accounting advice or legal advice. TCS recommends that third parties retain their own actuary or other qualified professionals when reviewing this report. TCS's work is prepared solely for the use and benefit of Pacific Grove USD. Release of this report may be subject to provisions of the Agreement between Pacific Grove USD and TCS. No third party recipient of this report product should rely on the report for any purpose other than accounting compliance. Any other use of this report is unauthorized without first consulting with TCS.

This report is for fiscal year July 1, 2021 to June 30, 2022, using a measurement date of June 30, 2021. The calculations in this report have been made based on our understanding of plan provisions and actual practice at the time we were provided the required information. We relied on information provided by Pacific Grove USD. Much or all of this information was unaudited at the time of our evaluation. We reviewed the information provided for reasonableness, but this review should not be viewed as fulfilling any audit requirements. We relied on the following materials to complete this study:

- We used paper reports and digital files containing participant demographic data from the District personnel records.
- We used relevant sections of collective bargaining agreements provided by the District.

All costs, liabilities, and other estimates are based on actuarial assumptions and methods that comply with all applicable Actuarial Standards of Practice (ASOPs). Each assumption is deemed to be reasonable by itself, taking into account plan experience and reasonable future expectations and in combination represent our estimate of anticipated experience of the Plan.

This report contains estimates of the Plan's financial condition and future results only as of a single date. Future results can vary dramatically and the accuracy of estimates contained in this report depends on the actuarial assumptions used. This valuation cannot predict the Plan's future condition nor guarantee its future financial soundness. Actuarial valuations do not affect the ultimate cost of Plan benefits, only the timing of Plan contributions. While the valuation is based on individually reasonable assumptions, other assumption sets may also be reasonable and valuation results based on those assumptions would be different. Determining results using alternative assumptions (except for the alternate discount and trend rates shown in this report) is outside the scope of our engagement.

Future actuarial measurements may differ significantly from those presented in this report due to factors such as, but not limited to, the following: plan experience differing from that anticipated by the economic or demographic assumptions; changes in economic or demographic assumptions; increases or decreases expected as part of the natural operation of the measurement methodology (such as the end of an amortization period or additional cost or contribution requirements based on the plan's funded status); and changes in plan provisions or applicable law. We were not asked to perform analyses to estimate the potential range of such future measurements.

The signing actuary is independent of Pacific Grove USD and any plan sponsor. TCS does not intend to benefit from and assumes no duty or liability to other parties who receive this report. TCS is not aware of any relationship that would impair the objectivity of the opinion.

On the basis of the foregoing, I hereby certify that, to the best of my knowledge and belief, this report is complete and has been prepared in accordance with generally accepted actuarial principles and practices and all applicable Actuarial Standards of Practice. I meet the Qualifications Standards of the American Academy of

**Total Compensation Systems, Inc.**

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Actuaries to render the actuarial opinion contained herein.

Respectfully submitted,



Will Kane, FSA, EA, MAAA  
Actuary  
Total Compensation Systems, Inc.  
(805) 496-1700

# Total Compensation Systems, Inc.

## PART II: LIABILITIES AND COSTS FOR RETIREE BENEFITS

### A. Introduction.

We calculated the actuarial present value of projected benefit payments (APVPBP) separately for each participant. We determined eligibility for retiree benefits based on information supplied by Pacific Grove USD. We then selected assumptions that, based on plan provisions and our training and experience, represent our best prediction of future plan experience. For each participant, we applied the appropriate assumption factors based on the participant's age, sex, length of service, and employee classification.

The actuarial assumptions used for this study are summarized beginning on page 14.

### B. Liability for Retiree Benefits.

For each participant, we projected future premium costs using an assumed trend rate (see Appendix C). To the extent Pacific Grove USD uses contribution caps, the influence of the trend factor is further reduced. We multiplied each year's benefit payments by the probability that benefits will be paid; i.e. based on the probability that the participant is living, has not terminated employment, has retired and remains eligible. The probability that benefit will be paid is zero if the participant is not eligible. The participant is not eligible if s/he has not met minimum service, minimum age or, if applicable, maximum age requirements.

The product of each year's benefit payments and the probability the benefit will be paid equals the expected cost for that year. We multiplied the above expected cost figures by the probability that the retiree would elect coverage. A retiree may not elect to be covered if retiree health coverage is available less expensively from another source (e.g. Medicare risk contract) or the retiree is covered under a spouse's plan. Finally, we discounted the expected cost for each year to the measurement date June 30, 2021 at 2.16% interest.

For any **current retirees**, the approach used was similar. The major difference is that the probability of payment for current retirees depends only on mortality and age restrictions (i.e. for retired employees the probability of being retired and of not being terminated are always both 100%).

The value generated from the process described above is called the actuarial present value of projected benefit payments (APVPBP). We added APVPBP for each participant to get the total APVPBP for all participants which is the estimated present value of all future retiree health benefits for all **current** participants. The APVPBP is the amount on June 30, 2021 that, if all actuarial assumptions are exactly right, would be sufficient to expense all promised benefits until the last participant dies or reaches the maximum eligibility age. However, for most actuarial and accounting purposes, the APVPBP is not used directly but is instead apportioned over the lifetime of each participant as described in the following sections.

## Total Compensation Systems, Inc.

### C. Actuarial Accrual

Accounting principles provide that the cost of retiree benefits should be “accrued” over employees' working lifetime. For this reason, the Governmental Accounting Standards Board (GASB) issued in June of 2015 Accounting Standards 74 and 75 for retiree health benefits. These standards apply to all public employers that pay any part of the cost of retiree health benefits for current or future retirees (including early retirees), whether they pay directly or indirectly (via an “implicit rate subsidy”).

To actuarially accrue retiree health benefits requires determining the amount to expense each year so that the liability accumulated at retirement is, on average, sufficient (with interest) to cover all retiree health expenditures without the need for additional expenses. There are many different ways to determine the annual accrual amount. The calculation method used is called an “actuarial cost method” and uses the APVPBP to develop expense and liability figures. Furthermore, the APVPBP should be accrued over the working lifetime of employees.

In order to accrue the APVPBP over the working lifetime of employees, actuarial cost methods apportion the APVPBP into two parts: the portions attributable to service rendered prior to the measurement date (the past service liability or Total OPEB Liability (TOL) under GASB 74 and 75) and to service after the measurement date but prior to retirement (the future service liability or present value of future service costs). Of the future service liability, the portion attributable to the single year immediately following the measurement date is known as the normal cost or Service Cost under GASB 74 and 75.

The service cost can be thought of as the value of the benefit earned each year if benefits are accrued during the working lifetime of employees. The actuarial cost method mandated by GASB 75 is the “entry age actuarial cost method”. Under the entry age actuarial cost method, the actuary determines the service cost as the annual amount needing to be expensed from hire until retirement to fully accrue the cost of retiree health benefits. Under GASB 75, the service cost is calculated to be a level percentage of each employee’s projected pay.

### D. Actuarial Assumptions

The APVPBP and service cost are determined using several key assumptions:

- The current ***cost of retiree health benefits*** (often varying by age, Medicare status and/or dependent coverage). The higher the current cost of retiree benefits, the higher the service cost.
- The ***“trend” rate*** at which retiree health benefits are expected to increase over time. A higher trend rate increases the service cost. A “cap” on District contributions can reduce trend to zero once the cap is reached thereby dramatically reducing service costs.
- ***Mortality rates*** varying by age and sex (and sometimes retirement or disability status). If employees die prior to retirement, past contributions are available to fund benefits for employees who live to retirement. After retirement, death results in benefit termination or reduction. Although higher mortality rates reduce service costs, the mortality assumption is not likely to vary from employer to employer.
- ***Employment termination rates*** have the same effect as mortality inasmuch as higher termination rates reduce service costs. Employment termination can vary considerably between public agencies.
- The ***service requirement*** reflects years of service required to earn full or partial retiree benefits. While a longer service requirement reduces costs, cost reductions are not usually substantial unless the service period exceeds 20 years of service.

## Total Compensation Systems, Inc.

- **Retirement rates** determine what proportion of employees retire at each age (assuming employees reach the requisite length of service). Retirement rates often vary by employee classification and implicitly reflect the minimum retirement age required for eligibility. Retirement rates also depend on the amount of pension benefits available. Higher retirement rates increase service costs but, except for differences in minimum retirement age, retirement rates tend to be consistent between public agencies for each employee type.
- **Participation rates** indicate what proportion of retirees are expected to elect retiree health benefits if a significant retiree contribution is required. Higher participation rates increase costs.
- The **discount rate** estimates investment earnings for assets earmarked to cover retiree health benefit liabilities. The discount rate depends on the nature of underlying assets for funded plans. The rate used for a funded plan is the **real** rate of return expected for plan assets plus the long term inflation assumption. For an unfunded plan, the discount rate is based on an index of 20 year General Obligation municipal bonds rated AA or higher. For partially funded plans, the discount rate is a blend of the funded and unfunded rates.

### E. Total OPEB Liability

The assumptions listed above are not exhaustive, but are the most common assumptions used in actuarial cost calculations. If all actuarial assumptions are exactly met and an employer expensed the service cost every year for all past and current employees and retirees, a sizeable liability would have accumulated (after adding interest and subtracting retiree benefit costs). The liability that would have accumulated is called the Total OPEB Liability (TOL). The excess of TOL over the value of plan assets is called the Net OPEB Liability (NOL). Under GASB 74 and 75, in order for assets to count toward offsetting the TOL, the assets have to be held in an irrevocable trust that is safe from creditors and can only be used to provide OPEB benefits to eligible participants.

Changes in the TOL can arise in several ways - e.g., as a result of plan changes or changes in actuarial assumptions. Change in the TOL can also arise from actuarial gains and losses. Actuarial gains and losses result from differences between actuarial assumptions and actual plan experience. GASB 75 allows certain changes in the TOL to be deferred (i.e. deferred inflows and outflows of resources).

Under GASB 74 and 75, a portion of actuarial gains and losses can be deferred as follows:

- Investment gains and losses are deferred five years.
- Experience gains and losses are deferred over the Expected Average Remaining Service Lives (EARSL) of plan participants. In calculating the EARSL, terminated employees (primarily retirees) are considered to have a working lifetime of zero. This often makes the EARSL quite short.
- Liability changes resulting from changes in economic and demographic assumptions are also deferred based on the EARSL.
- Liability changes resulting from plan changes, for example, cannot be deferred.

# Total Compensation Systems, Inc.

## F. Valuation Results

This section details the measured values of the concepts described on the previous pages.

### 1. Actuarial Present Value of Projected Benefit Payments (APVPBP)

#### **Actuarial Present Value of Projected Benefit Payments as of June 30, 2021 Valuation Date**

	<i>Total</i>	<i>Certificated</i>	<i>Classified</i>	<i>Confidential</i>	<i>Management</i>
Active: Pre-65 Benefit	\$6,990,263	\$2,593,568	\$3,564,873	\$84,343	\$747,479
Post-65 Benefit	\$5,578,089	\$4,905,247	\$559,223	\$113,619	\$0
Subtotal	\$12,568,352	\$7,498,815	\$4,124,096	\$197,962	\$747,479
Retiree: Pre-65 Benefit	\$258,183	\$140,051	\$70,434	\$0	\$47,698
Post-65 Benefit	\$2,802,241	\$2,554,050	\$167,792	\$78,347	\$2,052
Subtotal	\$3,060,424	\$2,694,101	\$238,226	\$78,347	\$49,750
Grand Total	\$15,628,776	\$10,192,916	\$4,362,322	\$276,309	\$797,229
Subtotal Pre-65 Benefit	\$7,248,446	\$2,733,619	\$3,635,307	\$84,343	\$795,177
Subtotal Post-65 Benefit	\$8,380,330	\$7,459,297	\$727,015	\$191,966	\$2,052

### 2. Service Cost

The service cost represents the value of the benefit earned during a single year of employment. It is the APVPBP spread over the expected working lifetime of the employee and divided into annual segments. We applied an "entry age" actuarial cost method to determine funding rates for active employees. The table below summarizes the calculated service cost.

#### **Service Cost Valuation Year Beginning July 1, 2021**

	<i>Total</i>	<i>Certificated</i>	<i>Classified</i>	<i>Confidential</i>	<i>Management</i>
# of Eligible Employees	282	135	125	4	18
<b>First Year Service Cost</b>					
Pre-65 Benefit	\$326,998	\$101,385	\$181,625	\$4,964	\$39,024
Post-65 Benefit	\$235,348	\$197,775	\$31,125	\$6,448	\$0
Total	\$562,346	\$299,160	\$212,750	\$11,412	\$39,024

Accruing retiree health benefit costs using service costs levels out the cost of retiree health benefits over time and more fairly reflects the value of benefits "earned" each year by employees. While the service cost for each employee is targeted to remain level as a percentage of covered payroll, the service cost as a dollar amount would increase each year based on covered payroll. Additionally, the overall service cost may grow or shrink based on changes in the demographic makeup of the employees from year to year.



## Total Compensation Systems, Inc.

### 3. Total OPEB Liability and Net OPEB Liability

If actuarial assumptions are borne out by experience, the District will fully accrue retiree benefits by expensing an amount each year that equals the service cost. If no accruals had taken place in the past, there would be a shortfall of many years' accruals, accumulated interest and forfeitures for terminated or deceased employees. This shortfall is called the Total OPEB Liability. We calculated the Total OPEB Liability (TOL) as the APVPBP minus the present value of future service costs. To the extent that benefits are funded through a GASB 74 qualifying trust, the trust's Fiduciary Net Position (FNP) is subtracted to get the NOL. The FNP is the value of assets adjusted for any applicable payables and receivables as shown in the table on page 15.

#### Total OPEB Liability and Net OPEB Liability as of June 30, 2021 Valuation Date

	<i>Total</i>	<i>Certificated</i>	<i>Classified</i>	<i>Confidential</i>	<i>Management</i>
Active: Pre-65 Benefit	2,860,759	\$1,162,818	\$1,304,468	\$22,720	\$370,753
Active: Post-65 Benefit	\$2,588,347	\$2,269,102	\$261,600	\$57,645	\$0
Subtotal	\$5,449,106	\$3,431,920	\$1,566,068	\$80,365	\$370,753
Retiree: Pre-65 Benefit	\$258,183	\$140,051	\$70,434	\$0	\$47,698
Retiree: Post-65 Benefit	\$2,802,241	\$2,554,050	\$167,792	\$78,347	\$2,052
Subtotal	\$3,060,424	\$2,694,101	\$238,226	\$78,347	\$49,750
Subtotal: Pre-65 Benefit	\$3,118,942	\$1,302,869	\$1,374,902	\$22,720	\$418,451
Subtotal: Post-65 Benefit	\$5,390,588	\$4,823,152	\$429,392	\$135,992	\$2,052
Total OPEB Liability (TOL)	\$8,509,530	\$6,126,021	\$1,804,294	\$158,712	\$420,503
Fiduciary Net Position as of June 30, 2021	\$0				
Net OPEB Liability (NOL)	\$8,509,530				

### 4. "Pay As You Go" Projection of Retiree Benefit Payments

We used the actuarial assumptions shown in Appendix C to project the District's ten year retiree benefit outlay, including any implicit rate subsidy. Because these cost estimates reflect average assumptions applied to a relatively small number of participants, estimates for individual years are **certain** to be **inaccurate**. However, these estimates show the size of cash outflow.

The following table shows a projection of annual amounts needed to pay the District's share of retiree health costs, including any implicit rate subsidy.

<i>Year Beginning July 1</i>	<i>Total</i>	<i>Certificated</i>	<i>Classified</i>	<i>Confidential</i>	<i>Management</i>
2021	\$312,717	\$251,478	\$39,944	\$7,500	\$13,795
2022	\$344,415	\$261,574	\$52,839	\$10,372	\$19,630
2023	\$394,693	\$285,617	\$75,504	\$9,321	\$24,251
2024	\$460,832	\$316,112	\$97,704	\$9,992	\$37,024
2025	\$490,397	\$344,202	\$99,450	\$10,430	\$36,315
2026	\$531,185	\$347,742	\$124,100	\$10,771	\$48,572
2027	\$567,110	\$363,821	\$141,075	\$11,544	\$50,670
2028	\$627,895	\$373,533	\$186,497	\$11,482	\$56,383
2029	\$656,587	\$359,808	\$207,867	\$11,352	\$77,560
2030	\$689,193	\$365,680	\$229,130	\$11,172	\$83,211

# Total Compensation Systems, Inc.

## G. Additional Reconciliation of GASB 75 Results

The following table shows the reconciliation of the June 30, 2020 Net OPEB Liability (NOL) in the prior valuation to the June 30, 2021 NOL. For some plans, it will provide additional detail and transparency beyond that shown in the table on Page 2.

	<i>TOL</i>	<i>FNP</i>	<i>NOL</i>
<b>Balance at June 30, 2020</b>	<b>\$9,298,705</b>	<b>\$0</b>	<b>\$9,298,705</b>
Service Cost	\$832,192	\$0	\$832,192
Interest on Total OPEB Liability	\$209,898	\$0	\$209,898
Expected Investment Income	\$0	\$0	\$0
Administrative Expenses	\$0	\$0	\$0
Employee Contributions	\$0	\$0	\$0
Employer Contributions to Trust	\$0	\$0	\$0
Employer Contributions as Benefit Payments***	\$0	\$301,612	(\$301,612)
Actual Benefit Payments from Trust	\$0	\$0	\$0
Actual Benefit Payments from Employer***	(\$301,612)	(\$301,612)	\$0
Expected Minus Actual Benefit Payments**	(\$46,379)	\$0	(\$46,379)
<b>Expected Balance at June 30, 2021</b>	<b>\$9,992,804</b>	<b>\$0</b>	<b>\$9,992,804</b>
Experience (Gains)/Losses	(\$1,224,204)	\$0	(\$1,224,204)
Changes in Assumptions	(\$259,070)	\$0	(\$259,070)
Changes in Benefit Terms	\$0	\$0	\$0
Investment Gains/(Losses)	\$0	\$0	\$0
Other	\$0	\$0	\$0
Net Change during 2021	(\$789,175)	\$0	(\$789,175)
<b>Actual Balance at June 30, 2021*</b>	<b>\$8,509,530</b>	<b>\$0</b>	<b>\$8,509,530</b>

\* May include a slight rounding error.

\*\* Deferrable as an Experience Gain or Loss.

\*\*\* Includes \$65,404 due to implied rate subsidy.

Changes in the NOL arising from certain sources are recognized on a deferred basis. The deferral history for Pacific Grove USD is shown beginning on page 24. The following table summarizes the beginning and ending balances for each deferral item. The current year expense reflects the change in deferral balances for the measurement year.

## Deferred Inflow/Outflow Balances Fiscal Year Ending June 30, 2022

	<i>Beginning Balance</i>	<i>Change Due to New Deferrals</i>	<i>Change Due to Recognition</i>	<i>Ending Balance</i>
Experience (Gains)/Losses	(\$2,712,521)	(\$1,270,583)	\$551,240	(\$3,431,864)
Assumption Changes	\$977,218	(\$259,070)	(\$82,755)	\$635,393
Investment (Gains)/Losses	\$0	\$0	\$0	\$0
Deferred Balances	(\$1,735,303)	(\$1,529,653)	\$468,485	(\$2,796,471)

The following table shows the reconciliation of Net Position (NOL less the balance of any deferred inflows or outflows). When adjusted for contributions, the change in Net Position is equal to the OPEB expense shown previously on page 3.

## Preliminary OPEB Expense Fiscal Year Ending June 30, 2022

	<i>Beginning Net Position</i>	<i>Ending Net Position</i>	<i>Change</i>
Net OPEB Liability (NOL)	\$9,298,705	\$8,509,530	(\$789,175)
Deferred Balances	(\$1,735,303)	(\$2,796,471)	(\$1,061,168)
Net Position	\$11,034,008	\$11,306,001	\$271,993
Adjust Out Employer Contributions			\$301,612
OPEB Expense			\$573,605

# Total Compensation Systems, Inc.

## H. Procedures for Future Valuations

GASB 74/75 require annual measurements of liability with a full actuarial valuation required every two years. This means that for the measurement date one year following a full actuarial valuation, a streamlined “roll-forward” valuation may be performed in place of a full valuation. The following outlines the key differences between full and roll-forward valuations.

	Full Actuarial Valuation	Roll-Forward Valuation
Collect New Census Data	Yes	No
Reflect Updates to Plan Design	Yes	No
Update Actuarial Assumptions	Yes	Typically Not
Update Valuation Interest Rate	Yes	Yes
Actual Assets as of Measurement Date	Yes	Yes
Timing	4-6 weeks after information is received	1-2 weeks after information is received
Fees	Full	Reduced
Information Needed from Employer	Moderate	Minimal
Required Frequency	At least every two years	Each year, unless a full valuation is performed

The majority of employers use an alternating cycle of a full valuation one year followed by a roll-forward valuation the next year. However, a full valuation may be required or preferred under certain circumstances. Following are examples of actions that could cause the employer to consider a full valuation instead of a roll-forward valuation.

- The employer adds or terminates a group of participants that constitutes a significant part of the covered group.
- The employer considers or implements changes to retiree benefit provisions or eligibility requirements.
- The employer considers or puts in place an early retirement incentive program.
- The employer desires the measured liability to incorporate more recent census data or assumptions.

We anticipate that the next valuation we perform for Pacific Grove USD will be a roll-forward valuation with a measurement date of June 30, 2022 which will be used for the fiscal year ending June 30, 2023. Please let us know if Pacific Grove USD would like to discuss whether another full valuation would be preferable based on any of the examples listed above.

# Total Compensation Systems, Inc.

## PART III: ACTUARIAL ASSUMPTIONS AND METHODS

Following is a summary of actuarial assumptions and methods used in this study. The District should carefully review these assumptions and methods to make sure they reflect the District's assessment of its underlying experience. It is important for Pacific Grove USD to understand that the appropriateness of all selected actuarial assumptions and methods are Pacific Grove USD's responsibility. Unless otherwise disclosed in this report, TCS believes that all methods and assumptions are within a reasonable range based on the provisions of GASB 74 and 75, applicable actuarial standards of practice, Pacific Grove USD's actual historical experience, and TCS's judgment based on experience and training.

### **A. ACTUARIAL METHODS AND ASSUMPTIONS:**

*ACTUARIAL COST METHOD:* GASB 74 and 75 require use of the entry age actuarial cost method.

Entry age is based on the age at hire for eligible employees. The attribution period is determined as the difference between the expected retirement age and the age at hire. The APVPBP and present value of future service costs are determined on a participant by participant basis and then aggregated.

*SUBSTANTIVE PLAN:* As required under GASB 74 and 75, we based the valuation on the substantive plan. The formulation of the substantive plan was based on a review of written plan documents as well as historical information provided by Pacific Grove USD regarding practices with respect to employer and employee contributions and other relevant factors.

# Total Compensation Systems, Inc.

## **B. ECONOMIC ASSUMPTIONS:**

Economic assumptions are set under the guidance of Actuarial Standard of Practice 27 (ASOP 27). Among other things, ASOP 27 provides that economic assumptions should reflect a consistent underlying rate of general inflation. For that reason, we show our assumed long-term inflation rate below.

**INFLATION:** We assumed 2.50% per year used for pension purposes. Actuarial standards require using the same rate for OPEB that is used for pension.

**INVESTMENT RETURN / DISCOUNT RATE:** We assumed 2.16% per year net of expenses. This is based on the Bond Buyer 20 Bond Index.

**TREND:** We assumed 4.00% per year. Our long-term trend assumption is based on the conclusion that, while medical trend will continue to be cyclical, the average increase over time cannot continue to outstrip general inflation by a wide margin. Trend increases in excess of general inflation result in dramatic increases in unemployment, the number of uninsured and the number of underinsured. These effects are nearing a tipping point which will inevitably result in fundamental changes in health care finance and/or delivery which will bring increases in health care costs more closely in line with general inflation. We do not believe it is reasonable to project historical trend vs. inflation differences several decades into the future.

**PAYROLL INCREASE:** We assumed 2.75% per year. Since benefits do not depend on salary (as they do for pensions), this assumption is only used to determine the accrual pattern of the Actuarial Present Value of Projected Benefit Payments.

**FIDUCIARY NET POSITION (FNP):** The following table shows the beginning and ending FNP numbers that were provided by Pacific Grove USD.

### **Fiduciary Net Position as of June 30, 2021**

	<b><u>06/30/2020</u></b>	<b><u>06/30/2021</u></b>
Cash and Equivalents	\$0	\$0
Contributions Receivable	\$0	\$0
Total Investments	\$0	\$0
Capital Assets	\$0	\$0
Total Assets	\$0	\$0
Benefits Payable	\$0	\$0
Fiduciary Net Position	\$0	\$0

# Total Compensation Systems, Inc.

## C. NON-ECONOMIC ASSUMPTIONS:

Economic assumptions are set under the guidance of Actuarial Standard of Practice 35 (ASOP 35). See Appendix C, Paragraph 52 for more information.

### MORTALITY

<i>Participant Type</i>	<i>Mortality Tables</i>
Certificated	2020 CalSTRS Mortality
Classified	2017 CalPERS Mortality for Miscellaneous and Schools Employees

### RETIREMENT RATES

<i>Employee Type</i>	<i>Retirement Rate Tables</i>
Certificated	Hired 2012 and earlier: 2020 CalSTRS 2.0% @60 Rates Hired 2013 and later: 2020 CalSTRS 2.0% @62 Rates
Classified	Hired 2012 and earlier: 2017 CalPERS 2.0% @55 Rates for Schools Employees Hired 2013 and later: 2017 CalPERS 2.0% @62 Rates for Schools Employees
Confidential	Hired 2012 and earlier: 2017 CalPERS 2.0% @55 Rates for Schools Employees Hired 2013 and later: 2017 CalPERS 2.0% @62 Rates for Schools Employees
Management	Hired 2012 and earlier: 2017 CalPERS 2.0% @55 Rates for Schools Employees Hired 2013 and later: 2017 CalPERS 2.0% @62 Rates for Schools Employees

### COSTS FOR RETIREE COVERAGE

Retiree liabilities are based on actual retiree premium plus an implicit rate subsidy of 41.0% of non-Medicare medical premium. Liabilities for active participants are based on the first year costs shown below, which include the implicit rate subsidy. Subsequent years' costs are based on first year costs adjusted for trend and limited by any District contribution caps.

<i>Participant Type</i>	<i>Future Retirees Pre-65</i>	<i>Future Retirees Post-65</i>
Certificated	Employer portion of premium: \$3,000 Implied rate subsidy: \$5,015	Dental and Vision: \$852 Medical: \$1,824
Classified	Employer portion of premium: \$6,225 Implied rate subsidy: \$5,545	\$600
Confidential	Employer portion of premium: \$6,225 Implied rate subsidy: \$5,545	Dental and Vision: \$852 Medical: \$1,800
Management	Employer portion of premium: \$10,361 Implied rate subsidy: \$5,015	

### PARTICIPATION RATES

<i>Employee Type</i>	<i>&lt;65 Non-Medicare Participation %</i>	<i>65+ Medicare Participation %</i>
Certificated	Nominal Benefit: 98% Implied Subsidy: 90%	98%
Classified	Nominal Benefit: 98% Implied Subsidy: 90%	98%
Confidential	Nominal Benefit: 98% Implied Subsidy: 90%	98%
Management	100%	

### TURNOVER

<i>Employee Type</i>	<i>Turnover Rate Tables</i>
Certificated	2020 CalSTRS Termination Rates
Classified	2017 CalPERS Termination Rates for School Employees

### SPOUSE PREVALENCE

To the extent not provided and when needed to calculate benefit liabilities, 80% of retirees assumed to be married at retirement. After retirement, the percentage married is adjusted to reflect mortality.

## **Total Compensation Systems, Inc.**

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### ***SPOUSE AGES***

To the extent spouse dates of birth are not provided and when needed to calculate benefit liabilities, female spouse assumed to be three years younger than male.

### ***AGING FACTORS***

We used aging factors from "Health Care Costs - From Birth to Death" prepared by Dale Yamamoto and published in 2013 by the Society of Actuaries as part of the Health Care Cost Institute's Independent Report Series - Report 2013-1.

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**PART IV: APPENDICES**

**APPENDIX A: DEMOGRAPHIC DATA BY AGE**

**ELIGIBLE ACTIVE EMPLOYEES BY AGE AND EMPLOYEE CLASS**

<i>Age</i>	<i>Total</i>	<i>Certificated</i>	<i>Classified</i>	<i>Confidential</i>	<i>Management</i>
Under 25	2	0	2	0	0
25 – 29	18	5	13	0	0
30 – 34	28	12	15	0	1
35 – 39	23	13	9	0	1
40 – 44	35	20	12	2	1
45 – 49	35	20	13	0	2
50 – 54	55	26	22	0	7
55 – 59	45	25	16	0	4
60 – 64	29	12	14	1	2
65 and older	12	2	9	1	0
Total	282	135	125	4	18

**ELIGIBLE ACTIVE EMPLOYEES BY AGE AND SERVICE**

	<i>Under 5</i>	<i>5 – 9</i>	<i>10 – 14</i>	<i>15 – 19</i>	<i>20 – 24</i>	<i>25 – 29</i>	<i>30 – 34</i>	<i>Over 34</i>
	<i>Years of</i>	<i>Years of</i>	<i>Years of</i>	<i>Years of</i>	<i>Years of</i>	<i>Years of</i>	<i>Years of</i>	<i>Years of</i>
<i>Total</i>	<i>Service</i>	<i>Service</i>	<i>Service</i>	<i>Service</i>	<i>Service</i>	<i>Service</i>	<i>Service</i>	<i>Service</i>
Under 25	2	2						
25 – 29	18	18						
30 – 34	28	20	8					
35 – 39	23	10	9	2	2			
40 – 44	35	14	12	4	4	1		
45 – 49	35	11	13	6	4		1	
50 – 54	55	13	19	12	1	5	1	4
55 – 59	45	10	9	4	6	3	5	8
60 – 64	29	3	7	6	6	4	2	1
65 and older	12		3	3	3	2		1
Total	282	101	77	37	22	19	9	15

**ELIGIBLE RETIREES BY AGE AND EMPLOYEE CLASS**

<i>Age</i>	<i>Total</i>	<i>Certificated</i>	<i>Classified</i>	<i>Confidential</i>	<i>Management</i>
Under 50	0	0	0	0	0
50 – 54	0	0	0	0	0
55 – 59	3	2	1	0	0
60 – 64	9	5	3	0	1
65 – 69	36	22	12	2	0
70 – 74	41	34	4	3	0
75 – 79	26	18	8	0	0
80 – 84	13	11	1	0	1
85 – 89	2	2	0	0	0
90 and older	0	0	0	0	0
Total	130	94	29	5	2



# Total Compensation Systems, Inc.

## APPENDIX B: ADMINISTRATIVE BEST PRACTICES

It is outside the scope of this report to make specific recommendations of actions Pacific Grove USD should take to manage the liability created by the current retiree health program. The following items are intended only to allow the District to get more information from this and future studies. Because we have not conducted a comprehensive administrative audit of Pacific Grove USD's practices, it is possible that Pacific Grove USD is already complying with some or all of these suggestions.

- We suggest that Pacific Grove USD maintain an inventory of all benefits and services provided to retirees – whether contractually or not and whether retiree-paid or not. For each, Pacific Grove USD should determine whether the benefit is material and subject to GASB 74 and/or 75.
- Under GASB 75, it is important to isolate the cost of retiree health benefits. Pacific Grove USD should have all premiums, claims and expenses for retirees separated from active employee premiums, claims, expenses, etc. To the extent any retiree benefits are made available to retirees over the age of 65 – *even on a retiree-pay-all basis* – all premiums, claims and expenses for post-65 retiree coverage should be segregated from those for pre-65 coverage. Furthermore, Pacific Grove USD should arrange for the rates or prices of all retiree benefits to be set on what is expected to be a self-sustaining basis.
- Pacific Grove USD should establish a way of designating employees as eligible or ineligible for future OPEB benefits. Ineligible employees can include those in ineligible job classes; those hired after a designated date restricting eligibility; those who, due to their age at hire cannot qualify for District-paid OPEB benefits; employees who exceed the termination age for OPEB benefits, etc.
- Several assumptions were made in estimating costs and liabilities under Pacific Grove USD's retiree health program. Further studies may be desired to validate any assumptions where there is any doubt that the assumption is appropriate. (See Part III of this report for a summary of assumptions.) For example, Pacific Grove USD should maintain a retiree database that includes – in addition to date of birth, gender and employee classification – retirement date and (if applicable) dependent date of birth, relationship and gender. It will also be helpful for Pacific Grove USD to maintain employment termination information – namely, the number of OPEB-eligible employees in each employee class that terminate employment each year for reasons other than death, disability or retirement.

# Total Compensation Systems, Inc.

## APPENDIX C: GASB 74/75 ACCOUNTING ENTRIES AND DISCLOSURES

This report does not necessarily include the entire accounting values. As mentioned earlier, there are certain deferred items that are employer-specific. The District should consult with its auditor if there are any questions about what, if any, adjustments may be appropriate.

GASB 74/75 include a large number of items that should be included in the Note Disclosures and Required Supplementary Information (RSI) Schedules. Many of these items are outside the scope of the actuarial valuation. However, following is information to assist the District in complying with GASB 74/75 disclosure requirements:

### **Paragraph 50:**      **Information about the OPEB Plan**

Most of the information about the OPEB plan should be supplied by Pacific Grove USD. Following is information to help fulfill Paragraph 50 reporting requirements.

50.c: Following is a table of plan participants

	Number of Participants
Inactive Employees Currently Receiving Benefit Payments	130
Inactive Employees Entitled to But Not Yet Receiving Benefit Payments*	0
Participating Active Employees	282
Total Number of participants	412

\*We were not provided with information about any terminated, vested employees

### **Paragraph 51:**      **Significant Assumptions and Other Inputs**

Shown in Part III.

### **Paragraph 52:**      **Information Related to Assumptions and Other Inputs**

The following information is intended to assist Pacific Grove USD in complying with the requirements of Paragraph 52.

52.b: Mortality Assumptions Following are the tables the mortality assumptions are based upon. Inasmuch as these tables are based on appropriate populations, and that these tables are used for pension purposes, we believe these tables to be the most appropriate for the valuation.

Mortality Table	2017 CalPERS Mortality for Miscellaneous and Schools Employees
Disclosure	The mortality assumptions are based on the 2017 CalPERS Mortality for Miscellaneous and Schools Employees table created by CalPERS. CalPERS periodically studies mortality for participating agencies and establishes mortality tables that are modified versions of commonly used tables. This table incorporates mortality projection as deemed appropriate based on CalPERS analysis.

**Total Compensation Systems, Inc.**

Mortality Table	2020 CalSTRS Mortality
Disclosure	The mortality assumptions are based on the 2020 CalSTRS Mortality table created by CalSTRS. CalSTRS periodically studies mortality for participating agencies and establishes mortality tables that are modified versions of commonly used tables. This table incorporates mortality projection as deemed appropriate based on CalSTRS analysis.
Mortality Table	2017 CalPERS Retiree Mortality for Miscellaneous and Schools Employees
Disclosure	The mortality assumptions are based on the 2017 CalPERS Retiree Mortality for Miscellaneous and Schools Employees table created by CalPERS. CalPERS periodically studies mortality for participating agencies and establishes mortality tables that are modified versions of commonly used tables. This table incorporates mortality projection as deemed appropriate based on CalPERS analysis.

52.c: Experience Studies Following are the tables the retirement and turnover assumptions are based upon. Inasmuch as these tables are based on appropriate populations, and that these tables are used for pension purposes, we believe these tables to be the most appropriate for the valuation.

Retirement Tables

Retirement Table	2017 CalPERS 2.0% @55 Rates for Schools Employees
Disclosure	The retirement assumptions are based on the 2017 CalPERS 2.0% @55 Rates for Schools Employees table created by CalPERS. CalPERS periodically studies the experience for participating agencies and establishes tables that are appropriate for each pool.

Retirement Table	2017 CalPERS 2.0% @62 Rates for Schools Employees
Disclosure	The retirement assumptions are based on the 2017 CalPERS 2.0% @62 Rates for Schools Employees table created by CalPERS. CalPERS periodically studies the experience for participating agencies and establishes tables that are appropriate for each pool.

Retirement Table	2020 CalSTRS 2.0% @60 Rates
Disclosure	The retirement assumptions are based on the 2020 CalSTRS 2.0% @60 Rates table created by CalSTRS. CalSTRS periodically studies the experience for participating agencies and establishes tables that are appropriate for each pool.

Retirement Table	2020 CalSTRS 2.0% @62 Rates
Disclosure	The retirement assumptions are based on the 2020 CalSTRS 2.0% @62 Rates table created by CalSTRS. CalSTRS periodically studies the experience for participating agencies and establishes tables that are appropriate for each pool.

# Total Compensation Systems, Inc.

## Turnover Tables

Turnover Table	2017 CalPERS Termination Rates for School Employees
Disclosure	The turnover assumptions are based on the 2017 CalPERS Termination Rates for School Employees table created by CalPERS. CalPERS periodically studies the experience for participating agencies and establishes tables that are appropriate for each pool.

Turnover Table	2020 CalSTRS Termination Rates
Disclosure	The turnover assumptions are based on the 2020 CalSTRS Termination Rates table created by CalSTRS. CalSTRS periodically studies the experience for participating agencies and establishes tables that are appropriate for each pool.

For other assumptions, we use actual plan provisions and plan data.

52.d: The alternative measurement method was not used in this valuation.

52.e: NOL using alternative trend assumptions The following table shows the Net OPEB Liability with a healthcare cost trend rate 1% higher and 1% lower than assumed in the valuation.

	Trend 1% Lower	Valuation Trend	Trend 1% Higher
Net OPEB Liability	\$7,841,198	\$8,509,530	\$9,319,761

## Paragraph 53:

### Discount Rate

The following information is intended to assist Pacific Grove USD to comply with Paragraph 53 requirements.

53.a: A discount rate of 2.16% was used in the valuation. The interest rate used in the prior valuation was 2.20%.

53.b: We assumed that all contributions are from the employer.

53.c: There are no plan assets.

53.d: The interest assumption reflects a municipal bond rate. We used the Bond Buyer 20 Index at June 30, 2021 resulting in a rate of 2.16%.

53.e: Not applicable.

53.f: There are no plan assets.

53.g: The following table shows the Net OPEB liability with a discount rate 1% higher and 1% lower than assumed in the valuation.

	Discount Rate 1% Lower	Valuation Discount Rate	Discount Rate 1% Higher
Net OPEB Liability	\$9,332,876	\$8,509,530	\$7,781,980

## Paragraph 55:

### Changes in the Net OPEB Liability

# **Total Compensation Systems, Inc.**

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Please see reconciliation on pages 2 or 12.

## **Paragraph 56:**      **Additional Net OPEB Liability Information**

The following information is intended to assist Pacific Grove USD to comply with Paragraph 56 requirements.

56.a: The valuation date is June 30, 2021.

The measurement date is June 30, 2021.

56.b: We are not aware of a special funding arrangement.

56.c: The interest assumption changed from 2.20% to 2.16%. Assumed rates of retirement, termination, and mortality have been updated to align with those currently being used by the statewide pension systems.

56.d: There were no changes in benefit terms since the prior measurement date.

56.e: Not applicable

56.f: To be determined by the employer

56.g: To be determined by the employer

56.h: Other than contributions after the measurement, all deferred inflow and outflow balances are shown on page 12 and in Appendix D

56.i: Future recognition of deferred inflows and outflows is shown in Appendix D

## **Paragraph 57:**      **Required Supplementary Information**

57.a: Please see reconciliation on pages 2 or 12. Please see the notes for Paragraph 244 below for more information.

57.b: These items are provided on pages 2 and 12 for the current valuation, except for covered payroll, which should be determined based on appropriate methods.

57.c: We have not been asked to calculate an actuarially determined contribution amount. We assume the District contributes on an ad hoc basis, but in an amount sufficient to fully fund the obligation over a period not to exceed 22 years.

57.d: We are not aware that there are any statutorily or contractually established contribution requirements.

## **Paragraph 58:**      **Actuarially Determined Contributions**

We have not been asked to calculate an actuarially determined contribution amount. We assume the District contributes on an ad hoc basis, but in an amount sufficient to fully fund the obligation over a period not to exceed 22 years.

## **Paragraph 244:**      **Transition Option**

Prior periods were not restated due to the fact that prior valuations were not rerun in accordance with GASB 75. It was determined that the time and expense necessary to rerun prior valuations and to restate prior financial statements was not justified.

**Total Compensation Systems, Inc.**

**APPENDIX D: DEFERRED OUTFLOWS OF RESOURCES AND DEFERRED INFLOWS OF RESOURCES**

**EXPERIENCE GAINS AND LOSSES**

**Increase (Decrease) in OPEB Expense Arising from the Recognition of Effects of  
Experience Gains and Losses  
(Measurement Periods)**

Measurement Period	Experience (Gain)/Loss	Original Recognition Period (Years)	Amounts Recognized in OPEB Expense through 2020	2021	Amounts to be Recognized in OPEB Expense after 2021	2022	2023	2024	2025	2026	Thereafter
2018-19	(\$3,431,279)	8.7	(\$788,800)	(\$394,400)	(\$2,248,079)	(\$394,400)	(\$394,400)	(\$394,400)	(\$394,400)	(\$394,400)	(\$276,079)
2019-20	(\$79,139)	8.7	(\$9,097)	(\$9,097)	(\$60,945)	(\$9,097)	(\$9,097)	(\$9,097)	(\$9,097)	(\$9,097)	(\$15,460)
2020-21	(\$1,270,583)	8.6	\$0	(\$147,743)	(\$1,122,840)	(\$147,743)	(\$147,743)	(\$147,743)	(\$147,743)	(\$147,743)	(\$384,125)
<b>Net Increase (Decrease) in OPEB Expense</b>			<b>(\$797,897)</b>	<b>(\$551,240)</b>	<b>(\$3,431,864)</b>	<b>(\$551,240)</b>	<b>(\$551,240)</b>	<b>(\$551,240)</b>	<b>(\$551,240)</b>	<b>(\$551,240)</b>	<b>(\$675,664)</b>

# Total Compensation Systems, Inc.

## CHANGES OF ASSUMPTIONS

### Increase (Decrease) in OPEB Expense Arising from the Recognition of Effects of Changes of Assumptions (Measurement Periods)

Measurement Period	Changes of Assumptions	Original Recognition Period (Years)	Amounts Recognized in OPEB Expense through 2020	2021	Amounts to be Recognized in OPEB Expense after 2021	2022	2023	2024	2025	2026	Thereafter
2017-18	(\$280,400)	7.3	(\$115,233)	(\$38,411)	(\$126,756)	(\$38,411)	(\$38,411)	(\$38,411)	(\$11,523)		
2018-19	\$196,109	8.7	\$45,084	\$22,542	\$128,483	\$22,542	\$22,542	\$22,542	\$22,542	\$22,542	\$15,773
2019-20	\$1,120,109	8.7	\$128,749	\$128,749	\$862,611	\$128,749	\$128,749	\$128,749	\$128,749	\$128,749	\$218,866
2020-21	(\$259,070)	8.6	\$0	(\$30,125)	(\$228,945)	(\$30,125)	(\$30,125)	(\$30,125)	(\$30,125)	(\$30,125)	(\$78,320)
Net Increase (Decrease) in OPEB Expense			<b>\$58,600</b>	<b>\$82,755</b>	<b>\$635,393</b>	<b>\$82,755</b>	<b>\$82,755</b>	<b>\$82,755</b>	<b>\$109,643</b>	<b>\$121,166</b>	<b>\$156,319</b>

# Total Compensation Systems, Inc.

## INVESTMENT GAINS AND LOSSES

### Increase (Decrease) in OPEB Expense Arising from the Recognition of Effects of Investment Gains and Losses (Measurement Periods)

Measurement Period	Investment (Gain)/Loss	Original Recognition Period (Years)	Amounts Recognized in OPEB Expense through 2020	2021	Amounts to be Recognized in OPEB Expense after 2021	2022	2023	2024	2025	2026	Thereafter
2020-21	\$0	0	\$0	\$0	\$0						
Net Increase (Decrease) in OPEB Expense			\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0



# Total Compensation Systems, Inc.

## APPENDIX E: GLOSSARY OF RETIREE HEALTH VALUATION TERMS

Note: The following definitions are intended to help a *non-actuary* understand concepts related to retiree health valuations. Therefore, the definitions may not be actuarially accurate.

<u>Actuarial Cost Method:</u>	A mathematical model for allocating OPEB costs by year of service. The only actuarial cost method allowed under GASB 74/75 is the entry age actuarial cost method.
<u>Actuarial Present Value of Projected Benefit Payments:</u>	The projected amount of all OPEB benefits to be paid to current and future retirees discounted back to the valuation or measurement date.
<u>Deferred Inflows/Outflows of Resources:</u>	A portion of certain items that can be deferred to future periods or that weren't reflected in the valuation. The former includes investment gains/losses, actuarial gains/losses, and gains/losses due to changes in actuarial assumptions or methods. The latter includes contributions made to a trust subsequent to the measurement date but before the statement date.
<u>Discount Rate:</u>	Assumed investment return net of all investment expenses. Generally, a higher assumed interest rate leads to lower service costs and total OPEB liability.
<u>Fiduciary Net Position:</u>	Net assets (liability) of a qualifying OPEB "plan" (i.e. qualifying irrevocable trust or equivalent arrangement).
<u>Implicit Rate Subsidy:</u>	The estimated amount by which retiree rates are understated in situations where, for rating purposes, retirees are combined with active employees and the employer is expected, in the long run, to pay the underlying cost of retiree benefits.
<u>Measurement Date:</u>	The date at which assets and liabilities are determined in order to estimate TOL and NOL.
<u>Mortality Rate:</u>	Assumed proportion of people who die each year. Mortality rates always vary by age and often by sex. A mortality table should always be selected that is based on a similar "population" to the one being studied.
<u>Net OPEB Liability (NOL):</u>	The Total OPEB Liability minus the Fiduciary Net Position.
<u>OPEB Benefits:</u>	Other Post Employment Benefits. Generally, medical, dental, prescription drug, life, long-term care or other postemployment benefits that are not pension benefits.
<u>OPEB Expense:</u>	This is the amount employers must recognize as an expense each year. The annual OPEB expense is equal to the Service Cost plus interest on the Total OPEB Liability (TOL) plus change in TOL due to plan changes minus projected investment income; all adjusted to reflect deferred inflows and outflows of resources.
<u>Participation Rate:</u>	The proportion of retirees who elect to receive retiree benefits. A lower participation rate results in lower service cost and a TOL. The participation rate often is related to retiree contributions.

## Total Compensation Systems, Inc.

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<u>Pay As You Go Cost:</u>	The projected benefit payments to retirees in a given year as estimated by the actuarial valuation. Actual benefit payments are likely to differ from these estimated amounts. For OPEB plans that do not pre-fund through an irrevocable trust, the Pay As You Go Cost serves as an estimated amount to budget for annual OPEB payments.
<u>Retirement Rate:</u>	The proportion of active employees who retire each year. Retirement rates are usually based on age and/or length of service. (Retirement rates can be used in conjunction with the service requirement to reflect both age and length of service). The more likely employees are to retire early, the higher service costs and actuarial accrued liability will be.
<u>Service Cost:</u>	The annual dollar value of the “earned” portion of retiree health benefits if retiree health benefits are to be fully accrued at retirement.
<u>Service Requirement:</u>	The proportion of retiree benefits payable under the OPEB plan, based on length of service and, sometimes, age. A shorter service requirement increases service costs and TOL.
<u>Total OPEB Liability (TOL):</u>	The amount of the actuarial present value of projected benefit payments attributable to participants’ past service based on the actuarial cost method used.
<u>Trend Rate:</u>	The rate at which the employer’s share of the cost of retiree benefits is expected to increase over time. The trend rate usually varies by type of benefit (e.g. medical, dental, vision, etc.) and may vary over time. A higher trend rate results in higher service costs and TOL.
<u>Turnover Rate:</u>	The rate at which employees cease employment due to reasons other than death, disability or retirement. Turnover rates usually vary based on length of service and may vary by other factors. Higher turnover rates reduce service costs and TOL.
<u>Valuation Date:</u>	The date as of which the OPEB obligation is determined by means of an actuarial valuation. Under GASB 74 and 75, the valuation date does not have to coincide with the statement date, but can’t be more than 30 months prior.

- ☐ Student Learning and Achievement
- ☒ Health and Safety of Students and Schools
- ☐ Credibility and Communication
- ☐ Fiscal Solvency, Accountability and Integrity

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

**SUBJECT:** Contract for Services with EMS LINQ / Titan School Solutions

**DATE:** June 2, 2022

**PERSON(S) RESPONSIBLE:** Stephanie Lip, Nutrition Director

**RECOMMENDATION:**

The District Administration recommends the Board review and approve the contract for services with EMS LINQ / Titan School Solutions for the 2022-23 school year.

**BACKGROUND:**

Food Services utilized annual services for point of sales, meal counting, meal application, and online prepayment with eTriton (Harris School Solutions) for the past 5 years. Over the course of these years, improved solutions such as those from Titan School Solutions have been made available to districts. Additional solutions provided by Titan include menu planning and analysis, recordkeeping, and data integration to ensure program compliance and successful administrative review.

***About Titan School Solutions & LINQ:***

“Titan School Solutions is the school nutrition industry’s fastest growing software as a service (SaaS) provider, assisting schools across the U.S. and internationally with the only 100% cloud-based resources on the market for management and operations. Founded in 2015, the TITAN Team includes education technology veterans, who work together with schools to develop and deliver industry-leading, web-based management solutions. In 2020, Titan merged with EMS LINQ. LINQ delivers the platform of fully-integrated solutions to help K-12 school districts manage their operations. The platform includes solutions for finance & human resources, nutrition management, digital payments, school and district websites, custom forms including student registration, and document management. LINQ has been serving the K-12 community for over 30 years.”

**INFORMATION:**

The contract with eTriton, the current service provider, is coming up on its final term in SY 2022-23. Food Services sought feedback from food service director colleagues in the Bay Area, met with vendors that offer similar and/or better solutions than eTriton, and received quotes to make a recommendation on securing a new provider.

The solutions provided by Titan School Solutions streamline accurate and efficient service to students and families and ultimately surpass the current services from eTriton. These solutions include: student data management with meal application processing, point of sales, family portal for online meal payment processing and student store, menu planning with nutritional analysis, production recordkeeping, and

technical assistance and support. Titan School Solutions proposed a 5-year agreement on pricing which shows a reduced-annual rate for SY 2022-23, 2023-24, and 2024-25. This agreement does not enter the District into a commitment of 5 years. Should the District decide to stay with Titan School Solutions for these years and beyond, the annual rates below under Fiscal Impact will be adhered to.

With one school year remaining on the contract with eTriton, which was previously paid for by Measure A, the District recommends using a portion of the State's allocated Kitchen Infrastructure & Training (KIT) Funds for food service departments to use for successful implementation of universal free school meals commencing in SY 2022-23. The District was allocated \$25,000 for kitchen and infrastructure upgrades and \$12,365 for training purposes. The District Administration recommends using \$6,545, allowable under this grant, to begin services with Titan School Solutions in conjunction with its existing contract with eTriton. This will allow time for initial onboarding, data integration, and staff training before fully moving over to Titan School Solutions in SY 2023-24. At that time, Measure A would resume annual payment for SY 2023-24 and beyond.

### **FISCAL IMPACT:**

#### *2022-23 School Year*

CDE Kitchen Infrastructure & Training (KIT) Funding

\$2,800.00 (onboarding fee)

\$3,745.00 (2022-23 annual cost)

**Total: \$6,545.00**

#### *2023-24 School Year and beyond*

Measure A Fund

\$3,745.00 (2023-24 annual cost)

\$3,745.00 (2024-25 annual cost)

\$5,120.00 (2025-26 annual cost)

\$5,120.00 (2026-27 annual cost)

**PACIFIC GROVE UNIFIED SCHOOL DISTRICT  
INDEPENDENT CONSULTANT AGREEMENT**

**CONSULTANT FULL NAME** EMS LINQ, LLC

**TAX I.D. NUMBER\*** \_\_\_\_\_ (Consultant to complete)

**SITE/DEPARTMENT** Pacific Grove Unified School District

**SUBMITTED BY** Stephanie Lip, Nutrition Director

**ACCOUNT CODE** Click or tap here to enter text.

**FUNDING SOURCE** State KIT Funds (Kitchen & Infrastructure Funds) for 2022-23 & Measure A for 2023-24 and beyond

**AGREEMENT TOTAL AMOUNT** \$6,545.00 for FY 2022-23

The District employee providing the attached Independent Consultant Agreement to the person or entity who will be providing special services to the District should first do the following:

1. Provide only the Pacific Grove Unified School District's approved Independent Consultant Agreement. The Independent Consultant Agreement should be completed in lieu of signing any vendor contract for services.
2. Review the insurance requirements for the person or entity and revise the insurance provisions of the agreement accordingly.
3. Review the forms under Section 20 and determine which of those documents should be attached to the agreement.

This Independent Consultant Agreement for Special Services ("Agreement") is made as of July 1, 2022 between the Pacific Grove Unified School District ("District") and EMS LINQ, LLC ("Consultant") (together, "Parties").

WHEREAS, the District is authorized by Section 53060 of the California Government Code to contract with and employ any persons for the furnishing of special services and advice in financial, economic, accounting, engineering, legal, transportation, administrative matters or other specialized services, if those persons are specially trained and experienced and competent to perform the special services required; and

WHEREAS, the District is in need of those services and/or advice; and

WHEREAS, the Consultant is specially trained and experienced and competent to perform the services required by the District, and those services are needed on a limited basis;

NOW, THEREFORE, the Parties agree as follows:

1. **Services.** The Consultant shall furnish to the District the following services herein by this reference ("Services" or "Work"): Consultant shall serve as a a Digital Foodservice Menu Processing company. Consultant shall use their specialized experience and skills to organize, maintain to serve in this capacity. Services shall include but not be limited to: providing a full suite of 100% browser-based integrated solutions to improve operational efficiency, optimize financial performance, and increase participation from students and parents across nutrition, digital and finance. Titan School Solutions provides menu planning and analysis, integrated data imports, recordkeeping to maintain compliance, online meal application and processing, digital menu and online store for parents and community.

2. **Term.** Consultant shall commence providing services under this Agreement on July 1, 2022, and will diligently perform as required and complete performance by June 30, 2023.
3. **Compensation.** District agrees to pay \$6,545.00 to Consultant for Services satisfactorily rendered pursuant to this Agreement. This is not to exceed \$6,545.00 during the term of this Agreement. District shall pay Consultant according to the following terms and conditions:
  - 3.1. Payment for the Services shall be made for all undisputed amounts in installment payments within thirty (30) days after the Consultant submits an invoice to the District for Services actually completed.
4. **Expenses.** District shall not be liable to Consultant for any costs or expenses paid or incurred by Consultant in performing Services for District.
5. **Independent Consultant.** Consultant, in the performance of this Agreement, shall be and act as an Independent Consultant. Consultant understands and agrees that he/she shall not be considered an officer, employee, agent, partner, or joint venture of the District, and is not entitled to benefits of any kind or nature normally provided employees of the District and/or to which District's employees are normally entitled, including, but not limited to, State Unemployment Compensation or Worker's Compensation. Consultant shall assume full responsibility for payment of all federal, state and local taxes or contributions, including unemployment insurance, Social Security and income taxes with respect to Consultant. In the performance of the Services herein contemplated, Consultant is an Independent Consultant or business entity, with the sole authority for controlling and directing the performance of the details of the Services, District being interested only in the results obtained.
6. **Performance of Services.**
  - 6.1. **Standard of Care.** Consultant represents that Consultant has the qualifications and ability to perform the Services in a professional manner, without the advice, control or supervision of the District. Consultant's Services will be performed, findings obtained, reports and recommendations prepared in accordance with generally and currently accepted principles and practices of his/her profession for services to California school districts.
  - 6.2. **District Approval.** The Services 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.
  - 6.3. **Licenses.** Consultant's represents that s/he possesses all required licenses to perform the Services provided in this Agreement.
7. **Termination.**
  - 7.1. **Without Cause by District.** District may, at any time, with or without reason, terminate this Agreement and compensate Consultant only for services satisfactorily rendered to the date of termination. Written notice by District shall be sufficient to stop further performance of services by Consultant. Notice shall be deemed given when received by the Consultant or no later than three days after the day of mailing, whichever is sooner.
  - 7.2. **Without Cause by Consultant.** Consultant may, upon thirty (30) days' notice, with or without reason, terminate this Agreement. Upon this termination, District shall only be obligated to compensate Consultant for services satisfactorily rendered to the date of termination. Written notice by Consultant shall be sufficient to stop further performance of services to District. Consultant acknowledges that this thirty (30) day notice period is acceptable so that the District can attempt to procure the Services from another source.

**7.3. With Cause by District.** District may terminate this Agreement upon giving of written notice of intention to terminate for cause. Cause shall include:

7.3.1. Material violation of this Agreement by the Consultant; or

7.3.2. Any act by Consultant exposing the District to liability to others for personal injury or property damage.

Written notice by District shall contain the reasons for such intention to terminate and unless within three (3) calendar days after that notice the condition or violation shall cease, or satisfactory arrangements for the correction thereof be made, this Agreement shall upon the expiration of the three (3) calendar days cease and terminate. In the event of this termination, the District may secure the required services from another Consultant. If the expense, fees, and/or costs to the District exceeds the cost of providing the services pursuant to this Agreement, the Consultant shall immediately pay the excess expense, fees, and/or costs to the District upon the receipt of the District's notice of these expense, fees, and/or costs. The foregoing provisions are in addition to and not a limitation of any other rights or remedies available to District.

**8. Fingerprinting.** The Fingerprinting/Criminal Background Investigation Certification must be completed and attached to this Agreement. (Applicable only if checked under Section 20, Submittal of Documents.)

**9. Compliance.** Consultant shall, at all times while providing the Services, comply with all federal, state, local and District laws, statutes, codes, ordinances, rules, regulations, policies, and requirements, as well as all state executive orders and all public health orders regarding student health and safety, including but not limited to, policies and procedures related to social distancing, the use of personal protective equipment ("PPE") such as face coverings and gloves, and the sanitization of facilities to help prevent the spread of COVID-19 and other contagious diseases.

**10. District's Evaluation of Consultant.** The District may evaluate the Consultant's performance. In no event shall an evaluation of Consultant be considered a prerequisite to the District exercising its rights under paragraph 7 above.

**11. Limitation of District Liability.** Other than as provided in this Agreement, District's financial obligations under this Agreement shall be limited to the payment of the compensation provided in this Agreement. Notwithstanding any other provision of this Agreement, in no event shall District be liable to Consultant, regardless of whether any claim is based on contract or tort, for any special, consequential, indirect or incidental damages, including, but not limited to, lost profits or revenue, arising out of or in connection with this Agreement for the services performed in connection with this Agreement.

**12. Indemnity.** Consultant shall defend, indemnify, and hold harmless District and its agents, representatives, officers, consultants, employees, Board of Trustees, members of the Board of Trustees (collectively, the "District Parties"), from and against any and all claims, demands, liabilities, damages, losses, suits and actions, and expenses (including, but not limited to attorney fees and costs including fees of consultants) of any kind, nature and description (collectively, the "Claims") directly or indirectly arising out of, connected with, or resulting from any act, error, omission, negligence, or willful misconduct of Consultant, its agents, subcontractors, employees, material or equipment suppliers, invitees, or licensees (collectively, the "Consultant Parties") in the performance of or failure to perform Consultant's or Consultant Parties' obligations under this Agreement, including, but not limited to Consultant's or Consultant Parties' use of District sites, performance of the Services, breach of any of the representations or warranties contained in this Agreement, or for injury to or death of persons or damage to property or delay or damage to the District or the District Parties. Such obligation shall not be construed to negate, abridge, or reduce other rights or obligations of indemnity, which would otherwise exist as to a party, person, or entity described in this paragraph. The indemnification provided for in this Section includes, without limitation to the foregoing, claims that may be made against District by any taxing authority asserting that an employer-employee relationship exists by reason of this Agreement, and any claims made against District alleging civil rights violations by Consultant or Consultant Parties under the California Fair Employment and Housing Act ("FEHA").

13. **Confidentiality.** The Consultant and all Consultant's agents, personnel, employee(s), and/or Sub-consultant(s) shall maintain the confidentiality of all information received in the course of performing the Services. This requirement to maintain confidentiality shall extend beyond the termination of this Agreement.
14. **Notice.** Any notice required or permitted to be given under this Agreement shall be deemed to have been given, served, and received if given in writing and either personally delivered or deposited in the United States mail, registered or certified mail, postage prepaid, return receipt required, or sent by overnight delivery service, or facsimile transmission, addressed as follows:

<u>District</u>	<u>Consultant</u>
Pacific Grove Unified School District	Name <u>EMS LINQ, LLC</u>
435 Hillcrest Avenue	Address: <u>2528 Independent Blvd. Suite 200</u>
Pacific Grove, CA 93950	City/State/Zip: <u>Wilmington, NC 28412</u>
ATTENTION: Song Chin-Bendib,	Phone: <u>Click or tap here to enter text.</u>
Assistant Superintendent/CBO	Email: <u>Click or tap here to enter text.</u>

Any notice personally given or sent by facsimile transmission shall be effective upon receipt. Any notice sent by overnight delivery service shall be effective the business day next following delivery thereof to the overnight delivery service. Any notice given by mail shall be effective three (3) days after deposit in the United States mail.

15. **Integration/Entire Agreement of Parties.** This Agreement constitutes the entire agreement between the Parties and supersedes all prior discussions, negotiations, and agreements, whether oral or written. This Agreement may be amended or modified only by a written instrument executed by both Parties.
16. **California Law.** This Agreement shall be governed by and the rights, duties and obligations of the Parties shall be determined and enforced in accordance with the laws of the State of California. The Parties further agree that any action or proceeding brought to enforce the terms and conditions of this Agreement shall be maintained in Monterey County, California.
17. **Waiver.** The waiver by either party of any breach of any term, covenant, or condition herein contained shall not be deemed to be a waiver of such term, covenant, condition, or any subsequent breach of the same or any other term, covenant, or condition herein contained.
18. **Severability.** If any term, condition or provision of this Agreement is held by a court of competent jurisdiction to be invalid, void or unenforceable, the remaining provisions will nevertheless continue in full force and effect, and shall not be affected, impaired or invalidated in any way.
19. **Attorney Fees/Costs.** Should litigation be necessary to enforce any terms or provisions of this Agreement, then each party shall bear its own litigation and collection expenses, witness fees, court costs and attorney's fees.
20. **Counterparts.** This Agreement and all amendments and supplements to it may be executed in counterparts, and all counterparts together shall be construed as one document.
21. **Incorporation of Recitals and Exhibits.** The Recitals and each exhibit attached hereto are hereby incorporated herein by reference.



22. **Non-Assignability.** Consultant may not, without the written permission of the District, use other consultants within Consultant's own firm, or outside experts to perform the services for the District.

23. **Submittal of Documents.** The Consultant shall not commence the Services under this Agreement until the Consultant has submitted and the District has approved the following documents:

- ☐ Signed Agreement
- ☐ Fingerprinting/Criminal Background Investigation Certification
- ☐ W-9 Form
- ☐ TB Declaration
- ☐ SafeSchools Training – completed within 6 weeks (Certification of Completion document required)

**IN WITNESS WHEREOF, the Parties hereto have executed this Agreement on the date indicated below.**

**Pacific Grove Unified School District**

**Consultant**

By: \_\_\_\_\_  
 Name: \_\_\_\_\_  
 Title: \_\_\_\_\_  
 Date: \_\_\_\_\_

By: \_\_\_\_\_  
 Name: \_\_\_\_\_  
 Date: \_\_\_\_\_

**Consultant Information (Consultant to complete):**

Address: \_\_\_\_\_  
 Telephone: \_\_\_\_\_  
 E-Mail: \_\_\_\_\_

**Type of Business Entity:**

- ☐ Corporation, State
- ☐ Individual
- ☐ Partnership
- ☒ Limited Liability Company
- ☐ Sole Proprietorship
- ☐ Limited Partnership
- ☐ Other: \_\_\_\_\_

*\*Federal Code of Regulations sections 6041 and 6209 require non-corporate recipients of \$600.00 or more to furnish their taxpayer identification number to the payer. The regulations also provide that a penalty may be imposed for failure to furnish the taxpayer identification number. In order to comply with these regulations, the District requires your federal tax identification number or Social Security number, whichever is applicable.*

- ☒ Student Learning and Achievement
- ☒ Health and Safety of Students and Schools
- ☐ Credibility and Communication
- ☐ Fiscal Solvency, Accountability and Integrity

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

---

**SUBJECT:** Contract with Positive Behavior Supports Corporation (PBS)

**DATE:** June 2, 2022

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

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**RECOMMENDATION:**

The District Administration recommends the Board review and consent the Contract for Services between Pacific Grove Unified School District and Positive Behavioral Supports Corporation (PBS).

**BACKGROUND:**

During school board meeting conducted on April 7, 2022 the board reviewed and approved the Master Contract between Pacific Grove Unified School District and Positive Behavioral Supports, Corp. The district has an urgent need to provide paraprofessional support for students during our Extended School Year (ESY) programs. Given this, we would like to extend our contract with PBS, a nonpublic agency, to provide the staff needed to fill vacancies for the ESY program from June 1-30, 2022.

**INFORMATION:**

Positive Behavior Supports Corp. will provide three Behavior Technicians and supervision by a Board Certified Behavior Analyst (BCBA) to fill the district's paraprofessional vacancies needed for Extended School Year (ESY).

**FISCAL IMPACT:**

\$17,010	3 Behavior Technicians 4.5 hours daily for 21 days, at a rate of \$60/hr.
\$1,800	1 Board Certified Behavior Analyst, 4.5 hours weekly for 4 weeks, at a rate of \$100/hr.
\$18,810	Total

Funding Source-Contracted Services  
Redirect unused funding from unfilled vacancies to 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

**Positive Behavior Supports Corporation** for services rendered as specified below.

**1. Scope of Service:**

To provide 3 Behavior Technicians to support the needs of several students on Individualized Education Plans (IEPs) that require paraprofessional support to fill the district's vacancies needed for Extended School Year (ESY). Contract with Positive Behavior Supports Corp. requires supervision by a Board Certified Behavior Analyst (BCBA).

**2. Expected outcome(s)**

Students will receive paraprofessional support as per their IEPs.

**3. Dates of Service:**

June 1, 2022- June 30, 2022 \*June 20 Holiday, No Service

**4. Financial Arrangements:**

Up to \$18,810

\$17,010 3 Behavior Technicians 4.5 hours daily for 21 days, rate \$60/hr

\$1,800 1 Board Certified Behavior Analyst 4.5 hours weekly supervision for 4 Weeks, rate \$100/hr.

School Funding Source: 01-6500-0-5750-1180-5800-00-000-2375-0740

Consultant: Nicole Postma, Positive Behavior Supports Corporation

Address: 7108 South Kanner Hwy Stuart FL 34997

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.

## 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

- ☒ Student Learning and Achievement
- ☐ Health and Safety of Students and Schools
- ☐ Credibility and Communication
- ☒ Fiscal Solvency, Accountability and Integrity

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

---

**SUBJECT:** Amended Parent Mileage Reimbursement

**DATE:** June 2, 2022

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

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**RECOMMENDATION:**

The District Administration recommends the Board review and approve the amendment of mileage to the original ratification brought to the board and approved on December 16, 2021. We are paying mileage reimbursement to parents of students placed in out of district non public schools as per IEP team decisions.

**BACKGROUND:**

Due to the limited capacity of our school district transportation system, parents are providing transportation for their students so they can access their appropriate educational program. As per the Monterey County SELPA procedural handbook (section 6.5), special education transportation options may include parent transportation with reimbursement for mileage.

**INFORMATION:**

Castroville- Morning Round Trip 43.6 miles @ \$0.56/mile June 1-30 (21 days)  
 Castroville- Morning Round Trip for Extended School Year (ESY) 43.6 miles @ \$0.56/mile,  
 July 1-Aug 30 (39 days)  
 Backup documentation required-Student attendance logs and monthly mileage logs

**FISCAL IMPACT:**

\$512.74 additional funds for the 2021/22 school year.  
 \$952.22 for mileage for ESY.  
 Funding source: Special Education budget

- ☐ Student Learning and Achievement
- ☒ Health and Safety of Students and Schools
- ☐ Credibility and Communication
- ☐ Fiscal Solvency, Accountability and Integrity

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

---

**SUBJECT:** Contracted Services with California Towing & Transport

**DATE:** June 2, 2022

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

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**RECOMMENDATION:**

The District Administration recommends the Board review and approve the contract with California Towing & Transport. This contract will provide school bus towing services as needed for various repairs.

**BACKGROUND:**

When school buses break down, they require towing services to various repair establishments. Invoicing will be done as needed.

**INFORMATION:**

The District agrees to pay California Towing & Transport for consultant at the rate of \$150/hour as needed to the evaluation and towing of school buses in need of repair, not to exceed \$2,000.

**FISCAL IMPACT:**

General Fund 01 \$2,000  
Budgeted Transportation for the 2022/23 school year

# **PACIFIC GROVE UNIFIED SCHOOL DISTRICT INDEPENDENT CONSULTANT AGREEMENT**

**CONSULTANT FULL NAME** California Towing & Transport

**TAX I.D. NUMBER\*** \_\_\_\_\_ (Consultant to complete)

**SITE/DEPARTMENT** District Transportation

**SUBMITTED BY** Song Chin Bendib, Assistant Superintendent

**ACCOUNT CODE** 01-0000-0-0000-3600-5800-00-013-7900-0720

**FUNDING SOURCE** Fund 01 Transportation

**AGREEMENT TOTAL AMOUNT** \$2,000.00

The District employee providing the attached Independent Consultant Agreement to the person or entity who will be providing special services to the District should first do the following:

1. Provide only the Pacific Grove Unified School District's approved Independent Consultant Agreement. The Independent Consultant Agreement should be completed in lieu of signing any vendor contract for services.
2. Review the insurance requirements for the person or entity and revise the insurance provisions of the agreement accordingly.
3. Review the forms under Section 20 and determine which of those documents should be attached to the agreement.

This Independent Consultant Agreement for Special Services ("Agreement") is made as of June 3, 2022 between the Pacific Grove Unified School District ("District") and California Towing & Transport("Consultant") (together, "Parties").

WHEREAS, the District is authorized by Section 53060 of the California Government Code to contract with and employ any persons for the furnishing of special services and advice in financial, economic, accounting, engineering, legal, transportation, administrative matters or other specialized services, if those persons are specially trained and experienced and competent to perform the special services required; and

WHEREAS, the District is in need of those services and/or advice; and

WHEREAS, the Consultant is specially trained and experienced and competent to perform the services required by the District, and those services are needed on a limited basis;

NOW, THEREFORE, the Parties agree as follows:

1. **Services.** The Consultant shall furnish to the District the following services herein by this reference ("Services" or "Work"): Consultant shall serve as a Bus towing service. Consultant shall use their specialized experience and skills to organize, maintain to serve in this capacity. Services shall include but not be limited to: Tp Provide school bus towing services as needed
2. **Term.** Consultant shall commence providing services under this Agreement on July 1, 2022, and will diligently perform as required and complete performance by June 30, 2022.

3. **Compensation.** District agrees to pay \$150 per hour as needed and invoiced to Consultant for Services satisfactorily rendered pursuant to this Agreement. This is not to exceed \$2,000.00 during the term of this Agreement. District shall pay Consultant according to the following terms and conditions:
  - 3.1. Payment for the Services shall be made for all undisputed amounts in installment payments within thirty (30) days after the Consultant submits an invoice to the District for Services actually completed.
4. **Expenses.** District shall not be liable to Consultant for any costs or expenses paid or incurred by Consultant in performing Services for District.
5. **Independent Consultant.** Consultant, in the performance of this Agreement, shall be and act as an Independent Consultant. Consultant understands and agrees that he/she shall not be considered an officer, employee, agent, partner, or joint venture of the District, and is not entitled to benefits of any kind or nature normally provided employees of the District and/or to which District's employees are normally entitled, including, but not limited to, State Unemployment Compensation or Worker's Compensation. Consultant shall assume full responsibility for payment of all federal, state and local taxes or contributions, including unemployment insurance, Social Security and income taxes with respect to Consultant. In the performance of the Services herein contemplated, Consultant is an independent Consultant or business entity, with the sole authority for controlling and directing the performance of the details of the Services, District being interested only in the results obtained.
6. **Performance of Services.**
  - 6.1. **Standard of Care.** Consultant represents that Consultant has the qualifications and ability to perform the Services in a professional manner, without the advice, control or supervision of the District. Consultant's Services will be performed, findings obtained, reports and recommendations prepared in accordance with generally and currently accepted principles and practices of his/her profession for services to California school districts.
  - 6.2. **District Approval.** The Services 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.
  - 6.3. **Licenses.** Consultant's represents that s/he possesses all required licenses to perform the Services provided in this Agreement.
7. **Termination.**
  - 7.1. **Without Cause by District.** District may, at any time, with or without reason, terminate this Agreement and compensate Consultant only for services satisfactorily rendered to the date of termination. Written notice by District shall be sufficient to stop further performance of services by Consultant. Notice shall be deemed given when received by the Consultant or no later than three days after the day of mailing, whichever is sooner.
  - 7.2. **Without Cause by Consultant.** Consultant may, upon thirty (30) days' notice, with or without reason, terminate this Agreement. Upon this termination, District shall only be obligated to compensate Consultant for services satisfactorily rendered to the date of termination. Written notice by Consultant shall be sufficient to stop further performance of services to District. Consultant acknowledges that this thirty (30) day notice period is acceptable so that the District can attempt to procure the Services from another source.
  - 7.3. **With Cause by District.** District may terminate this Agreement upon giving of written notice of intention to terminate for cause. Cause shall include:
    - 7.3.1. Material violation of this Agreement by the Consultant; or



7.3.2. Any act by Consultant exposing the District to liability to others for personal injury or property damage.

Written notice by District shall contain the reasons for such intention to terminate and unless within three (3) calendar days after that notice the condition or violation shall cease, or satisfactory arrangements for the correction thereof be made, this Agreement shall upon the expiration of the three (3) calendar days cease and terminate. In the event of this termination, the District may secure the required services from another Consultant. If the expense, fees, and/or costs to the District exceeds the cost of providing the services pursuant to this Agreement, the Consultant shall immediately pay the excess expense, fees, and/or costs to the District upon the receipt of the District's notice of these expense, fees, and/or costs. The foregoing provisions are in addition to and not a limitation of any other rights or remedies available to District.

8. **Fingerprinting.** The Fingerprinting/Criminal Background Investigation Certification must be completed and attached to this Agreement. (Applicable only if checked under Section 20, Submittal of Documents.)
9. **Compliance.** Consultant shall, at all times while providing the Services, comply with all federal, state, local and District laws, statutes, codes, ordinances, rules, regulations, policies, and requirements, as well as all state executive orders and all public health orders regarding student health and safety, including but not limited to, policies and procedures related to social distancing, the use of personal protective equipment ("PPE") such as face coverings and gloves, and the sanitization of facilities to help prevent the spread of COVID-19 and other contagious diseases.
10. **District's Evaluation of Consultant.** The District may evaluate the Consultant's performance. In no event shall an evaluation of Consultant be considered a prerequisite to the District exercising its rights under paragraph 7 above.
11. **Limitation of District Liability.** Other than as provided in this Agreement, District's financial obligations under this Agreement shall be limited to the payment of the compensation provided in this Agreement. Notwithstanding any other provision of this Agreement, in no event shall District be liable to Consultant, regardless of whether any claim is based on contract or tort, for any special, consequential, indirect or incidental damages, including, but not limited to, lost profits or revenue, arising out of or in connection with this Agreement for the services performed in connection with this Agreement.
12. **Indemnity.** Consultant shall defend, indemnify, and hold harmless District and its agents, representatives, officers, consultants, employees, Board of Trustees, members of the Board of Trustees (collectively, the "District Parties"), from and against any and all claims, demands, liabilities, damages, losses, suits and actions, and expenses (including, but not limited to attorney fees and costs including fees of consultants) of any kind, nature and description (collectively, the "Claims") directly or indirectly arising out of, connected with, or resulting from any act, error, omission, negligence, or willful misconduct of Consultant, its agents, subcontractors, employees, material or equipment suppliers, invitees, or licensees (collectively, the "Consultant Parties") in the performance of or failure to perform Consultant's or Consultant Parties' obligations under this Agreement, including, but not limited to Consultant's or Consultant Parties' use of District sites, performance of the Services, breach of any of the representations or warranties contained in this Agreement, or for injury to or death of persons or damage to property or delay or damage to the District or the District Parties. Such obligation shall not be construed to negate, abridge, or reduce other rights or obligations of indemnity, which would otherwise exist as to a party, person, or entity described in this paragraph. The indemnification provided for in this Section includes, without limitation to the foregoing, claims that may be made against District by any taxing authority asserting that an employer-employee relationship exists by reason of this Agreement, and any claims made against District alleging civil rights violations by Consultant or Consultant Parties under the California Fair Employment and Housing Act ("FEHA").

13. **Confidentiality.** The Consultant and all Consultant's agents, personnel, employee(s), and/or Sub-consultant(s) shall maintain the confidentiality of all information received in the course of performing the Services. This requirement to maintain confidentiality shall extend beyond the termination of this Agreement.
14. **Notice.** Any notice required or permitted to be given under this Agreement shall be deemed to have been given, served, and received if given in writing and either personally delivered or deposited in the United States mail, registered or certified mail, postage prepaid, return receipt required, or sent by overnight delivery service, or facsimile transmission, addressed as follows:

<u>District</u>	<u>Consultant</u>
Pacific Grove Unified School District	Name <u>California Towing &amp; Transport</u>
435 Hillcrest Avenue	Address: <u>124 Griffin St.</u>
Pacific Grove, CA 93950	City/State/Zip: <u>Salinas, CA 93901</u>
ATTENTION: Song Chin-Bendib,	Phone: <u>Click or tap here to enter text.</u>
Assistant Superintendent/CBO	Email: <u>Click or tap here to enter text.</u>

Any notice personally given or sent by facsimile transmission shall be effective upon receipt. Any notice sent by overnight delivery service shall be effective the business day next following delivery thereof to the overnight delivery service. Any notice given by mail shall be effective three (3) days after deposit in the United States mail.

15. **Integration/Entire Agreement of Parties.** This Agreement constitutes the entire agreement between the Parties and supersedes all prior discussions, negotiations, and agreements, whether oral or written. This Agreement may be amended or modified only by a written instrument executed by both Parties.
16. **California Law.** This Agreement shall be governed by and the rights, duties and obligations of the Parties shall be determined and enforced in accordance with the laws of the State of California. The Parties further agree that any action or proceeding brought to enforce the terms and conditions of this Agreement shall be maintained in Monterey County, California.
17. **Waiver.** The waiver by either party of any breach of any term, covenant, or condition herein contained shall not be deemed to be a waiver of such term, covenant, condition, or any subsequent breach of the same or any other term, covenant, or condition herein contained.
18. **Severability.** If any term, condition or provision of this Agreement is held by a court of competent jurisdiction to be invalid, void or unenforceable, the remaining provisions will nevertheless continue in full force and effect, and shall not be affected, impaired or invalidated in any way.
19. **Attorney Fees/Costs.** Should litigation be necessary to enforce any terms or provisions of this Agreement, then each party shall bear its own litigation and collection expenses, witness fees, court costs and attorney's fees.
20. **Counterparts.** This Agreement and all amendments and supplements to it may be executed in counterparts, and all counterparts together shall be construed as one document.
21. **Incorporation of Recitals and Exhibits.** The Recitals and each exhibit attached hereto are hereby incorporated herein by reference.

22. **Non-Assignability.** Consultant may not, without the written permission of the District, use other consultants within Consultant's own firm, or outside experts to perform the services for the District.

23. **Submittal of Documents.** The Consultant shall not commence the Services under this Agreement until the Consultant has submitted and the District has approved the following documents:

- ☐ Signed Agreement
- ☐ Fingerprinting/Criminal Background Investigation Certification
- ☐ W-9 Form
- ☐ TB Declaration
- ☐ SafeSchools Training – completed within 6 weeks (Certification of Completion document required)

**IN WITNESS WHEREOF, the Parties hereto have executed this Agreement on the date indicated below.**

**Pacific Grove Unified School District**

**Consultant**

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

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

Name: \_\_\_\_\_

Name: \_\_\_\_\_

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

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

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

**Consultant Information (Consultant to complete):**

Address: \_\_\_\_\_

Telephone: \_\_\_\_\_

E-Mail: \_\_\_\_\_

**Type of Business Entity:**

- ☐ Corporation, State
- ☐ Individual
- ☐ Partnership
- ☐ Limited Liability Company
- ☐ Sole Proprietorship
- ☐ Limited Partnership
- ☐ Other: \_\_\_\_\_

*\*Federal Code of Regulations sections 6041 and 6209 require non-corporate recipients of \$600.00 or more to furnish their taxpayer identification number to the payer. The regulations also provide that a penalty may be imposed for failure to furnish the taxpayer identification number. In order to comply with these regulations, the District requires your federal tax identification number or Social Security number, whichever is applicable.*

- ☐ Student Learning and Achievement
- ☒ Health and Safety of Students and Schools
- ☐ Credibility and Communication
- ☐ Fiscal Solvency, Accountability and Integrity

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

---

**SUBJECT:** Contracted Services with Discovery Charters for School Field Trips

**DATE:** June 2, 2022

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

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**RECOMMENDATION:**

The District Administration recommends the Board review and approve the contract with Discovery Charters for the 2022-2023 school year to provide transportation for school field trips.

**BACKGROUND:**

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

**INFORMATION:**

Discovery Charters provides specially licensed drivers and charter buses that are not available within the district, due to limited available district drivers.

**FISCAL IMPACT:**

General Fund 01 \$10,000  
 Budgeted Transportation for the 2022/23 school year

# PACIFIC GROVE UNIFIED SCHOOL DISTRICT INDEPENDENT CONSULTANT AGREEMENT

**CONSULTANT FULL NAME** Discovery Charters

**TAX I.D. NUMBER\*** \_\_\_\_\_ (Consultant to complete)

**SITE/DEPARTMENT** District Transportation

**SUBMITTED BY** Song Chin Bendib, Assistant Superintendent

**ACCOUNT CODE** 01-0000-0-0000-3600-5820-00-013-7900-0720

**FUNDING SOURCE** General Fund 01 Transportation

**AGREEMENT TOTAL AMOUNT** \$10,000.00

The District employee providing the attached Independent Consultant Agreement to the person or entity who will be providing special services to the District should first do the following:

1. Provide only the Pacific Grove Unified School District's approved Independent Consultant Agreement. The Independent Consultant Agreement should be completed in lieu of signing any vendor contract for services.
2. Review the insurance requirements for the person or entity and revise the insurance provisions of the agreement accordingly.
3. Review the forms under Section 20 and determine which of those documents should be attached to the agreement.

This Independent Consultant Agreement for Special Services ("Agreement") is made as of June 3, 2022 between the Pacific Grove Unified School District ("District") and Discovery Charters ("Consultant") (together, "Parties").

WHEREAS, the District is authorized by Section 53060 of the California Government Code to contract with and employ any persons for the furnishing of special services and advice in financial, economic, accounting, engineering, legal, transportation, administrative matters or other specialized services, if those persons are specially trained and experienced and competent to perform the special services required; and

WHEREAS, the District is in need of those services and/or advice; and

WHEREAS, the Consultant is specially trained and experienced and competent to perform the services required by the District, and those services are needed on a limited basis;

NOW, THEREFORE, the Parties agree as follows:

1. **Services.** The Consultant shall furnish to the District the following services herein by this reference ("Services" or "Work"): Consultant shall serve as a Charter bus transportation. Consultant shall use their specialized experience and skills to organize, maintain to serve in this capacity. Services shall include but not be limited to: Provide charter bus services for district field trips for the 2022-2023 school year.
2. **Term.** Consultant shall commence providing services under this Agreement on July 1, 2022, and will diligently perform as required and complete performance by June 30, 2023.
3. **Compensation.** District agrees to pay \$10,000.00 as invoiced to Consultant for Services satisfactorily rendered pursuant to this Agreement. This is not to exceed \$10,000.00 during the term of this Agreement. District shall pay Consultant according to the following terms and conditions:

- 3.1. Payment for the Services shall be made for all undisputed amounts in installment payments within thirty (30) days after the Consultant submits an invoice to the District for Services actually completed.
4. **Expenses.** District shall not be liable to Consultant for any costs or expenses paid or incurred by Consultant in performing Services for District.
5. **Independent Consultant.** Consultant, in the performance of this Agreement, shall be and act as an Independent Consultant. Consultant understands and agrees that he/she shall not be considered an officer, employee, agent, partner, or joint venture of the District, and is not entitled to benefits of any kind or nature normally provided employees of the District and/or to which District's employees are normally entitled, including, but not limited to, State Unemployment Compensation or Worker's Compensation. Consultant shall assume full responsibility for payment of all federal, state and local taxes or contributions, including unemployment insurance, Social Security and income taxes with respect to Consultant. In the performance of the Services herein contemplated, Consultant is an independent Consultant or business entity, with the sole authority for controlling and directing the performance of the details of the Services, District being interested only in the results obtained.
6. **Performance of Services.**
  - 6.1. **Standard of Care.** Consultant represents that Consultant has the qualifications and ability to perform the Services in a professional manner, without the advice, control or supervision of the District. Consultant's Services will be performed, findings obtained, reports and recommendations prepared in accordance with generally and currently accepted principles and practices of his/her profession for services to California school districts.
  - 6.2. **District Approval.** The Services 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.
  - 6.3. **Licenses.** Consultant's represents that s/he possesses all required licenses to perform the Services provided in this Agreement.
7. **Termination.**
  - 7.1. **Without Cause by District.** District may, at any time, with or without reason, terminate this Agreement and compensate Consultant only for services satisfactorily rendered to the date of termination. Written notice by District shall be sufficient to stop further performance of services by Consultant. Notice shall be deemed given when received by the Consultant or no later than three days after the day of mailing, whichever is sooner.
  - 7.2. **Without Cause by Consultant.** Consultant may, upon thirty (30) days' notice, with or without reason, terminate this Agreement. Upon this termination, District shall only be obligated to compensate Consultant for services satisfactorily rendered to the date of termination. Written notice by Consultant shall be sufficient to stop further performance of services to District. Consultant acknowledges that this thirty (30) day notice period is acceptable so that the District can attempt to procure the Services from another source.
  - 7.3. **With Cause by District.** District may terminate this Agreement upon giving of written notice of intention to terminate for cause. Cause shall include:
    - 7.3.1. Material violation of this Agreement by the Consultant; or
    - 7.3.2. Any act by Consultant exposing the District to liability to others for personal injury or property damage.Written notice by District shall contain the reasons for such intention to terminate and unless within three (3) calendar days after that notice the condition or violation shall cease, or satisfactory arrangements for the

correction thereof be made, this Agreement shall upon the expiration of the three (3) calendar days cease and terminate. In the event of this termination, the District may secure the required services from another Consultant. If the expense, fees, and/or costs to the District exceeds the cost of providing the services pursuant to this Agreement, the Consultant shall immediately pay the excess expense, fees, and/or costs to the District upon the receipt of the District's notice of these expense, fees, and/or costs. The foregoing provisions are in addition to and not a limitation of any other rights or remedies available to District.

8. **Fingerprinting.** The Fingerprinting/Criminal Background Investigation Certification must be completed and attached to this Agreement. (Applicable only if checked under Section 20, Submittal of Documents.)
9. **Compliance.** Consultant shall, at all times while providing the Services, comply with all federal, state, local and District laws, statutes, codes, ordinances, rules, regulations, policies, and requirements, as well as all state executive orders and all public health orders regarding student health and safety, including but not limited to, policies and procedures related to social distancing, the use of personal protective equipment ("PPE") such as face coverings and gloves, and the sanitization of facilities to help prevent the spread of COVID-19 and other contagious diseases.
10. **District's Evaluation of Consultant.** The District may evaluate the Consultant's performance. In no event shall an evaluation of Consultant be considered a prerequisite to the District exercising its rights under paragraph 7 above.
11. **Limitation of District Liability.** Other than as provided in this Agreement, District's financial obligations under this Agreement shall be limited to the payment of the compensation provided in this Agreement. Notwithstanding any other provision of this Agreement, in no event shall District be liable to Consultant, regardless of whether any claim is based on contract or tort, for any special, consequential, indirect or incidental damages, including, but not limited to, lost profits or revenue, arising out of or in connection with this Agreement for the services performed in connection with this Agreement.
12. **Indemnity.** Consultant shall defend, indemnify, and hold harmless District and its agents, representatives, officers, consultants, employees, Board of Trustees, members of the Board of Trustees (collectively, the "District Parties"), from and against any and all claims, demands, liabilities, damages, losses, suits and actions, and expenses (including, but not limited to attorney fees and costs including fees of consultants) of any kind, nature and description (collectively, the "Claims") directly or indirectly arising out of, connected with, or resulting from any act, error, omission, negligence, or willful misconduct of Consultant, its agents, subcontractors, employees, material or equipment suppliers, invitees, or licensees (collectively, the "Consultant Parties") in the performance of or failure to perform Consultant's or Consultant Parties' obligations under this Agreement, including, but not limited to Consultant's or Consultant Parties' use of District sites, performance of the Services, breach of any of the representations or warranties contained in this Agreement, or for injury to or death of persons or damage to property or delay or damage to the District or the District Parties. Such obligation shall not be construed to negate, abridge, or reduce other rights or obligations of indemnity, which would otherwise exist as to a party, person, or entity described in this paragraph. The indemnification provided for in this Section includes, without limitation to the foregoing, claims that may be made against District by any taxing authority asserting that an employer-employee relationship exists by reason of this Agreement, and any claims made against District alleging civil rights violations by Consultant or Consultant Parties under the California Fair Employment and Housing Act ("FEHA").
13. **Confidentiality.** The Consultant and all Consultant's agents, personnel, employee(s), and/or Sub-consultant(s) shall maintain the confidentiality of all information received in the course of performing the Services. This requirement to maintain confidentiality shall extend beyond the termination of this Agreement.
14. **Notice.** Any notice required or permitted to be given under this Agreement shall be deemed to have been given, served, and received if given in writing and either personally delivered or deposited in the United States

mail, registered or certified mail, postage prepaid, return receipt required, or sent by overnight delivery service, or facsimile transmission, addressed as follows:

<u>District</u>	<u>Consultant</u>
Pacific Grove Unified School District	Name <u>Discovery Charters</u>
435 Hillcrest Avenue	Address: <u>11020 Commercial Parkway</u>
Pacific Grove, CA 93950	City/State/Zip: <u>Castroville, CA 95012</u>
ATTENTION: Song Chin-Bendib,	Phone: <u>Click or tap here to enter text.</u>
Assistant Superintendent/CBO	Email: <u>Click or tap here to enter text.</u>

Any notice personally given or sent by facsimile transmission shall be effective upon receipt. Any notice sent by overnight delivery service shall be effective the business day next following delivery thereof to the overnight delivery service. Any notice given by mail shall be effective three (3) days after deposit in the United States mail.

15. **Integration/Entire Agreement of Parties.** This Agreement constitutes the entire agreement between the Parties and supersedes all prior discussions, negotiations, and agreements, whether oral or written. This Agreement may be amended or modified only by a written instrument executed by both Parties.
16. **California Law.** This Agreement shall be governed by and the rights, duties and obligations of the Parties shall be determined and enforced in accordance with the laws of the State of California. The Parties further agree that any action or proceeding brought to enforce the terms and conditions of this Agreement shall be maintained in Monterey County, California.
17. **Waiver.** The waiver by either party of any breach of any term, covenant, or condition herein contained shall not be deemed to be a waiver of such term, covenant, condition, or any subsequent breach of the same or any other term, covenant, or condition herein contained.
18. **Severability.** If any term, condition or provision of this Agreement is held by a court of competent jurisdiction to be invalid, void or unenforceable, the remaining provisions will nevertheless continue in full force and effect, and shall not be affected, impaired or invalidated in any way.
19. **Attorney Fees/Costs.** Should litigation be necessary to enforce any terms or provisions of this Agreement, then each party shall bear its own litigation and collection expenses, witness fees, court costs and attorney's fees.
20. **Counterparts.** This Agreement and all amendments and supplements to it may be executed in counterparts, and all counterparts together shall be construed as one document.
21. **Incorporation of Recitals and Exhibits.** The Recitals and each exhibit attached hereto are hereby incorporated herein by reference.
22. **Non-Assignability.** Consultant may not, without the written permission of the District, use other consultants within Consultant's own firm, or outside experts to perform the services for the District.
23. **Submittal of Documents.** The Consultant shall not commence the Services under this Agreement until the Consultant has submitted and the District has approved the following documents:



- ☒ Signed Agreement
- ☐ Fingerprinting/Criminal Background Investigation Certification
- ☒ W-9 Form
- ☐ TB Declaration
- ☐ SafeSchools Training – completed within 6 weeks (Certification of Completion document required)

**IN WITNESS WHEREOF, the Parties hereto have executed this Agreement on the date indicated below.**

**Pacific Grove Unified School District**

**Consultant**

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

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

Name: \_\_\_\_\_

Name: \_\_\_\_\_

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

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

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

**Consultant Information** *(Consultant to complete):*

Address: \_\_\_\_\_

Telephone: \_\_\_\_\_

E-Mail: \_\_\_\_\_

**Type of Business Entity:**

- ☐ Corporation, State
- ☐ Individual
- ☐ Partnership
- ☐ Limited Liability Company
- ☐ Sole Proprietorship
- ☐ Limited Partnership
- ☐ Other: \_\_\_\_\_

*\*Federal Code of Regulations sections 6041 and 6209 require non-corporate recipients of \$600.00 or more to furnish their taxpayer identification number to the payer. The regulations also provide that a penalty may be imposed for failure to furnish the taxpayer identification number. In order to comply with these regulations, the District requires your federal tax identification number or Social Security number, whichever is applicable.*

- ☒ Student Learning and Achievement
- ☐ Health and Safety of Students and Schools
- ☐ Credibility and Communication
- ☐ Fiscal Solvency, Accountability and Integrity

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

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**SUBJECT:** Contracted Services with Discovery Charters-Athletics

**DATE:** June 2, 2022

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

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**RECOMMENDATION:**

The District Administration recommends the Board review and approve the contract for services with Discovery Charters for PGHS Athletic Transportation in the 2022-2023 school year.

**BACKGROUND:**

Discovery Charters is the charter bus company used by PGHS Athletics for some out of district transportation. Discovery Charters is a professional charter bus company whose drivers are specially licensed. They cover trips when our drivers are not available due to conflicts in scheduling.

**INFORMATION:**

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

**FISCAL IMPACT:**

Fund 01 General Fund \$20,000  
 Budgeted Transportation for the 2022/23 school year

# PACIFIC GROVE UNIFIED SCHOOL DISTRICT INDEPENDENT CONSULTANT AGREEMENT

**CONSULTANT FULL NAME** Discovery Charters

**TAX I.D. NUMBER\*** \_\_\_\_\_ (Consultant to complete)

**SITE/DEPARTMENT** District Athletics Transportation

**SUBMITTED BY** Song Chin Bendib, Assistant Superintendent

**ACCOUNT CODE** 01-0000-0-1176-4200-5820-00-006-8000-0720

**FUNDING SOURCE** General Fund 01 Athletics Transportation

**AGREEMENT TOTAL AMOUNT** \$20,000.00

The District employee providing the attached Independent Consultant Agreement to the person or entity who will be providing special services to the District should first do the following:

1. Provide only the Pacific Grove Unified School District's approved Independent Consultant Agreement. The Independent Consultant Agreement should be completed in lieu of signing any vendor contract for services.
2. Review the insurance requirements for the person or entity and revise the insurance provisions of the agreement accordingly.
3. Review the forms under Section 20 and determine which of those documents should be attached to the agreement.

This Independent Consultant Agreement for Special Services ("Agreement") is made as of June 3, 2022 between the Pacific Grove Unified School District ("District") and Discovery Charters("Consultant") (together, "Parties").

WHEREAS, the District is authorized by Section 53060 of the California Government Code to contract with and employ any persons for the furnishing of special services and advice in financial, economic, accounting, engineering, legal, transportation, administrative matters or other specialized services, if those persons are specially trained and experienced and competent to perform the special services required; and

WHEREAS, the District is in need of those services and/or advice; and

WHEREAS, the Consultant is specially trained and experienced and competent to perform the services required by the District, and those services are needed on a limited basis;

NOW, THEREFORE, the Parties agree as follows:

1. **Services.** The Consultant shall furnish to the District the following services herein by this reference ("Services" or "Work"): Consultant shall serve as a Charter bus transportation. Consultant shall use their specialized experience and skills to organize, maintain to serve in this capacity. Services shall include but not be limited to: Provide charter bus services for high school Athletics for the 2022-2023 school year.
2. **Term.** Consultant shall commence providing services under this Agreement on July 1, 2022, and will diligently perform as required and complete performance by June 30, 2023.
3. **Compensation.** District agrees to pay \$20,000.00 as invoiced to Consultant for Services satisfactorily rendered pursuant to this Agreement. This is not to exceed \$20,000.00 during the term of this Agreement. District shall pay Consultant according to the following terms and conditions:

- 3.1. Payment for the Services shall be made for all undisputed amounts in installment payments within thirty (30) days after the Consultant submits an invoice to the District for Services actually completed.
4. **Expenses.** District shall not be liable to Consultant for any costs or expenses paid or incurred by Consultant in performing Services for District.
5. **Independent Consultant.** Consultant, in the performance of this Agreement, shall be and act as an Independent Consultant. Consultant understands and agrees that he/she shall not be considered an officer, employee, agent, partner, or joint venture of the District, and is not entitled to benefits of any kind or nature normally provided employees of the District and/or to which District's employees are normally entitled, including, but not limited to, State Unemployment Compensation or Worker's Compensation. Consultant shall assume full responsibility for payment of all federal, state and local taxes or contributions, including unemployment insurance, Social Security and income taxes with respect to Consultant. In the performance of the Services herein contemplated, Consultant is an independent Consultant or business entity, with the sole authority for controlling and directing the performance of the details of the Services, District being interested only in the results obtained.
6. **Performance of Services.**
  - 6.1. **Standard of Care.** Consultant represents that Consultant has the qualifications and ability to perform the Services in a professional manner, without the advice, control or supervision of the District. Consultant's Services will be performed, findings obtained, reports and recommendations prepared in accordance with generally and currently accepted principles and practices of his/her profession for services to California school districts.
  - 6.2. **District Approval.** The Services 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.
  - 6.3. **Licenses.** Consultant's represents that s/he possesses all required licenses to perform the Services provided in this Agreement.
7. **Termination.**
  - 7.1. **Without Cause by District.** District may, at any time, with or without reason, terminate this Agreement and compensate Consultant only for services satisfactorily rendered to the date of termination. Written notice by District shall be sufficient to stop further performance of services by Consultant. Notice shall be deemed given when received by the Consultant or no later than three days after the day of mailing, whichever is sooner.
  - 7.2. **Without Cause by Consultant.** Consultant may, upon thirty (30) days' notice, with or without reason, terminate this Agreement. Upon this termination, District shall only be obligated to compensate Consultant for services satisfactorily rendered to the date of termination. Written notice by Consultant shall be sufficient to stop further performance of services to District. Consultant acknowledges that this thirty (30) day notice period is acceptable so that the District can attempt to procure the Services from another source.
  - 7.3. **With Cause by District.** District may terminate this Agreement upon giving of written notice of intention to terminate for cause. Cause shall include:
    - 7.3.1. Material violation of this Agreement by the Consultant; or
    - 7.3.2. Any act by Consultant exposing the District to liability to others for personal injury or property damage.

Written notice by District shall contain the reasons for such intention to terminate and unless within three (3) calendar days after that notice the condition or violation shall cease, or satisfactory arrangements for the

correction thereof be made, this Agreement shall upon the expiration of the three (3) calendar days cease and terminate. In the event of this termination, the District may secure the required services from another Consultant. If the expense, fees, and/or costs to the District exceeds the cost of providing the services pursuant to this Agreement, the Consultant shall immediately pay the excess expense, fees, and/or costs to the District upon the receipt of the District's notice of these expense, fees, and/or costs. The foregoing provisions are in addition to and not a limitation of any other rights or remedies available to District.

8. **Fingerprinting.** The Fingerprinting/Criminal Background Investigation Certification must be completed and attached to this Agreement. (Applicable only if checked under Section 20, Submittal of Documents.)
9. **Compliance.** Consultant shall, at all times while providing the Services, comply with all federal, state, local and District laws, statutes, codes, ordinances, rules, regulations, policies, and requirements, as well as all state executive orders and all public health orders regarding student health and safety, including but not limited to, policies and procedures related to social distancing, the use of personal protective equipment ("PPE") such as face coverings and gloves, and the sanitization of facilities to help prevent the spread of COVID-19 and other contagious diseases.
10. **District's Evaluation of Consultant.** The District may evaluate the Consultant's performance. In no event shall an evaluation of Consultant be considered a prerequisite to the District exercising its rights under paragraph 7 above.
11. **Limitation of District Liability.** Other than as provided in this Agreement, District's financial obligations under this Agreement shall be limited to the payment of the compensation provided in this Agreement. Notwithstanding any other provision of this Agreement, in no event shall District be liable to Consultant, regardless of whether any claim is based on contract or tort, for any special, consequential, indirect or incidental damages, including, but not limited to, lost profits or revenue, arising out of or in connection with this Agreement for the services performed in connection with this Agreement.
12. **Indemnity.** Consultant shall defend, indemnify, and hold harmless District and its agents, representatives, officers, consultants, employees, Board of Trustees, members of the Board of Trustees (collectively, the "District Parties"), from and against any and all claims, demands, liabilities, damages, losses, suits and actions, and expenses (including, but not limited to attorney fees and costs including fees of consultants) of any kind, nature and description (collectively, the "Claims") directly or indirectly arising out of, connected with, or resulting from any act, error, omission, negligence, or willful misconduct of Consultant, its agents, subcontractors, employees, material or equipment suppliers, invitees, or licensees (collectively, the "Consultant Parties") in the performance of or failure to perform Consultant's or Consultant Parties' obligations under this Agreement, including, but not limited to Consultant's or Consultant Parties' use of District sites, performance of the Services, breach of any of the representations or warranties contained in this Agreement, or for injury to or death of persons or damage to property or delay or damage to the District or the District Parties. Such obligation shall not be construed to negate, abridge, or reduce other rights or obligations of indemnity, which would otherwise exist as to a party, person, or entity described in this paragraph. The indemnification provided for in this Section includes, without limitation to the foregoing, claims that may be made against District by any taxing authority asserting that an employer-employee relationship exists by reason of this Agreement, and any claims made against District alleging civil rights violations by Consultant or Consultant Parties under the California Fair Employment and Housing Act ("FEHA").
13. **Confidentiality.** The Consultant and all Consultant's agents, personnel, employee(s), and/or Sub-consultant(s) shall maintain the confidentiality of all information received in the course of performing the Services. This requirement to maintain confidentiality shall extend beyond the termination of this Agreement.
14. **Notice.** Any notice required or permitted to be given under this Agreement shall be deemed to have been given, served, and received if given in writing and either personally delivered or deposited in the United States

mail, registered or certified mail, postage prepaid, return receipt required, or sent by overnight delivery service, or facsimile transmission, addressed as follows:

**District**

**Consultant**

Pacific Grove Unified School District  
435 Hillcrest Avenue  
Pacific Grove, CA 93950  
ATTENTION: Song Chin-Bendib,  
Assistant Superintendent/CBO

Name Discovery Charters  
Address: 11020 Commercial Parkway  
City/State/Zip: Castroville, CA 95012  
Phone: Click or tap here to enter text.  
Email: Click or tap here to enter text.

Any notice personally given or sent by facsimile transmission shall be effective upon receipt. Any notice sent by overnight delivery service shall be effective the business day next following delivery thereof to the overnight delivery service. Any notice given by mail shall be effective three (3) days after deposit in the United States mail.

15. **Integration/Entire Agreement of Parties.** This Agreement constitutes the entire agreement between the Parties and supersedes all prior discussions, negotiations, and agreements, whether oral or written. This Agreement may be amended or modified only by a written instrument executed by both Parties.
16. **California Law.** This Agreement shall be governed by and the rights, duties and obligations of the Parties shall be determined and enforced in accordance with the laws of the State of California. The Parties further agree that any action or proceeding brought to enforce the terms and conditions of this Agreement shall be maintained in Monterey County, California.
17. **Waiver.** The waiver by either party of any breach of any term, covenant, or condition herein contained shall not be deemed to be a waiver of such term, covenant, condition, or any subsequent breach of the same or any other term, covenant, or condition herein contained.
18. **Severability.** If any term, condition or provision of this Agreement is held by a court of competent jurisdiction to be invalid, void or unenforceable, the remaining provisions will nevertheless continue in full force and effect, and shall not be affected, impaired or invalidated in any way.
19. **Attorney Fees/Costs.** Should litigation be necessary to enforce any terms or provisions of this Agreement, then each party shall bear its own litigation and collection expenses, witness fees, court costs and attorney's fees.
20. **Counterparts.** This Agreement and all amendments and supplements to it may be executed in counterparts, and all counterparts together shall be construed as one document.
21. **Incorporation of Recitals and Exhibits.** The Recitals and each exhibit attached hereto are hereby incorporated herein by reference.
22. **Non-Assignability.** Consultant may not, without the written permission of the District, use other consultants within Consultant's own firm, or outside experts to perform the services for the District.
23. **Submittal of Documents.** The Consultant shall not commence the Services under this Agreement until the Consultant has submitted and the District has approved the following documents:

- ☒ Signed Agreement
- ☐ Fingerprinting/Criminal Background Investigation Certification
- ☒ W-9 Form
- ☐ TB Declaration
- ☐ SafeSchools Training – completed within 6 weeks (Certification of Completion document required)

**IN WITNESS WHEREOF, the Parties hereto have executed this Agreement on the date indicated below.**

**Pacific Grove Unified School District**

**Consultant**

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

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

Name: \_\_\_\_\_

Name: \_\_\_\_\_

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

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

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

**Consultant Information** *(Consultant to complete):*

Address: \_\_\_\_\_

Telephone: \_\_\_\_\_

E-Mail: \_\_\_\_\_

**Type of Business Entity:**

- ☐ Corporation, State
- ☐ Individual
- ☐ Partnership
- ☐ Limited Liability Company
- ☐ Sole Proprietorship
- ☐ Limited Partnership
- ☐ Other: \_\_\_\_\_

*\*Federal Code of Regulations sections 6041 and 6209 require non-corporate recipients of \$600.00 or more to furnish their taxpayer identification number to the payer. The regulations also provide that a penalty may be imposed for failure to furnish the taxpayer identification number. In order to comply with these regulations, the District requires your federal tax identification number or Social Security number, whichever is applicable.*

- ☐ Student Learning and Achievement
- ☒ Health and Safety of Students and Schools
- ☐ Credibility and Communication
- ☐ Fiscal Solvency, Accountability and Integrity

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

---

**SUBJECT:** Contracted Services with Field of Dreams

**DATE:** June 2, 2022

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

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**RECOMMENDATION:**

The District Administration recommends the Board review and approve the contract for services with Field of Dreams for the 2022-2023 school year.

**BACKGROUND:**

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

**INFORMATION:**

Field of Dreams provides embroidery service for District employees that is not available within the District.

**FISCAL IMPACT:**

General Fund 01 \$1,000  
Budgeted Transportation for the 2022/23 school year



**PACIFIC GROVE UNIFIED SCHOOL DISTRICT  
INDEPENDENT CONSULTANT AGREEMENT**

**CONSULTANT FULL NAME** Field of Dreams Designs

**TAX I.D. NUMBER\*** \_\_\_\_\_ (Consultant to complete)

**SITE/DEPARTMENT** District Maintenance

**SUBMITTED BY** Song Chin Bendib, Assistant Superintendent

**ACCOUNT CODE** 01-8150-0-0000-8110-5800-00-001-6220-0720

**FUNDING SOURCE** General Fund 01 Maintenance

**AGREEMENT TOTAL AMOUNT** \$1,000.00

The District employee providing the attached Independent Consultant Agreement to the person or entity who will be providing special services to the District should first do the following:

1. Provide only the Pacific Grove Unified School District's approved Independent Consultant Agreement. The Independent Consultant Agreement should be completed in lieu of signing any vendor contract for services.
2. Review the insurance requirements for the person or entity and revise the insurance provisions of the agreement accordingly.
3. Review the forms under Section 20 and determine which of those documents should be attached to the agreement.

This Independent Consultant Agreement for Special Services ("Agreement") is made as of June 3, 2022 between the Pacific Grove Unified School District ("District") and Field of Dreams Designs ("Consultant") (together, "Parties").

WHEREAS, the District is authorized by Section 53060 of the California Government Code to contract with and employ any persons for the furnishing of special services and advice in financial, economic, accounting, engineering, legal, transportation, administrative matters or other specialized services, if those persons are specially trained and experienced and competent to perform the special services required; and

WHEREAS, the District is in need of those services and/or advice; and

WHEREAS, the Consultant is specially trained and experienced and competent to perform the services required by the District, and those services are needed on a limited basis;

NOW, THEREFORE, the Parties agree as follows:

1. **Services.** The Consultant shall furnish to the District the following services herein by this reference ("Services" or "Work"): Consultant shall serve as a Embroidery service. Consultant shall use their specialized experience and skills to organize, maintain to serve in this capacity. Services shall include but not be limited to: Provide district logo embroidery on uniform shirts and jackets.
2. **Term.** Consultant shall commence providing services under this Agreement on July 1, 2022, and will diligently perform as required and complete performance by June 30, 2023.

3. **Compensation.** District agrees to pay \$1,000.00 as invoiced to Consultant for Services satisfactorily rendered pursuant to this Agreement. This is not to exceed \$1,000.00 during the term of this Agreement. District shall pay Consultant according to the following terms and conditions:
  - 3.1. Payment for the Services shall be made for all undisputed amounts in installment payments within thirty (30) days after the Consultant submits an invoice to the District for Services actually completed.
4. **Expenses.** District shall not be liable to Consultant for any costs or expenses paid or incurred by Consultant in performing Services for District.
5. **Independent Consultant.** Consultant, in the performance of this Agreement, shall be and act as an Independent Consultant. Consultant understands and agrees that he/she shall not be considered an officer, employee, agent, partner, or joint venture of the District, and is not entitled to benefits of any kind or nature normally provided employees of the District and/or to which District's employees are normally entitled, including, but not limited to, State Unemployment Compensation or Worker's Compensation. Consultant shall assume full responsibility for payment of all federal, state and local taxes or contributions, including unemployment insurance, Social Security and income taxes with respect to Consultant. In the performance of the Services herein contemplated, Consultant is an independent Consultant or business entity, with the sole authority for controlling and directing the performance of the details of the Services, District being interested only in the results obtained.
6. **Performance of Services.**
  - 6.1. **Standard of Care.** Consultant represents that Consultant has the qualifications and ability to perform the Services in a professional manner, without the advice, control or supervision of the District. Consultant's Services will be performed, findings obtained, reports and recommendations prepared in accordance with generally and currently accepted principles and practices of his/her profession for services to California school districts.
  - 6.2. **District Approval.** The Services 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.
  - 6.3. **Licenses.** Consultant's represents that s/he possesses all required licenses to perform the Services provided in this Agreement.
7. **Termination.**
  - 7.1. **Without Cause by District.** District may, at any time, with or without reason, terminate this Agreement and compensate Consultant only for services satisfactorily rendered to the date of termination. Written notice by District shall be sufficient to stop further performance of services by Consultant. Notice shall be deemed given when received by the Consultant or no later than three days after the day of mailing, whichever is sooner.
  - 7.2. **Without Cause by Consultant.** Consultant may, upon thirty (30) days' notice, with or without reason, terminate this Agreement. Upon this termination, District shall only be obligated to compensate Consultant for services satisfactorily rendered to the date of termination. Written notice by Consultant shall be sufficient to stop further performance of services to District. Consultant acknowledges that this thirty (30) day notice period is acceptable so that the District can attempt to procure the Services from another source.
  - 7.3. **With Cause by District.** District may terminate this Agreement upon giving of written notice of intention to terminate for cause. Cause shall include:
    - 7.3.1. Material violation of this Agreement by the Consultant; or

7.3.2. Any act by Consultant exposing the District to liability to others for personal injury or property damage.

Written notice by District shall contain the reasons for such intention to terminate and unless within three (3) calendar days after that notice the condition or violation shall cease, or satisfactory arrangements for the correction thereof be made, this Agreement shall upon the expiration of the three (3) calendar days cease and terminate. In the event of this termination, the District may secure the required services from another Consultant. If the expense, fees, and/or costs to the District exceeds the cost of providing the services pursuant to this Agreement, the Consultant shall immediately pay the excess expense, fees, and/or costs to the District upon the receipt of the District's notice of these expense, fees, and/or costs. The foregoing provisions are in addition to and not a limitation of any other rights or remedies available to District.

8. **Fingerprinting.** The Fingerprinting/Criminal Background Investigation Certification must be completed and attached to this Agreement. (Applicable only if checked under Section 20, Submittal of Documents.)
9. **Compliance.** Consultant shall, at all times while providing the Services, comply with all federal, state, local and District laws, statutes, codes, ordinances, rules, regulations, policies, and requirements, as well as all state executive orders and all public health orders regarding student health and safety, including but not limited to, policies and procedures related to social distancing, the use of personal protective equipment ("PPE") such as face coverings and gloves, and the sanitization of facilities to help prevent the spread of COVID-19 and other contagious diseases.
10. **District's Evaluation of Consultant.** The District may evaluate the Consultant's performance. In no event shall an evaluation of Consultant be considered a prerequisite to the District exercising its rights under paragraph 7 above.
11. **Limitation of District Liability.** Other than as provided in this Agreement, District's financial obligations under this Agreement shall be limited to the payment of the compensation provided in this Agreement. Notwithstanding any other provision of this Agreement, in no event shall District be liable to Consultant, regardless of whether any claim is based on contract or tort, for any special, consequential, indirect or incidental damages, including, but not limited to, lost profits or revenue, arising out of or in connection with this Agreement for the services performed in connection with this Agreement.
12. **Indemnity.** Consultant shall defend, indemnify, and hold harmless District and its agents, representatives, officers, consultants, employees, Board of Trustees, members of the Board of Trustees (collectively, the "District Parties"), from and against any and all claims, demands, liabilities, damages, losses, suits and actions, and expenses (including, but not limited to attorney fees and costs including fees of consultants) of any kind, nature and description (collectively, the "Claims") directly or indirectly arising out of, connected with, or resulting from any act, error, omission, negligence, or willful misconduct of Consultant, its agents, subcontractors, employees, material or equipment suppliers, invitees, or licensees (collectively, the "Consultant Parties") in the performance of or failure to perform Consultant's or Consultant Parties' obligations under this Agreement, including, but not limited to Consultant's or Consultant Parties' use of District sites, performance of the Services, breach of any of the representations or warranties contained in this Agreement, or for injury to or death of persons or damage to property or delay or damage to the District or the District Parties. Such obligation shall not be construed to negate, abridge, or reduce other rights or obligations of indemnity, which would otherwise exist as to a party, person, or entity described in this paragraph. The indemnification provided for in this Section includes, without limitation to the foregoing, claims that may be made against District by any taxing authority asserting that an employer-employee relationship exists by reason of this Agreement, and any claims made against District alleging civil rights violations by Consultant or Consultant Parties under the California Fair Employment and Housing Act ("FEHA").

13. **Confidentiality.** The Consultant and all Consultant's agents, personnel, employee(s), and/or Sub-consultant(s) shall maintain the confidentiality of all information received in the course of performing the Services. This requirement to maintain confidentiality shall extend beyond the termination of this Agreement.
14. **Notice.** Any notice required or permitted to be given under this Agreement shall be deemed to have been given, served, and received if given in writing and either personally delivered or deposited in the United States mail, registered or certified mail, postage prepaid, return receipt required, or sent by overnight delivery service, or facsimile transmission, addressed as follows:

<u>District</u>	<u>Consultant</u>
Pacific Grove Unified School District	Name <u>Field of Dreams Designs</u>
435 Hillcrest Avenue	Address: <u>Click or tap here to enter text.</u>
Pacific Grove, CA 93950	City/State/Zip: <u>Click or tap here to enter text.</u>
ATTENTION: Song Chin-Bendib,	Phone: <u>Click or tap here to enter text.</u>
Assistant Superintendent/CBO	Email: <u>Click or tap here to enter text.</u>

Any notice personally given or sent by facsimile transmission shall be effective upon receipt. Any notice sent by overnight delivery service shall be effective the business day next following delivery thereof to the overnight delivery service. Any notice given by mail shall be effective three (3) days after deposit in the United States mail.

15. **Integration/Entire Agreement of Parties.** This Agreement constitutes the entire agreement between the Parties and supersedes all prior discussions, negotiations, and agreements, whether oral or written. This Agreement may be amended or modified only by a written instrument executed by both Parties.
16. **California Law.** This Agreement shall be governed by and the rights, duties and obligations of the Parties shall be determined and enforced in accordance with the laws of the State of California. The Parties further agree that any action or proceeding brought to enforce the terms and conditions of this Agreement shall be maintained in Monterey County, California.
17. **Waiver.** The waiver by either party of any breach of any term, covenant, or condition herein contained shall not be deemed to be a waiver of such term, covenant, condition, or any subsequent breach of the same or any other term, covenant, or condition herein contained.
18. **Severability.** If any term, condition or provision of this Agreement is held by a court of competent jurisdiction to be invalid, void or unenforceable, the remaining provisions will nevertheless continue in full force and effect, and shall not be affected, impaired or invalidated in any way.
19. **Attorney Fees/Costs.** Should litigation be necessary to enforce any terms or provisions of this Agreement, then each party shall bear its own litigation and collection expenses, witness fees, court costs and attorney's fees.
20. **Counterparts.** This Agreement and all amendments and supplements to it may be executed in counterparts, and all counterparts together shall be construed as one document.
21. **Incorporation of Recitals and Exhibits.** The Recitals and each exhibit attached hereto are hereby incorporated herein by reference.

22. **Non-Assignability.** Consultant may not, without the written permission of the District, use other consultants within Consultant's own firm, or outside experts to perform the services for the District.
23. **Submittal of Documents.** The Consultant shall not commence the Services under this Agreement until the Consultant has submitted and the District has approved the following documents:

- ☐ Signed Agreement
- ☐ Fingerprinting/Criminal Background Investigation Certification
- ☐ W-9 Form
- ☐ TB Declaration
- ☐ SafeSchools Training – completed within 6 weeks (Certification of Completion document required)

**IN WITNESS WHEREOF, the Parties hereto have executed this Agreement on the date indicated below.**

**Pacific Grove Unified School District**

**Consultant**

By: \_\_\_\_\_  
 Name: \_\_\_\_\_  
 Title: \_\_\_\_\_  
 Date: \_\_\_\_\_

By: \_\_\_\_\_  
 Name: \_\_\_\_\_  
 Date: \_\_\_\_\_

**Consultant Information (Consultant to complete):**

Address: \_\_\_\_\_  
 Telephone: \_\_\_\_\_  
 E-Mail: \_\_\_\_\_

**Type of Business Entity:**

- ☐ Corporation, State
- ☐ Individual
- ☐ Partnership
- ☐ Limited Liability Company
- ☐ Sole Proprietorship
- ☐ Limited Partnership
- ☐ Other: \_\_\_\_\_

*\*Federal Code of Regulations sections 6041 and 6209 require non-corporate recipients of \$600.00 or more to furnish their taxpayer identification number to the payer. The regulations also provide that a penalty may be imposed for failure to furnish the taxpayer identification number. In order to comply with these regulations, the District requires your federal tax identification number or Social Security number, whichever is applicable.*

- ☐ Student Learning and Achievement
- ☒ Health and Safety of Students and Schools
- ☐ Credibility and Communication
- ☐ Fiscal Solvency, Accountability and Integrity

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

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**SUBJECT:** Contracted Services with Jet Mulch Inc.

**DATE:** June 2, 2022

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

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**RECOMMENDATION:**

The District Administration recommends the Board review and approve the contract for services with Jet Mulch Inc. for the 2022-2023 school year.

**BACKGROUND:**

Overtime, playground fiber becomes compacted or lost through use and weather. Throughout the year fiber depth is measured for safety. Fiber can be raked and fluffed if a low spot(s) is discovered. Annually, the District's playground structures need additional wood chips to sustain the 12" depth to reduce injuries.

**INFORMATION:**

Jet Mulch trucks in the playground fiber and blows it into the fall zone of the playground. Work can be done on a weekend so student use is not impacted. By using this service of blowing in the fiber it saves hours if not days from district personnel installing with a tractor and rake. District personnel can then be used for other high priority work.

**FISCAL IMPACT:**

Fund 14 Deferred Maintenance not to exceed \$10,000  
Budgeted Maintenance for the 2022/23 school year

# PACIFIC GROVE UNIFIED SCHOOL DISTRICT INDEPENDENT CONSULTANT AGREEMENT

**CONSULTANT FULL NAME** Jet Mulch, Inc.

**TAX I.D. NUMBER\*** \_\_\_\_\_ (Consultant to complete)

**SITE/DEPARTMENT** District Grounds

**SUBMITTED BY** Song Chin Bendib, Assistant Superintendent

**ACCOUNT CODE** 14-0000-0-0000-8110-5800-00-000-9100-0000

**FUNDING SOURCE** Deferred Maintenance Fund 14

**AGREEMENT TOTAL AMOUNT** \$10,000.00

The District employee providing the attached Independent Consultant Agreement to the person or entity who will be providing special services to the District should first do the following:

1. Provide only the Pacific Grove Unified School District's approved Independent Consultant Agreement. The Independent Consultant Agreement should be completed in lieu of signing any vendor contract for services.
2. Review the insurance requirements for the person or entity and revise the insurance provisions of the agreement accordingly.
3. Review the forms under Section 20 and determine which of those documents should be attached to the agreement.

This Independent Consultant Agreement for Special Services ("Agreement") is made as of June 3, 2022 between the Pacific Grove Unified School District ("District") and Jet Mulch, Inc. ("Consultant") (together, "Parties").

WHEREAS, the District is authorized by Section 53060 of the California Government Code to contract with and employ any persons for the furnishing of special services and advice in financial, economic, accounting, engineering, legal, transportation, administrative matters or other specialized services, if those persons are specially trained and experienced and competent to perform the special services required; and

WHEREAS, the District is in need of those services and/or advice; and

WHEREAS, the Consultant is specially trained and experienced and competent to perform the services required by the District, and those services are needed on a limited basis;

NOW, THEREFORE, the Parties agree as follows:

1. **Services.** The Consultant shall furnish to the District the following services herein by this reference ("Services" or "Work"): Consultant shall serve as a Vendor for mulch materials. Consultant shall use their specialized experience and skills to organize, maintain to serve in this capacity. Services shall include but not be limited to: Provide and install engineered wood fiber for the district's school playgrounds
2. **Term.** Consultant shall commence providing services under this Agreement on July 1, 2022, and will diligently perform as required and complete performance by June 30, 2022.
3. **Compensation.** District agrees to pay \$10,000.00 as invoiced to Consultant for Services satisfactorily rendered pursuant to this Agreement. This is not to exceed \$10,000.00 during the term of this Agreement. District shall pay Consultant according to the following terms and conditions:

- 3.1. Payment for the Services shall be made for all undisputed amounts in installment payments within thirty (30) days after the Consultant submits an invoice to the District for Services actually completed.
4. **Expenses.** District shall not be liable to Consultant for any costs or expenses paid or incurred by Consultant in performing Services for District.
5. **Independent Consultant.** Consultant, in the performance of this Agreement, shall be and act as an Independent Consultant. Consultant understands and agrees that he/she shall not be considered an officer, employee, agent, partner, or joint venture of the District, and is not entitled to benefits of any kind or nature normally provided employees of the District and/or to which District's employees are normally entitled, including, but not limited to, State Unemployment Compensation or Worker's Compensation. Consultant shall assume full responsibility for payment of all federal, state and local taxes or contributions, including unemployment insurance, Social Security and income taxes with respect to Consultant. In the performance of the Services herein contemplated, Consultant is an independent Consultant or business entity, with the sole authority for controlling and directing the performance of the details of the Services, District being interested only in the results obtained.
6. **Performance of Services.**
  - 6.1. **Standard of Care.** Consultant represents that Consultant has the qualifications and ability to perform the Services in a professional manner, without the advice, control or supervision of the District. Consultant's Services will be performed, findings obtained, reports and recommendations prepared in accordance with generally and currently accepted principles and practices of his/her profession for services to California school districts.
  - 6.2. **District Approval.** The Services 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.
  - 6.3. **Licenses.** Consultant's represents that s/he possesses all required licenses to perform the Services provided in this Agreement.
7. **Termination.**
  - 7.1. **Without Cause by District.** District may, at any time, with or without reason, terminate this Agreement and compensate Consultant only for services satisfactorily rendered to the date of termination. Written notice by District shall be sufficient to stop further performance of services by Consultant. Notice shall be deemed given when received by the Consultant or no later than three days after the day of mailing, whichever is sooner.
  - 7.2. **Without Cause by Consultant.** Consultant may, upon thirty (30) days' notice, with or without reason, terminate this Agreement. Upon this termination, District shall only be obligated to compensate Consultant for services satisfactorily rendered to the date of termination. Written notice by Consultant shall be sufficient to stop further performance of services to District. Consultant acknowledges that this thirty (30) day notice period is acceptable so that the District can attempt to procure the Services from another source.
  - 7.3. **With Cause by District.** District may terminate this Agreement upon giving of written notice of intention to terminate for cause. Cause shall include:
    - 7.3.1. Material violation of this Agreement by the Consultant; or
    - 7.3.2. Any act by Consultant exposing the District to liability to others for personal injury or property damage.Written notice by District shall contain the reasons for such intention to terminate and unless within three (3) calendar days after that notice the condition or violation shall cease, or satisfactory arrangements for the



correction thereof be made, this Agreement shall upon the expiration of the three (3) calendar days cease and terminate. In the event of this termination, the District may secure the required services from another Consultant. If the expense, fees, and/or costs to the District exceeds the cost of providing the services pursuant to this Agreement, the Consultant shall immediately pay the excess expense, fees, and/or costs to the District upon the receipt of the District's notice of these expense, fees, and/or costs. The foregoing provisions are in addition to and not a limitation of any other rights or remedies available to District.

8. **Fingerprinting.** The Fingerprinting/Criminal Background Investigation Certification must be completed and attached to this Agreement. (Applicable only if checked under Section 20, Submittal of Documents.)
9. **Compliance.** Consultant shall, at all times while providing the Services, comply with all federal, state, local and District laws, statutes, codes, ordinances, rules, regulations, policies, and requirements, as well as all state executive orders and all public health orders regarding student health and safety, including but not limited to, policies and procedures related to social distancing, the use of personal protective equipment ("PPE") such as face coverings and gloves, and the sanitization of facilities to help prevent the spread of COVID-19 and other contagious diseases.
10. **District's Evaluation of Consultant.** The District may evaluate the Consultant's performance. In no event shall an evaluation of Consultant be considered a prerequisite to the District exercising its rights under paragraph 7 above.
11. **Limitation of District Liability.** Other than as provided in this Agreement, District's financial obligations under this Agreement shall be limited to the payment of the compensation provided in this Agreement. Notwithstanding any other provision of this Agreement, in no event shall District be liable to Consultant, regardless of whether any claim is based on contract or tort, for any special, consequential, indirect or incidental damages, including, but not limited to, lost profits or revenue, arising out of or in connection with this Agreement for the services performed in connection with this Agreement.
12. **Indemnity.** Consultant shall defend, indemnify, and hold harmless District and its agents, representatives, officers, consultants, employees, Board of Trustees, members of the Board of Trustees (collectively, the "District Parties"), from and against any and all claims, demands, liabilities, damages, losses, suits and actions, and expenses (including, but not limited to attorney fees and costs including fees of consultants) of any kind, nature and description (collectively, the "Claims") directly or indirectly arising out of, connected with, or resulting from any act, error, omission, negligence, or willful misconduct of Consultant, its agents, subcontractors, employees, material or equipment suppliers, invitees, or licensees (collectively, the "Consultant Parties") in the performance of or failure to perform Consultant's or Consultant Parties' obligations under this Agreement, including, but not limited to Consultant's or Consultant Parties' use of District sites, performance of the Services, breach of any of the representations or warranties contained in this Agreement, or for injury to or death of persons or damage to property or delay or damage to the District or the District Parties. Such obligation shall not be construed to negate, abridge, or reduce other rights or obligations of indemnity, which would otherwise exist as to a party, person, or entity described in this paragraph. The indemnification provided for in this Section includes, without limitation to the foregoing, claims that may be made against District by any taxing authority asserting that an employer-employee relationship exists by reason of this Agreement, and any claims made against District alleging civil rights violations by Consultant or Consultant Parties under the California Fair Employment and Housing Act ("FEHA").
13. **Confidentiality.** The Consultant and all Consultant's agents, personnel, employee(s), and/or Sub-consultant(s) shall maintain the confidentiality of all information received in the course of performing the Services. This requirement to maintain confidentiality shall extend beyond the termination of this Agreement.
14. **Notice.** Any notice required or permitted to be given under this Agreement shall be deemed to have been given, served, and received if given in writing and either personally delivered or deposited in the United States

mail, registered or certified mail, postage prepaid, return receipt required, or sent by overnight delivery service, or facsimile transmission, addressed as follows:

<u>District</u>	<u>Consultant</u>
Pacific Grove Unified School District	Name <u>Jet Mulch, Inc.</u>
435 Hillcrest Avenue	Address: <u>P. O. Box 1667</u>
Pacific Grove, CA 93950	City/State/Zip: <u>Capitola, CA 95010</u>
ATTENTION: Song Chin-Bendib,	Phone: <u>Click or tap here to enter text.</u>
Assistant Superintendent/CBO	Email: <u>Click or tap here to enter text.</u>

Any notice personally given or sent by facsimile transmission shall be effective upon receipt. Any notice sent by overnight delivery service shall be effective the business day next following delivery thereof to the overnight delivery service. Any notice given by mail shall be effective three (3) days after deposit in the United States mail.

15. **Integration/Entire Agreement of Parties.** This Agreement constitutes the entire agreement between the Parties and supersedes all prior discussions, negotiations, and agreements, whether oral or written. This Agreement may be amended or modified only by a written instrument executed by both Parties.
16. **California Law.** This Agreement shall be governed by and the rights, duties and obligations of the Parties shall be determined and enforced in accordance with the laws of the State of California. The Parties further agree that any action or proceeding brought to enforce the terms and conditions of this Agreement shall be maintained in Monterey County, California.
17. **Waiver.** The waiver by either party of any breach of any term, covenant, or condition herein contained shall not be deemed to be a waiver of such term, covenant, condition, or any subsequent breach of the same or any other term, covenant, or condition herein contained.
18. **Severability.** If any term, condition or provision of this Agreement is held by a court of competent jurisdiction to be invalid, void or unenforceable, the remaining provisions will nevertheless continue in full force and effect, and shall not be affected, impaired or invalidated in any way.
19. **Attorney Fees/Costs.** Should litigation be necessary to enforce any terms or provisions of this Agreement, then each party shall bear its own litigation and collection expenses, witness fees, court costs and attorney's fees.
20. **Counterparts.** This Agreement and all amendments and supplements to it may be executed in counterparts, and all counterparts together shall be construed as one document.
21. **Incorporation of Recitals and Exhibits.** The Recitals and each exhibit attached hereto are hereby incorporated herein by reference.
22. **Non-Assignability.** Consultant may not, without the written permission of the District, use other consultants within Consultant's own firm, or outside experts to perform the services for the District.
23. **Submittal of Documents.** The Consultant shall not commence the Services under this Agreement until the Consultant has submitted and the District has approved the following documents:

☒ Signed Agreement

- ☐ Fingerprinting/Criminal Background Investigation Certification
- ☒ W-9 Form
- ☐ TB Declaration
- ☐ SafeSchools Training – completed within 6 weeks (Certification of Completion document required)

**IN WITNESS WHEREOF, the Parties hereto have executed this Agreement on the date indicated below.**

**Pacific Grove Unified School District**

**Consultant**

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

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

Name: \_\_\_\_\_

Name: \_\_\_\_\_

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

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

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

**Consultant Information** *(Consultant to complete):*

Address: \_\_\_\_\_

Telephone: \_\_\_\_\_

E-Mail: \_\_\_\_\_

**Type of Business Entity:**

- ☐ Corporation, State
- ☐ Individual
- ☐ Partnership
- ☐ Limited Liability Company
- ☐ Sole Proprietorship
- ☐ Limited Partnership
- ☐ Other: \_\_\_\_\_

*\*Federal Code of Regulations sections 6041 and 6209 require non-corporate recipients of \$600.00 or more to furnish their taxpayer identification number to the payer. The regulations also provide that a penalty may be imposed for failure to furnish the taxpayer identification number. In order to comply with these regulations, the District requires your federal tax identification number or Social Security number, whichever is applicable.*

- ☐ Student Learning and Achievement
- ☒ Health and Safety of Students and Schools
- ☐ Credibility and Communication
- ☐ Fiscal Solvency, Accountability and Integrity

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

---

**SUBJECT:** Contracted Services with M3 Environmental Consulting

**DATE:** June 2, 2022

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

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**RECOMMENDATION:**

The District Administration recommends the Board review and approve the contract for services with M3 Consulting for the 2022-2023 school year.

**BACKGROUND:**

The district requires professional services for environmental testing in district buildings.

**INFORMATION:**

M3 Environmental Consulting will provide district wide environmental testing.

**FISCAL IMPACT:**

Fund 01 General Fund \$10,000  
Budgeted Maintenance & Operations for the 2022/23 school year

# PACIFIC GROVE UNIFIED SCHOOL DISTRICT INDEPENDENT CONSULTANT AGREEMENT

**CONSULTANT FULL NAME** M3 Environmental Consulting

**TAX I.D. NUMBER\*** \_\_\_\_\_ (Consultant to complete)

**SITE/DEPARTMENT** District Maintenance

**SUBMITTED BY** Song Chin Bendib, Assistant Superintendent

**ACCOUNT CODE** 01-8150-0-0000-8110-5800-00-001-6220-0720

**FUNDING SOURCE** Fund 01 Maintenance

**AGREEMENT TOTAL AMOUNT** \$10,000.00

The District employee providing the attached Independent Consultant Agreement to the person or entity who will be providing special services to the District should first do the following:

1. Provide only the Pacific Grove Unified School District's approved Independent Consultant Agreement. The Independent Consultant Agreement should be completed in lieu of signing any vendor contract for services.
2. Review the insurance requirements for the person or entity and revise the insurance provisions of the agreement accordingly.
3. Review the forms under Section 20 and determine which of those documents should be attached to the agreement.

This Independent Consultant Agreement for Special Services ("Agreement") is made as of June 3, 2022 between the Pacific Grove Unified School District ("District") and M3 Environmental Consulting ("Consultant") (together, "Parties").

WHEREAS, the District is authorized by Section 53060 of the California Government Code to contract with and employ any persons for the furnishing of special services and advice in financial, economic, accounting, engineering, legal, transportation, administrative matters or other specialized services, if those persons are specially trained and experienced and competent to perform the special services required; and

WHEREAS, the District is in need of those services and/or advice; and

WHEREAS, the Consultant is specially trained and experienced and competent to perform the services required by the District, and those services are needed on a limited basis;

NOW, THEREFORE, the Parties agree as follows:

1. **Services.** The Consultant shall furnish to the District the following services herein by this reference ("Services" or "Work"): Consultant shall serve as a Environmental Testing Services. Consultant shall use their specialized experience and skills to organize, maintain to serve in this capacity. Services shall include but not be limited to: Provide environmental testing services, district-wide
2. **Term.** Consultant shall commence providing services under this Agreement on July 1, 2022, and will diligently perform as required and complete performance by June 30, 2023.

3. **Compensation.** District agrees to pay \$10,000.00 as invoiced to Consultant for Services satisfactorily rendered pursuant to this Agreement. This is not to exceed \$10,000.00 during the term of this Agreement. District shall pay Consultant according to the following terms and conditions:
  - 3.1. Payment for the Services shall be made for all undisputed amounts in installment payments within thirty (30) days after the Consultant submits an invoice to the District for Services actually completed.
4. **Expenses.** District shall not be liable to Consultant for any costs or expenses paid or incurred by Consultant in performing Services for District.
5. **Independent Consultant.** Consultant, in the performance of this Agreement, shall be and act as an Independent Consultant. Consultant understands and agrees that he/she shall not be considered an officer, employee, agent, partner, or joint venture of the District, and is not entitled to benefits of any kind or nature normally provided employees of the District and/or to which District's employees are normally entitled, including, but not limited to, State Unemployment Compensation or Worker's Compensation. Consultant shall assume full responsibility for payment of all federal, state and local taxes or contributions, including unemployment insurance, Social Security and income taxes with respect to Consultant. In the performance of the Services herein contemplated, Consultant is an independent Consultant or business entity, with the sole authority for controlling and directing the performance of the details of the Services, District being interested only in the results obtained.
6. **Performance of Services.**
  - 6.1. **Standard of Care.** Consultant represents that Consultant has the qualifications and ability to perform the Services in a professional manner, without the advice, control or supervision of the District. Consultant's Services will be performed, findings obtained, reports and recommendations prepared in accordance with generally and currently accepted principles and practices of his/her profession for services to California school districts.
  - 6.2. **District Approval.** The Services 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.
  - 6.3. **Licenses.** Consultant's represents that s/he possesses all required licenses to perform the Services provided in this Agreement.
7. **Termination.**
  - 7.1. **Without Cause by District.** District may, at any time, with or without reason, terminate this Agreement and compensate Consultant only for services satisfactorily rendered to the date of termination. Written notice by District shall be sufficient to stop further performance of services by Consultant. Notice shall be deemed given when received by the Consultant or no later than three days after the day of mailing, whichever is sooner.
  - 7.2. **Without Cause by Consultant.** Consultant may, upon thirty (30) days' notice, with or without reason, terminate this Agreement. Upon this termination, District shall only be obligated to compensate Consultant for services satisfactorily rendered to the date of termination. Written notice by Consultant shall be sufficient to stop further performance of services to District. Consultant acknowledges that this thirty (30) day notice period is acceptable so that the District can attempt to procure the Services from another source.
  - 7.3. **With Cause by District.** District may terminate this Agreement upon giving of written notice of intention to terminate for cause. Cause shall include:
    - 7.3.1. Material violation of this Agreement by the Consultant; or

7.3.2. Any act by Consultant exposing the District to liability to others for personal injury or property damage.

Written notice by District shall contain the reasons for such intention to terminate and unless within three (3) calendar days after that notice the condition or violation shall cease, or satisfactory arrangements for the correction thereof be made, this Agreement shall upon the expiration of the three (3) calendar days cease and terminate. In the event of this termination, the District may secure the required services from another Consultant. If the expense, fees, and/or costs to the District exceeds the cost of providing the services pursuant to this Agreement, the Consultant shall immediately pay the excess expense, fees, and/or costs to the District upon the receipt of the District's notice of these expense, fees, and/or costs. The foregoing provisions are in addition to and not a limitation of any other rights or remedies available to District.

8. **Fingerprinting.** The Fingerprinting/Criminal Background Investigation Certification must be completed and attached to this Agreement. (Applicable only if checked under Section 20, Submittal of Documents.)
9. **Compliance.** Consultant shall, at all times while providing the Services, comply with all federal, state, local and District laws, statutes, codes, ordinances, rules, regulations, policies, and requirements, as well as all state executive orders and all public health orders regarding student health and safety, including but not limited to, policies and procedures related to social distancing, the use of personal protective equipment ("PPE") such as face coverings and gloves, and the sanitization of facilities to help prevent the spread of COVID-19 and other contagious diseases.
10. **District's Evaluation of Consultant.** The District may evaluate the Consultant's performance. In no event shall an evaluation of Consultant be considered a prerequisite to the District exercising its rights under paragraph 7 above.
11. **Limitation of District Liability.** Other than as provided in this Agreement, District's financial obligations under this Agreement shall be limited to the payment of the compensation provided in this Agreement. Notwithstanding any other provision of this Agreement, in no event shall District be liable to Consultant, regardless of whether any claim is based on contract or tort, for any special, consequential, indirect or incidental damages, including, but not limited to, lost profits or revenue, arising out of or in connection with this Agreement for the services performed in connection with this Agreement.
12. **Indemnity.** Consultant shall defend, indemnify, and hold harmless District and its agents, representatives, officers, consultants, employees, Board of Trustees, members of the Board of Trustees (collectively, the "District Parties"), from and against any and all claims, demands, liabilities, damages, losses, suits and actions, and expenses (including, but not limited to attorney fees and costs including fees of consultants) of any kind, nature and description (collectively, the "Claims") directly or indirectly arising out of, connected with, or resulting from any act, error, omission, negligence, or willful misconduct of Consultant, its agents, subcontractors, employees, material or equipment suppliers, invitees, or licensees (collectively, the "Consultant Parties") in the performance of or failure to perform Consultant's or Consultant Parties' obligations under this Agreement, including, but not limited to Consultant's or Consultant Parties' use of District sites, performance of the Services, breach of any of the representations or warranties contained in this Agreement, or for injury to or death of persons or damage to property or delay or damage to the District or the District Parties. Such obligation shall not be construed to negate, abridge, or reduce other rights or obligations of indemnity, which would otherwise exist as to a party, person, or entity described in this paragraph. The indemnification provided for in this Section includes, without limitation to the foregoing, claims that may be made against District by any taxing authority asserting that an employer-employee relationship exists by reason of this Agreement, and any claims made against District alleging civil rights violations by Consultant or Consultant Parties under the California Fair Employment and Housing Act ("FEHA").

13. **Confidentiality.** The Consultant and all Consultant's agents, personnel, employee(s), and/or Sub-consultant(s) shall maintain the confidentiality of all information received in the course of performing the Services. This requirement to maintain confidentiality shall extend beyond the termination of this Agreement.
14. **Notice.** Any notice required or permitted to be given under this Agreement shall be deemed to have been given, served, and received if given in writing and either personally delivered or deposited in the United States mail, registered or certified mail, postage prepaid, return receipt required, or sent by overnight delivery service, or facsimile transmission, addressed as follows:

<u>District</u>	<u>Consultant</u>
Pacific Grove Unified School District	Name <u>M3 Environmental Consulting</u>
435 Hillcrest Avenue	Address: <u>9821 Blue Larkspur, Ste. 100</u>
Pacific Grove, CA 93950	City/State/Zip: <u>Monterey, CA 93940</u>
ATTENTION: Song Chin-Bendib,	Phone: <u>Click or tap here to enter text.</u>
Assistant Superintendent/CBO	Email: <u>Click or tap here to enter text.</u>

Any notice personally given or sent by facsimile transmission shall be effective upon receipt. Any notice sent by overnight delivery service shall be effective the business day next following delivery thereof to the overnight delivery service. Any notice given by mail shall be effective three (3) days after deposit in the United States mail.

15. **Integration/Entire Agreement of Parties.** This Agreement constitutes the entire agreement between the Parties and supersedes all prior discussions, negotiations, and agreements, whether oral or written. This Agreement may be amended or modified only by a written instrument executed by both Parties.
16. **California Law.** This Agreement shall be governed by and the rights, duties and obligations of the Parties shall be determined and enforced in accordance with the laws of the State of California. The Parties further agree that any action or proceeding brought to enforce the terms and conditions of this Agreement shall be maintained in Monterey County, California.
17. **Waiver.** The waiver by either party of any breach of any term, covenant, or condition herein contained shall not be deemed to be a waiver of such term, covenant, condition, or any subsequent breach of the same or any other term, covenant, or condition herein contained.
18. **Severability.** If any term, condition or provision of this Agreement is held by a court of competent jurisdiction to be invalid, void or unenforceable, the remaining provisions will nevertheless continue in full force and effect, and shall not be affected, impaired or invalidated in any way.
19. **Attorney Fees/Costs.** Should litigation be necessary to enforce any terms or provisions of this Agreement, then each party shall bear its own litigation and collection expenses, witness fees, court costs and attorney's fees.
20. **Counterparts.** This Agreement and all amendments and supplements to it may be executed in counterparts, and all counterparts together shall be construed as one document.
21. **Incorporation of Recitals and Exhibits.** The Recitals and each exhibit attached hereto are hereby incorporated herein by reference.



22. **Non-Assignability.** Consultant may not, without the written permission of the District, use other consultants within Consultant's own firm, or outside experts to perform the services for the District.

23. **Submittal of Documents.** The Consultant shall not commence the Services under this Agreement until the Consultant has submitted and the District has approved the following documents:

- ☒ Signed Agreement
- ☐ Fingerprinting/Criminal Background Investigation Certification
- ☒ W-9 Form
- ☐ TB Declaration
- ☐ SafeSchools Training – completed within 6 weeks (Certification of Completion document required)

**IN WITNESS WHEREOF, the Parties hereto have executed this Agreement on the date indicated below.**

**Pacific Grove Unified School District**

**Consultant**

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

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

Name: \_\_\_\_\_

Name: \_\_\_\_\_

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

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

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

**Consultant Information (Consultant to complete):**

Address: \_\_\_\_\_

Telephone: \_\_\_\_\_

E-Mail: \_\_\_\_\_

**Type of Business Entity:**

- ☐ Corporation, State
- ☐ Individual
- ☐ Partnership
- ☐ Limited Liability Company
- ☐ Sole Proprietorship
- ☐ Limited Partnership
- ☐ Other: \_\_\_\_\_

*\*Federal Code of Regulations sections 6041 and 6209 require non-corporate recipients of \$600.00 or more to furnish their taxpayer identification number to the payer. The regulations also provide that a penalty may be imposed for failure to furnish the taxpayer identification number. In order to comply with these regulations, the District requires your federal tax identification number or Social Security number, whichever is applicable.*

- ☐ Student Learning and Achievement
- ☒ Health and Safety of Students and Schools
- ☐ Credibility and Communication
- ☐ Fiscal Solvency, Accountability and Integrity

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

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**SUBJECT:** Contract for Services with MoGo Urgent Care

**DATE:** June 2, 2022

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

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**RECOMMENDATION:**

The District Administration recommends the Board review and approve the contract for services with MoGo Urgent Care for the 2022-2023 school year.

**BACKGROUND:**

The District is required by California Highway Patrol and Department of Motor Vehicles to have school bus drivers submit to an annual physical examination.

**INFORMATION:**

MoGo Urgent Care provides medical services that are not available within the District.

**FISCAL IMPACT:**

Fund 01 General Fund  
 \$1,000  
 Budgeted Transportation  
 2022-23 school year

**PACIFIC GROVE UNIFIED SCHOOL DISTRICT  
INDEPENDENT CONSULTANT AGREEMENT**

**CONSULTANT FULL NAME** MoGo Urgent Care

**TAX I.D. NUMBER\*** \_\_\_\_\_ (Consultant to complete)

**SITE/DEPARTMENT** District Transportation

**SUBMITTED BY** Song Chin-Bendib, Assistant Superintendent Business Services CBO)

**ACCOUNT CODE** 01-0000-0-0000-3600-5800-00-013-7900-0720

**FUNDING SOURCE** Fund 01 Transportation

**AGREEMENT TOTAL AMOUNT** \$1,000

The District employee providing the attached Independent Consultant Agreement to the person or entity who will be providing special services to the District should first do the following:

1. Provide only the Pacific Grove Unified School District's approved Independent Consultant Agreement. The Independent Consultant Agreement should be completed in lieu of signing any vendor contract for services.
2. Review the insurance requirements for the person or entity and revise the insurance provisions of the agreement accordingly.
3. Review the forms under Section 20 and determine which of those documents should be attached to the agreement.

This Independent Consultant Agreement for Special Services ("Agreement") is made as of June 3, 2022 between the Pacific Grove Unified School District ("District") and MoGo Urgent Care ("Consultant") (together, "Parties").

WHEREAS, the District is authorized by Section 53060 of the California Government Code to contract with and employ any persons for the furnishing of special services and advice in financial, economic, accounting, engineering, legal, transportation, administrative matters or other specialized services, if those persons are specially trained and experienced and competent to perform the special services required; and

WHEREAS, the District is in need of those services and/or advice; and

WHEREAS, the Consultant is specially trained and experienced and competent to perform the services required by the District, and those services are needed on a limited basis;

NOW, THEREFORE, the Parties agree as follows:

1. **Services.** The Consultant shall furnish to the District the following services herein by this reference ("Services" or "Work"): Consultant shall serve as a CHP & DMV medical physical service. Consultant shall use their specialized experience and skills to organize, maintain to serve in this capacity. Services shall include but not be limited to: To Provide Department of Transportation physicals for District school bus drivers as needed
2. **Term.** Consultant shall commence providing services under this Agreement on July 1, 2022, and will diligently perform as required and complete performance by June 30, 2023.
3. **Compensation.** District agrees to pay \$125 per physical to Consultant for Services satisfactorily rendered pursuant to this Agreement. This is not to exceed \$1,000 during the term of this Agreement. District shall pay Consultant according to the following terms and conditions:

- 3.1. Payment for the Services shall be made for all undisputed amounts in installment payments within thirty (30) days after the Consultant submits an invoice to the District for Services actually completed.
4. **Expenses.** District shall not be liable to Consultant for any costs or expenses paid or incurred by Consultant in performing Services for District.
5. **Independent Consultant.** Consultant, in the performance of this Agreement, shall be and act as an Independent Consultant. Consultant understands and agrees that he/she shall not be considered an officer, employee, agent, partner, or joint venture of the District, and is not entitled to benefits of any kind or nature normally provided employees of the District and/or to which District's employees are normally entitled, including, but not limited to, State Unemployment Compensation or Worker's Compensation. Consultant shall assume full responsibility for payment of all federal, state and local taxes or contributions, including unemployment insurance, Social Security and income taxes with respect to Consultant. In the performance of the Services herein contemplated, Consultant is an independent Consultant or business entity, with the sole authority for controlling and directing the performance of the details of the Services, District being interested only in the results obtained.
6. **Performance of Services.**
  - 6.1. **Standard of Care.** Consultant represents that Consultant has the qualifications and ability to perform the Services in a professional manner, without the advice, control or supervision of the District. Consultant's Services will be performed, findings obtained, reports and recommendations prepared in accordance with generally and currently accepted principles and practices of his/her profession for services to California school districts.
  - 6.2. **District Approval.** The Services 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.
  - 6.3. **Licenses.** Consultant's represents that s/he possesses all required licenses to perform the Services provided in this Agreement.
7. **Termination.**
  - 7.1. **Without Cause by District.** District may, at any time, with or without reason, terminate this Agreement and compensate Consultant only for services satisfactorily rendered to the date of termination. Written notice by District shall be sufficient to stop further performance of services by Consultant. Notice shall be deemed given when received by the Consultant or no later than three days after the day of mailing, whichever is sooner.
  - 7.2. **Without Cause by Consultant.** Consultant may, upon thirty (30) days' notice, with or without reason, terminate this Agreement. Upon this termination, District shall only be obligated to compensate Consultant for services satisfactorily rendered to the date of termination. Written notice by Consultant shall be sufficient to stop further performance of services to District. Consultant acknowledges that this thirty (30) day notice period is acceptable so that the District can attempt to procure the Services from another source.
  - 7.3. **With Cause by District.** District may terminate this Agreement upon giving of written notice of intention to terminate for cause. Cause shall include:
    - 7.3.1. Material violation of this Agreement by the Consultant; or
    - 7.3.2. Any act by Consultant exposing the District to liability to others for personal injury or property damage.

Written notice by District shall contain the reasons for such intention to terminate and unless within three (3) calendar days after that notice the condition or violation shall cease, or satisfactory arrangements for the correction thereof be made, this Agreement shall upon the expiration of the three (3) calendar days cease and terminate. In the event of this termination, the District may secure the required services from another Consultant. If the expense, fees, and/or costs to the District exceeds the cost of providing the services pursuant to this Agreement, the Consultant shall immediately pay the excess expense, fees, and/or costs to the District upon the receipt of the District's notice of these expense, fees, and/or costs. The foregoing provisions are in addition to and not a limitation of any other rights or remedies available to District.

8. **Fingerprinting.** The Fingerprinting/Criminal Background Investigation Certification must be completed and attached to this Agreement. (Applicable only if checked under Section 20, Submittal of Documents.)
9. **Compliance.** Consultant shall, at all times while providing the Services, comply with all federal, state, local and District laws, statutes, codes, ordinances, rules, regulations, policies, and requirements, as well as all state executive orders and all public health orders regarding student health and safety, including but not limited to, policies and procedures related to social distancing, the use of personal protective equipment ("PPE") such as face coverings and gloves, and the sanitization of facilities to help prevent the spread of COVID-19 and other contagious diseases.
10. **District's Evaluation of Consultant.** The District may evaluate the Consultant's performance. In no event shall an evaluation of Consultant be considered a prerequisite to the District exercising its rights under paragraph 7 above.
11. **Limitation of District Liability.** Other than as provided in this Agreement, District's financial obligations under this Agreement shall be limited to the payment of the compensation provided in this Agreement. Notwithstanding any other provision of this Agreement, in no event shall District be liable to Consultant, regardless of whether any claim is based on contract or tort, for any special, consequential, indirect or incidental damages, including, but not limited to, lost profits or revenue, arising out of or in connection with this Agreement for the services performed in connection with this Agreement.
12. **Indemnity.** Consultant shall defend, indemnify, and hold harmless District and its agents, representatives, officers, consultants, employees, Board of Trustees, members of the Board of Trustees (collectively, the "District Parties"), from and against any and all claims, demands, liabilities, damages, losses, suits and actions, and expenses (including, but not limited to attorney fees and costs including fees of consultants) of any kind, nature and description (collectively, the "Claims") directly or indirectly arising out of, connected with, or resulting from any act, error, omission, negligence, or willful misconduct of Consultant, its agents, subcontractors, employees, material or equipment suppliers, invitees, or licensees (collectively, the "Consultant Parties") in the performance of or failure to perform Consultant's or Consultant Parties' obligations under this Agreement, including, but not limited to Consultant's or Consultant Parties' use of District sites, performance of the Services, breach of any of the representations or warranties contained in this Agreement, or for injury to or death of persons or damage to property or delay or damage to the District or the District Parties. Such obligation shall not be construed to negate, abridge, or reduce other rights or obligations of indemnity, which would otherwise exist as to a party, person, or entity described in this paragraph. The indemnification provided for in this Section includes, without limitation to the foregoing, claims that may be made against District by any taxing authority asserting that an employer-employee relationship exists by reason of this Agreement, and any claims made against District alleging civil rights violations by Consultant or Consultant Parties under the California Fair Employment and Housing Act ("FEHA").
13. **Confidentiality.** The Consultant and all Consultant's agents, personnel, employee(s), and/or Sub-consultant(s) shall maintain the confidentiality of all information received in the course of performing the Services. This requirement to maintain confidentiality shall extend beyond the termination of this Agreement.

14. **Notice.** Any notice required or permitted to be given under this Agreement shall be deemed to have been given, served, and received if given in writing and either personally delivered or deposited in the United States mail, registered or certified mail, postage prepaid, return receipt required, or sent by overnight delivery service, or facsimile transmission, addressed as follows:

**District**

**Consultant**

Pacific Grove Unified School District

Name MoGo Urgent Care

435 Hillcrest Avenue

Address: 2020 Del Monte Avenue, Suite B

Pacific Grove, CA 93950

City/State/Zip: Monterey, CA 93940

ATTENTION: Song Chin-Bendib,

Phone: 831-622-5805

Assistant Superintendent/CBO

Email: Chris.Steege@MoGo.org

Any notice personally given or sent by facsimile transmission shall be effective upon receipt. Any notice sent by overnight delivery service shall be effective the business day next following delivery thereof to the overnight delivery service. Any notice given by mail shall be effective three (3) days after deposit in the United States mail.

15. **Integration/Entire Agreement of Parties.** This Agreement constitutes the entire agreement between the Parties and supersedes all prior discussions, negotiations, and agreements, whether oral or written. This Agreement may be amended or modified only by a written instrument executed by both Parties.
16. **California Law.** This Agreement shall be governed by and the rights, duties and obligations of the Parties shall be determined and enforced in accordance with the laws of the State of California. The Parties further agree that any action or proceeding brought to enforce the terms and conditions of this Agreement shall be maintained in Monterey County, California.
17. **Waiver.** The waiver by either party of any breach of any term, covenant, or condition herein contained shall not be deemed to be a waiver of such term, covenant, condition, or any subsequent breach of the same or any other term, covenant, or condition herein contained.
18. **Severability.** If any term, condition or provision of this Agreement is held by a court of competent jurisdiction to be invalid, void or unenforceable, the remaining provisions will nevertheless continue in full force and effect, and shall not be affected, impaired or invalidated in any way.
19. **Attorney Fees/Costs.** Should litigation be necessary to enforce any terms or provisions of this Agreement, then each party shall bear its own litigation and collection expenses, witness fees, court costs and attorney's fees.
20. **Counterparts.** This Agreement and all amendments and supplements to it may be executed in counterparts, and all counterparts together shall be construed as one document.
21. **Incorporation of Recitals and Exhibits.** The Recitals and each exhibit attached hereto are hereby incorporated herein by reference.
22. **Non-Assignability.** Consultant may not, without the written permission of the District, use other consultants within Consultant's own firm, or outside experts to perform the services for the District.

23. **Submittal of Documents.** The Consultant shall not commence the Services under this Agreement until the Consultant has submitted and the District has approved the following documents:

- ☒ Signed Agreement
- ☐ Fingerprinting/Criminal Background Investigation Certification
- ☒ W-9 Form
- ☐ TB Declaration
- ☐ SafeSchools Training – completed within 6 weeks (Certification of Completion document required)

**IN WITNESS WHEREOF, the Parties hereto have executed this Agreement on the date indicated below.**

**Pacific Grove Unified School District**

**Consultant**

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

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

Name: \_\_\_\_\_

Name: \_\_\_\_\_

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

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

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

**Consultant Information (Consultant to complete):**

Address: \_\_\_\_\_

Telephone: \_\_\_\_\_

E-Mail: \_\_\_\_\_

**Type of Business Entity:**

- ☐ Corporation, State
- ☐ Individual
- ☐ Partnership
- ☐ Limited Liability Company
- ☐ Sole Proprietorship
- ☐ Limited Partnership
- ☐ Other: \_\_\_\_\_

*\*Federal Code of Regulations sections 6041 and 6209 require non-corporate recipients of \$600.00 or more to furnish their taxpayer identification number to the payer. The regulations also provide that a penalty may be imposed for failure to furnish the taxpayer identification number. In order to comply with these regulations, the District requires your federal tax identification number or Social Security number, whichever is applicable.*

- |   |   |
|---|---|
| <input type="checkbox"/> Student Learning and Achievement                     | <input checked="" type="checkbox"/> Consent     |
| <input checked="" type="checkbox"/> Health and Safety of Students and Schools | <input type="checkbox"/> Action/Discussion      |
| <input type="checkbox"/> Credibility and Communication                        | <input type="checkbox"/> Information/Discussion |
| <input type="checkbox"/> Fiscal Solvency, Accountability and Integrity        | <input type="checkbox"/> Public Hearing         |

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**SUBJECT:** Contract for Services with Monterey Bay Pest Control

**DATE:** June 2, 2022

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

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**RECOMMENDATION:**

The District Administration recommends the Board review and approve the contract for services with Monterey Bay Pest Control for the 2022-2023 school year.

**BACKGROUND:**

Monterey Bay Pest Control provides pest inspection and removal services at District sites.

**INFORMATION:**

Monterey Bay Pest Control provides expertise and equipment that is not available within the District.

**FISCAL IMPACT:**

Fund 01 General Fund  
\$2,500  
Budgeted Maintenance  
2022-23 school year



# **PACIFIC GROVE UNIFIED SCHOOL DISTRICT INDEPENDENT CONSULTANT AGREEMENT**

**CONSULTANT FULL NAME** Monterey Bay Pest Control

**TAX I.D. NUMBER\*** \_\_\_\_\_ (Consultant to complete)

**SITE/DEPARTMENT** District Maintenance

**SUBMITTED BY** Song Chin Bendib, Assistant Superintendent

**ACCOUNT CODE** 01-8150-0-0000-8110-5800-00-001-6220-0720

**FUNDING SOURCE** Fund 01 Maintenance

**AGREEMENT TOTAL AMOUNT** \$2,500

The District employee providing the attached Independent Consultant Agreement to the person or entity who will be providing special services to the District should first do the following:

1. Provide only the Pacific Grove Unified School District's approved Independent Consultant Agreement. The Independent Consultant Agreement should be completed in lieu of signing any vendor contract for services.
2. Review the insurance requirements for the person or entity and revise the insurance provisions of the agreement accordingly.
3. Review the forms under Section 20 and determine which of those documents should be attached to the agreement.

This Independent Consultant Agreement for Special Services ("Agreement") is made as of June 3, 2022 between the Pacific Grove Unified School District ("District") and Monterey Bay Pest Control ("Consultant") (together, "Parties").

WHEREAS, the District is authorized by Section 53060 of the California Government Code to contract with and employ any persons for the furnishing of special services and advice in financial, economic, accounting, engineering, legal, transportation, administrative matters or other specialized services, if those persons are specially trained and experienced and competent to perform the special services required; and

WHEREAS, the District is in need of those services and/or advice; and

WHEREAS, the Consultant is specially trained and experienced and competent to perform the services required by the District, and those services are needed on a limited basis;

NOW, THEREFORE, the Parties agree as follows:

1. **Services.** The Consultant shall furnish to the District the following services herein by this reference ("Services" or "Work"): Consultant shall serve as a provides pest inspection and removal services. Consultant shall use their specialized experience and skills to organize, maintain to serve in this capacity. Services shall include but not be limited to: pest inspection and removal services at District sites as needed.
2. **Term.** Consultant shall commence providing services under this Agreement on July 1, 2022, and will diligently perform as required and complete performance by June 30, 2023.

3. **Compensation.** District agrees to pay as needed and invoiced to Consultant for Services satisfactorily rendered pursuant to this Agreement. This is not to exceed \$2,500 during the term of this Agreement. District shall pay Consultant according to the following terms and conditions:
  - 3.1. Payment for the Services shall be made for all undisputed amounts in installment payments within thirty (30) days after the Consultant submits an invoice to the District for Services actually completed.
4. **Expenses.** District shall not be liable to Consultant for any costs or expenses paid or incurred by Consultant in performing Services for District.
5. **Independent Consultant.** Consultant, in the performance of this Agreement, shall be and act as an Independent Consultant. Consultant understands and agrees that he/she shall not be considered an officer, employee, agent, partner, or joint venture of the District, and is not entitled to benefits of any kind or nature normally provided employees of the District and/or to which District's employees are normally entitled, including, but not limited to, State Unemployment Compensation or Worker's Compensation. Consultant shall assume full responsibility for payment of all federal, state and local taxes or contributions, including unemployment insurance, Social Security and income taxes with respect to Consultant. In the performance of the Services herein contemplated, Consultant is an independent Consultant or business entity, with the sole authority for controlling and directing the performance of the details of the Services, District being interested only in the results obtained.
6. **Performance of Services.**
  - 6.1. **Standard of Care.** Consultant represents that Consultant has the qualifications and ability to perform the Services in a professional manner, without the advice, control or supervision of the District. Consultant's Services will be performed, findings obtained, reports and recommendations prepared in accordance with generally and currently accepted principles and practices of his/her profession for services to California school districts.
  - 6.2. **District Approval.** The Services 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.
  - 6.3. **Licenses.** Consultant's represents that s/he possesses all required licenses to perform the Services provided in this Agreement.
7. **Termination.**
  - 7.1. **Without Cause by District.** District may, at any time, with or without reason, terminate this Agreement and compensate Consultant only for services satisfactorily rendered to the date of termination. Written notice by District shall be sufficient to stop further performance of services by Consultant. Notice shall be deemed given when received by the Consultant or no later than three days after the day of mailing, whichever is sooner.
  - 7.2. **Without Cause by Consultant.** Consultant may, upon thirty (30) days' notice, with or without reason, terminate this Agreement. Upon this termination, District shall only be obligated to compensate Consultant for services satisfactorily rendered to the date of termination. Written notice by Consultant shall be sufficient to stop further performance of services to District. Consultant acknowledges that this thirty (30) day notice period is acceptable so that the District can attempt to procure the Services from another source.
  - 7.3. **With Cause by District.** District may terminate this Agreement upon giving of written notice of intention to terminate for cause. Cause shall include:
    - 7.3.1. Material violation of this Agreement by the Consultant; or

7.3.2. Any act by Consultant exposing the District to liability to others for personal injury or property damage.

Written notice by District shall contain the reasons for such intention to terminate and unless within three (3) calendar days after that notice the condition or violation shall cease, or satisfactory arrangements for the correction thereof be made, this Agreement shall upon the expiration of the three (3) calendar days cease and terminate. In the event of this termination, the District may secure the required services from another Consultant. If the expense, fees, and/or costs to the District exceeds the cost of providing the services pursuant to this Agreement, the Consultant shall immediately pay the excess expense, fees, and/or costs to the District upon the receipt of the District's notice of these expense, fees, and/or costs. The foregoing provisions are in addition to and not a limitation of any other rights or remedies available to District.

8. **Fingerprinting.** The Fingerprinting/Criminal Background Investigation Certification must be completed and attached to this Agreement. (Applicable only if checked under Section 20, Submittal of Documents.)
9. **Compliance.** Consultant shall, at all times while providing the Services, comply with all federal, state, local and District laws, statutes, codes, ordinances, rules, regulations, policies, and requirements, as well as all state executive orders and all public health orders regarding student health and safety, including but not limited to, policies and procedures related to social distancing, the use of personal protective equipment ("PPE") such as face coverings and gloves, and the sanitization of facilities to help prevent the spread of COVID-19 and other contagious diseases.
10. **District's Evaluation of Consultant.** The District may evaluate the Consultant's performance. In no event shall an evaluation of Consultant be considered a prerequisite to the District exercising its rights under paragraph 7 above.
11. **Limitation of District Liability.** Other than as provided in this Agreement, District's financial obligations under this Agreement shall be limited to the payment of the compensation provided in this Agreement. Notwithstanding any other provision of this Agreement, in no event shall District be liable to Consultant, regardless of whether any claim is based on contract or tort, for any special, consequential, indirect or incidental damages, including, but not limited to, lost profits or revenue, arising out of or in connection with this Agreement for the services performed in connection with this Agreement.
12. **Indemnity.** Consultant shall defend, indemnify, and hold harmless District and its agents, representatives, officers, consultants, employees, Board of Trustees, members of the Board of Trustees (collectively, the "District Parties"), from and against any and all claims, demands, liabilities, damages, losses, suits and actions, and expenses (including, but not limited to attorney fees and costs including fees of consultants) of any kind, nature and description (collectively, the "Claims") directly or indirectly arising out of, connected with, or resulting from any act, error, omission, negligence, or willful misconduct of Consultant, its agents, subcontractors, employees, material or equipment suppliers, invitees, or licensees (collectively, the "Consultant Parties") in the performance of or failure to perform Consultant's or Consultant Parties' obligations under this Agreement, including, but not limited to Consultant's or Consultant Parties' use of District sites, performance of the Services, breach of any of the representations or warranties contained in this Agreement, or for injury to or death of persons or damage to property or delay or damage to the District or the District Parties. Such obligation shall not be construed to negate, abridge, or reduce other rights or obligations of indemnity, which would otherwise exist as to a party, person, or entity described in this paragraph. The indemnification provided for in this Section includes, without limitation to the foregoing, claims that may be made against District by any taxing authority asserting that an employer-employee relationship exists by reason of this Agreement, and any claims made against District alleging civil rights violations by Consultant or Consultant Parties under the California Fair Employment and Housing Act ("FEHA").

13. **Confidentiality.** The Consultant and all Consultant's agents, personnel, employee(s), and/or Sub-consultant(s) shall maintain the confidentiality of all information received in the course of performing the Services. This requirement to maintain confidentiality shall extend beyond the termination of this Agreement.
14. **Notice.** Any notice required or permitted to be given under this Agreement shall be deemed to have been given, served, and received if given in writing and either personally delivered or deposited in the United States mail, registered or certified mail, postage prepaid, return receipt required, or sent by overnight delivery service, or facsimile transmission, addressed as follows:

**District**

**Consultant**

Pacific Grove Unified School District  
 435 Hillcrest Avenue  
 Pacific Grove, CA 93950  
 ATTENTION: Song Chin-Bendib,  
 Assistant Superintendent/CBO

Name Monterey Bay Pest Control  
 Address: 1997 Del Monte Blvd  
 City/State/Zip: Seaside, CA 93955  
 Phone: (831) 394-7378 / (831) 394-7574  
 Email: montereybaypestcontrol@gmail.com

Any notice personally given or sent by facsimile transmission shall be effective upon receipt. Any notice sent by overnight delivery service shall be effective the business day next following delivery thereof to the overnight delivery service. Any notice given by mail shall be effective three (3) days after deposit in the United States mail.

15. **Integration/Entire Agreement of Parties.** This Agreement constitutes the entire agreement between the Parties and supersedes all prior discussions, negotiations, and agreements, whether oral or written. This Agreement may be amended or modified only by a written instrument executed by both Parties.
16. **California Law.** This Agreement shall be governed by and the rights, duties and obligations of the Parties shall be determined and enforced in accordance with the laws of the State of California. The Parties further agree that any action or proceeding brought to enforce the terms and conditions of this Agreement shall be maintained in Monterey County, California.
17. **Waiver.** The waiver by either party of any breach of any term, covenant, or condition herein contained shall not be deemed to be a waiver of such term, covenant, condition, or any subsequent breach of the same or any other term, covenant, or condition herein contained.
18. **Severability.** If any term, condition or provision of this Agreement is held by a court of competent jurisdiction to be invalid, void or unenforceable, the remaining provisions will nevertheless continue in full force and effect, and shall not be affected, impaired or invalidated in any way.
19. **Attorney Fees/Costs.** Should litigation be necessary to enforce any terms or provisions of this Agreement, then each party shall bear its own litigation and collection expenses, witness fees, court costs and attorney's fees.
20. **Counterparts.** This Agreement and all amendments and supplements to it may be executed in counterparts, and all counterparts together shall be construed as one document.
21. **Incorporation of Recitals and Exhibits.** The Recitals and each exhibit attached hereto are hereby incorporated herein by reference.

22. **Non-Assignability.** Consultant may not, without the written permission of the District, use other consultants within Consultant's own firm, or outside experts to perform the services for the District.

23. **Submittal of Documents.** The Consultant shall not commence the Services under this Agreement until the Consultant has submitted and the District has approved the following documents:

- ☒ Signed Agreement
- ☐ Fingerprinting/Criminal Background Investigation Certification
- ☒ W-9 Form
- ☐ TB Declaration
- ☐ SafeSchools Training – completed within 6 weeks (Certification of Completion document required)

**IN WITNESS WHEREOF, the Parties hereto have executed this Agreement on the date indicated below.**

**Pacific Grove Unified School District**

**Consultant**

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

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

Name: \_\_\_\_\_

Name: \_\_\_\_\_

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

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

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

**Consultant Information (Consultant to complete):**

Address: \_\_\_\_\_

Telephone: \_\_\_\_\_

E-Mail: \_\_\_\_\_

**Type of Business Entity:**

- ☐ Corporation, State
- ☐ Individual
- ☐ Partnership
- ☐ Limited Liability Company
- ☐ Sole Proprietorship
- ☐ Limited Partnership
- ☐ Other: \_\_\_\_\_

*\*Federal Code of Regulations sections 6041 and 6209 require non-corporate recipients of \$600.00 or more to furnish their taxpayer identification number to the payer. The regulations also provide that a penalty may be imposed for failure to furnish the taxpayer identification number. In order to comply with these regulations, the District requires your federal tax identification number or Social Security number, whichever is applicable.*

- ☐ Student Learning and Achievement
- ☒ Health and Safety of Students and Schools
- ☐ Credibility and Communication
- ☐ Fiscal Solvency, Accountability and Integrity

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

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**SUBJECT:** Contract for Services with Monterey Fire Extinguisher

**DATE:** June 2, 2022

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

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**RECOMMENDATION:**

The District Administration recommends the Board review and approve the contract for services with Monterey Fire Extinguisher for testing and recertification District-wide for the 2022-2023 fiscal year.

**BACKGROUND:**

Monterey Fire Extinguisher performs yearly recertification of fire extinguishers, testing of fire sprinklers, and recertification of fire hoses.

**INFORMATION:**

Labor, equipment, and materials not to exceed \$6,500 and invoiced per occurrence.

**FISCAL IMPACT:**

Fund 01 General Fund  
 \$6,500 Budgeted Maintenance & Operations  
 2022-23 school year

# PACIFIC GROVE UNIFIED SCHOOL DISTRICT INDEPENDENT CONSULTANT AGREEMENT

**CONSULTANT FULL NAME** Monterey Fire Extinguisher

**TAX I.D. NUMBER\*** \_\_\_\_\_ (Consultant to complete)

**SITE/DEPARTMENT** District Maintenance & Operations

**SUBMITTED BY** Song Chin Bendib, Assistant Superintendent

**ACCOUNT CODE** 01-8150-0-0000-8110-5800-00-001-6220-0720

**FUNDING SOURCE** Fund 01 General Fund

**AGREEMENT TOTAL AMOUNT** \$6,500.00

The District employee providing the attached Independent Consultant Agreement to the person or entity who will be providing special services to the District should first do the following:

1. Provide only the Pacific Grove Unified School District's approved Independent Consultant Agreement. The Independent Consultant Agreement should be completed in lieu of signing any vendor contract for services.
2. Review the insurance requirements for the person or entity and revise the insurance provisions of the agreement accordingly.
3. Review the forms under Section 20 and determine which of those documents should be attached to the agreement.

This Independent Consultant Agreement for Special Services ("Agreement") is made as of June 3, 2022 between the Pacific Grove Unified School District ("District") and Monterey Fire Extinguisher ("Consultant") (together, "Parties").

WHEREAS, the District is authorized by Section 53060 of the California Government Code to contract with and employ any persons for the furnishing of special services and advice in financial, economic, accounting, engineering, legal, transportation, administrative matters or other specialized services, if those persons are specially trained and experienced and competent to perform the special services required; and

WHEREAS, the District is in need of those services and/or advice; and

WHEREAS, the Consultant is specially trained and experienced and competent to perform the services required by the District, and those services are needed on a limited basis;

NOW, THEREFORE, the Parties agree as follows:

1. **Services.** The Consultant shall furnish to the District the following services herein by this reference ("Services" or "Work"): Consultant shall serve as recertification of fire extinguishers, testing of fire sprinklers, and recertification of fire hoses. Consultant shall use their specialized experience and skills to organize, maintain to serve in this capacity. Services shall include but not be limited to: fire extinguishers, fire sprinklers, and fire hoses as needed.
2. **Term.** Consultant shall commence providing services under this Agreement on July 1, 2022, and will diligently perform as required and complete performance by June 30, 2023.

3. **Compensation.** District agrees to pay as needed and invoiced to Consultant for Services satisfactorily rendered pursuant to this Agreement. This is not to exceed \$6,500 during the term of this Agreement. District shall pay Consultant according to the following terms and conditions:
  - 3.1. Payment for the Services shall be made for all undisputed amounts in installment payments within thirty (30) days after the Consultant submits an invoice to the District for Services actually completed.
4. **Expenses.** District shall not be liable to Consultant for any costs or expenses paid or incurred by Consultant in performing Services for District.
5. **Independent Consultant.** Consultant, in the performance of this Agreement, shall be and act as an Independent Consultant. Consultant understands and agrees that he/she shall not be considered an officer, employee, agent, partner, or joint venture of the District, and is not entitled to benefits of any kind or nature normally provided employees of the District and/or to which District's employees are normally entitled, including, but not limited to, State Unemployment Compensation or Worker's Compensation. Consultant shall assume full responsibility for payment of all federal, state and local taxes or contributions, including unemployment insurance, Social Security and income taxes with respect to Consultant. In the performance of the Services herein contemplated, Consultant is an independent Consultant or business entity, with the sole authority for controlling and directing the performance of the details of the Services, District being interested only in the results obtained.
6. **Performance of Services.**
  - 6.1. **Standard of Care.** Consultant represents that Consultant has the qualifications and ability to perform the Services in a professional manner, without the advice, control or supervision of the District. Consultant's Services will be performed, findings obtained, reports and recommendations prepared in accordance with generally and currently accepted principles and practices of his/her profession for services to California school districts.
  - 6.2. **District Approval.** The Services 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.
  - 6.3. **Licenses.** Consultant's represents that s/he possesses all required licenses to perform the Services provided in this Agreement.
7. **Termination.**
  - 7.1. **Without Cause by District.** District may, at any time, with or without reason, terminate this Agreement and compensate Consultant only for services satisfactorily rendered to the date of termination. Written notice by District shall be sufficient to stop further performance of services by Consultant. Notice shall be deemed given when received by the Consultant or no later than three days after the day of mailing, whichever is sooner.
  - 7.2. **Without Cause by Consultant.** Consultant may, upon thirty (30) days' notice, with or without reason, terminate this Agreement. Upon this termination, District shall only be obligated to compensate Consultant for services satisfactorily rendered to the date of termination. Written notice by Consultant shall be sufficient to stop further performance of services to District. Consultant acknowledges that this thirty (30) day notice period is acceptable so that the District can attempt to procure the Services from another source.
  - 7.3. **With Cause by District.** District may terminate this Agreement upon giving of written notice of intention to terminate for cause. Cause shall include:
    - 7.3.1. Material violation of this Agreement by the Consultant; or



7.3.2. Any act by Consultant exposing the District to liability to others for personal injury or property damage.

Written notice by District shall contain the reasons for such intention to terminate and unless within three (3) calendar days after that notice the condition or violation shall cease, or satisfactory arrangements for the correction thereof be made, this Agreement shall upon the expiration of the three (3) calendar days cease and terminate. In the event of this termination, the District may secure the required services from another Consultant. If the expense, fees, and/or costs to the District exceeds the cost of providing the services pursuant to this Agreement, the Consultant shall immediately pay the excess expense, fees, and/or costs to the District upon the receipt of the District's notice of these expense, fees, and/or costs. The foregoing provisions are in addition to and not a limitation of any other rights or remedies available to District.

8. **Fingerprinting.** The Fingerprinting/Criminal Background Investigation Certification must be completed and attached to this Agreement. (Applicable only if checked under Section 20, Submittal of Documents.)
9. **Compliance.** Consultant shall, at all times while providing the Services, comply with all federal, state, local and District laws, statutes, codes, ordinances, rules, regulations, policies, and requirements, as well as all state executive orders and all public health orders regarding student health and safety, including but not limited to, policies and procedures related to social distancing, the use of personal protective equipment ("PPE") such as face coverings and gloves, and the sanitization of facilities to help prevent the spread of COVID-19 and other contagious diseases.
10. **District's Evaluation of Consultant.** The District may evaluate the Consultant's performance. In no event shall an evaluation of Consultant be considered a prerequisite to the District exercising its rights under paragraph 7 above.
11. **Limitation of District Liability.** Other than as provided in this Agreement, District's financial obligations under this Agreement shall be limited to the payment of the compensation provided in this Agreement. Notwithstanding any other provision of this Agreement, in no event shall District be liable to Consultant, regardless of whether any claim is based on contract or tort, for any special, consequential, indirect or incidental damages, including, but not limited to, lost profits or revenue, arising out of or in connection with this Agreement for the services performed in connection with this Agreement.
12. **Indemnity.** Consultant shall defend, indemnify, and hold harmless District and its agents, representatives, officers, consultants, employees, Board of Trustees, members of the Board of Trustees (collectively, the "District Parties"), from and against any and all claims, demands, liabilities, damages, losses, suits and actions, and expenses (including, but not limited to attorney fees and costs including fees of consultants) of any kind, nature and description (collectively, the "Claims") directly or indirectly arising out of, connected with, or resulting from any act, error, omission, negligence, or willful misconduct of Consultant, its agents, subcontractors, employees, material or equipment suppliers, invitees, or licensees (collectively, the "Consultant Parties") in the performance of or failure to perform Consultant's or Consultant Parties' obligations under this Agreement, including, but not limited to Consultant's or Consultant Parties' use of District sites, performance of the Services, breach of any of the representations or warranties contained in this Agreement, or for injury to or death of persons or damage to property or delay or damage to the District or the District Parties. Such obligation shall not be construed to negate, abridge, or reduce other rights or obligations of indemnity, which would otherwise exist as to a party, person, or entity described in this paragraph. The indemnification provided for in this Section includes, without limitation to the foregoing, claims that may be made against District by any taxing authority asserting that an employer-employee relationship exists by reason of this Agreement, and any claims made against District alleging civil rights violations by Consultant or Consultant Parties under the California Fair Employment and Housing Act ("FEHA").

13. **Confidentiality.** The Consultant and all Consultant's agents, personnel, employee(s), and/or Sub-consultant(s) shall maintain the confidentiality of all information received in the course of performing the Services. This requirement to maintain confidentiality shall extend beyond the termination of this Agreement.
14. **Notice.** Any notice required or permitted to be given under this Agreement shall be deemed to have been given, served, and received if given in writing and either personally delivered or deposited in the United States mail, registered or certified mail, postage prepaid, return receipt required, or sent by overnight delivery service, or facsimile transmission, addressed as follows:

<u>District</u>	<u>Consultant</u>
Pacific Grove Unified School District	Name <u>Monterey Fire Extinguisher Co</u>
435 Hillcrest Avenue	Address: <u>PO Box 1441</u>
Pacific Grove, CA 93950	City/State/Zip: <u>Monterey, CA 93942-1441</u>
ATTENTION: Song Chin-Bendib,	Phone: <u>(831) 393-2200</u>
Assistant Superintendent/CBO	Email: <u><a href="#">Click or tap here to enter text.</a></u>

Any notice personally given or sent by facsimile transmission shall be effective upon receipt. Any notice sent by overnight delivery service shall be effective the business day next following delivery thereof to the overnight delivery service. Any notice given by mail shall be effective three (3) days after deposit in the United States mail.

15. **Integration/Entire Agreement of Parties.** This Agreement constitutes the entire agreement between the Parties and supersedes all prior discussions, negotiations, and agreements, whether oral or written. This Agreement may be amended or modified only by a written instrument executed by both Parties.
16. **California Law.** This Agreement shall be governed by and the rights, duties and obligations of the Parties shall be determined and enforced in accordance with the laws of the State of California. The Parties further agree that any action or proceeding brought to enforce the terms and conditions of this Agreement shall be maintained in Monterey County, California.
17. **Waiver.** The waiver by either party of any breach of any term, covenant, or condition herein contained shall not be deemed to be a waiver of such term, covenant, condition, or any subsequent breach of the same or any other term, covenant, or condition herein contained.
18. **Severability.** If any term, condition or provision of this Agreement is held by a court of competent jurisdiction to be invalid, void or unenforceable, the remaining provisions will nevertheless continue in full force and effect, and shall not be affected, impaired or invalidated in any way.
19. **Attorney Fees/Costs.** Should litigation be necessary to enforce any terms or provisions of this Agreement, then each party shall bear its own litigation and collection expenses, witness fees, court costs and attorney's fees.
20. **Counterparts.** This Agreement and all amendments and supplements to it may be executed in counterparts, and all counterparts together shall be construed as one document.
21. **Incorporation of Recitals and Exhibits.** The Recitals and each exhibit attached hereto are hereby incorporated herein by reference.

22. **Non-Assignability.** Consultant may not, without the written permission of the District, use other consultants within Consultant's own firm, or outside experts to perform the services for the District.

23. **Submittal of Documents.** The Consultant shall not commence the Services under this Agreement until the Consultant has submitted and the District has approved the following documents:

- ☒ Signed Agreement
- ☐ Fingerprinting/Criminal Background Investigation Certification
- ☒ W-9 Form
- ☐ TB Declaration
- ☐ SafeSchools Training – completed within 6 weeks (Certification of Completion document required)

**IN WITNESS WHEREOF, the Parties hereto have executed this Agreement on the date indicated below.**

**Pacific Grove Unified School District**

**Consultant**

By: \_\_\_\_\_  
 Name: \_\_\_\_\_  
 Title: \_\_\_\_\_  
 Date: \_\_\_\_\_

By: \_\_\_\_\_  
 Name: \_\_\_\_\_  
 Date: \_\_\_\_\_

**Consultant Information (Consultant to complete):**

Address: \_\_\_\_\_  
 Telephone: \_\_\_\_\_  
 E-Mail: \_\_\_\_\_

**Type of Business Entity:**

- ☐ Corporation, State
- ☐ Individual
- ☐ Partnership
- ☐ Limited Liability Company
- ☐ Sole Proprietorship
- ☐ Limited Partnership
- ☐ Other: \_\_\_\_\_

*\*Federal Code of Regulations sections 6041 and 6209 require non-corporate recipients of \$600.00 or more to furnish their taxpayer identification number to the payer. The regulations also provide that a penalty may be imposed for failure to furnish the taxpayer identification number. In order to comply with these regulations, the District requires your federal tax identification number or Social Security number, whichever is applicable.*

☐ Student Learning and Achievement  
☒ Health and Safety of Students and Schools  
☐ Credibility and Communication  
☐ Fiscal Solvency, Accountability and Integrity

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

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**SUBJECT:** Contract for Services with Wilson's Plumbing

**DATE:** June 2, 2022

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

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**RECOMMENDATION:**

The District Administration recommends the Board review and approve the contract for services with Wilson's Plumbing for the 2022-2023 school year.

**BACKGROUND:**

Wilson's Plumbing provides testing services for domestic and fire water backflow assembly's at school sites District-wide.

**INFORMATION:**

Wilson's Plumbing provides expertise and equipment that is not available within the District.

**FISCAL IMPACT:**

Fund 01 General Fund  
\$2,000  
Budgeted Maintenance  
2022-23 school year

# PACIFIC GROVE UNIFIED SCHOOL DISTRICT INDEPENDENT CONSULTANT AGREEMENT

CONSULTANT FULL NAME Wilson's Plumbing

TAX I.D. NUMBER\* \_\_\_\_\_ (Consultant to complete)

SITE/DEPARTMENT District Maintenance

SUBMITTED BY Song Chin Bendib, Assistant Superintendent

ACCOUNT CODE [Click or tap here to enter text.](#)

FUNDING SOURCE Fund 01 Maintenance

AGREEMENT TOTAL AMOUNT \$2,000.00

The District employee providing the attached Independent Consultant Agreement to the person or entity who will be providing special services to the District should first do the following:

1. Provide only the Pacific Grove Unified School District's approved Independent Consultant Agreement. The Independent Consultant Agreement should be completed in lieu of signing any vendor contract for services.
2. Review the insurance requirements for the person or entity and revise the insurance provisions of the agreement accordingly.
3. Review the forms under Section 20 and determine which of those documents should be attached to the agreement.

This Independent Consultant Agreement for Special Services ("Agreement") is made as of June 3, 2022 between the Pacific Grove Unified School District ("District") and Wilson's Plumbing ("Consultant") (together, "Parties").

WHEREAS, the District is authorized by Section 53060 of the California Government Code to contract with and employ any persons for the furnishing of special services and advice in financial, economic, accounting, engineering, legal, transportation, administrative matters or other specialized services, if those persons are specially trained and experienced and competent to perform the special services required; and

WHEREAS, the District is in need of those services and/or advice; and

WHEREAS, the Consultant is specially trained and experienced and competent to perform the services required by the District, and those services are needed on a limited basis;

NOW, THEREFORE, the Parties agree as follows:

1. **Services.** The Consultant shall furnish to the District the following services herein by this reference ("Services" or "Work"): Consultant shall serve as a Bus driver trainer. Consultant shall use their specialized experience and skills to organize, maintain to serve in this capacity. Services shall include but not be limited to: Provide plumbing testing for domestic and fire water backflow assemblies at all district sites.
2. **Term.** Consultant shall commence providing services under this Agreement on July 1, 2022, and will diligently perform as required and complete performance by June 30, 2023.
3. **Compensation.** District agrees to pay \$2,000 as invoiced to Consultant for Services satisfactorily rendered pursuant to this Agreement. This is not to exceed \$2,000.00 during the term of this Agreement. District shall pay Consultant according to the following terms and conditions:

- 3.1. Payment for the Services shall be made for all undisputed amounts in installment payments within thirty (30) days after the Consultant submits an invoice to the District for Services actually completed.
4. **Expenses.** District shall not be liable to Consultant for any costs or expenses paid or incurred by Consultant in performing Services for District.
5. **Independent Consultant.** Consultant, in the performance of this Agreement, shall be and act as an Independent Consultant. Consultant understands and agrees that he/she shall not be considered an officer, employee, agent, partner, or joint venture of the District, and is not entitled to benefits of any kind or nature normally provided employees of the District and/or to which District's employees are normally entitled, including, but not limited to, State Unemployment Compensation or Worker's Compensation. Consultant shall assume full responsibility for payment of all federal, state and local taxes or contributions, including unemployment insurance, Social Security and income taxes with respect to Consultant. In the performance of the Services herein contemplated, Consultant is an independent Consultant or business entity, with the sole authority for controlling and directing the performance of the details of the Services, District being interested only in the results obtained.
6. **Performance of Services.**
  - 6.1. **Standard of Care.** Consultant represents that Consultant has the qualifications and ability to perform the Services in a professional manner, without the advice, control or supervision of the District. Consultant's Services will be performed, findings obtained, reports and recommendations prepared in accordance with generally and currently accepted principles and practices of his/her profession for services to California school districts.
  - 6.2. **District Approval.** The Services 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.
  - 6.3. **Licenses.** Consultant's represents that s/he possesses all required licenses to perform the Services provided in this Agreement.
7. **Termination.**
  - 7.1. **Without Cause by District.** District may, at any time, with or without reason, terminate this Agreement and compensate Consultant only for services satisfactorily rendered to the date of termination. Written notice by District shall be sufficient to stop further performance of services by Consultant. Notice shall be deemed given when received by the Consultant or no later than three days after the day of mailing, whichever is sooner.
  - 7.2. **Without Cause by Consultant.** Consultant may, upon thirty (30) days' notice, with or without reason, terminate this Agreement. Upon this termination, District shall only be obligated to compensate Consultant for services satisfactorily rendered to the date of termination. Written notice by Consultant shall be sufficient to stop further performance of services to District. Consultant acknowledges that this thirty (30) day notice period is acceptable so that the District can attempt to procure the Services from another source.
  - 7.3. **With Cause by District.** District may terminate this Agreement upon giving of written notice of intention to terminate for cause. Cause shall include:
    - 7.3.1. Material violation of this Agreement by the Consultant; or
    - 7.3.2. Any act by Consultant exposing the District to liability to others for personal injury or property damage.

Written notice by District shall contain the reasons for such intention to terminate and unless within three (3) calendar days after that notice the condition or violation shall cease, or satisfactory arrangements for the

correction thereof be made, this Agreement shall upon the expiration of the three (3) calendar days cease and terminate. In the event of this termination, the District may secure the required services from another Consultant. If the expense, fees, and/or costs to the District exceeds the cost of providing the services pursuant to this Agreement, the Consultant shall immediately pay the excess expense, fees, and/or costs to the District upon the receipt of the District's notice of these expense, fees, and/or costs. The foregoing provisions are in addition to and not a limitation of any other rights or remedies available to District.

8. **Fingerprinting.** The Fingerprinting/Criminal Background Investigation Certification must be completed and attached to this Agreement. (Applicable only if checked under Section 20, Submittal of Documents.)
9. **Compliance.** Consultant shall, at all times while providing the Services, comply with all federal, state, local and District laws, statutes, codes, ordinances, rules, regulations, policies, and requirements, as well as all state executive orders and all public health orders regarding student health and safety, including but not limited to, policies and procedures related to social distancing, the use of personal protective equipment ("PPE") such as face coverings and gloves, and the sanitization of facilities to help prevent the spread of COVID-19 and other contagious diseases.
10. **District's Evaluation of Consultant.** The District may evaluate the Consultant's performance. In no event shall an evaluation of Consultant be considered a prerequisite to the District exercising its rights under paragraph 7 above.
11. **Limitation of District Liability.** Other than as provided in this Agreement, District's financial obligations under this Agreement shall be limited to the payment of the compensation provided in this Agreement. Notwithstanding any other provision of this Agreement, in no event shall District be liable to Consultant, regardless of whether any claim is based on contract or tort, for any special, consequential, indirect or incidental damages, including, but not limited to, lost profits or revenue, arising out of or in connection with this Agreement for the services performed in connection with this Agreement.
12. **Indemnity.** Consultant shall defend, indemnify, and hold harmless District and its agents, representatives, officers, consultants, employees, Board of Trustees, members of the Board of Trustees (collectively, the "District Parties"), from and against any and all claims, demands, liabilities, damages, losses, suits and actions, and expenses (including, but not limited to attorney fees and costs including fees of consultants) of any kind, nature and description (collectively, the "Claims") directly or indirectly arising out of, connected with, or resulting from any act, error, omission, negligence, or willful misconduct of Consultant, its agents, subcontractors, employees, material or equipment suppliers, invitees, or licensees (collectively, the "Consultant Parties") in the performance of or failure to perform Consultant's or Consultant Parties' obligations under this Agreement, including, but not limited to Consultant's or Consultant Parties' use of District sites, performance of the Services, breach of any of the representations or warranties contained in this Agreement, or for injury to or death of persons or damage to property or delay or damage to the District or the District Parties. Such obligation shall not be construed to negate, abridge, or reduce other rights or obligations of indemnity, which would otherwise exist as to a party, person, or entity described in this paragraph. The indemnification provided for in this Section includes, without limitation to the foregoing, claims that may be made against District by any taxing authority asserting that an employer-employee relationship exists by reason of this Agreement, and any claims made against District alleging civil rights violations by Consultant or Consultant Parties under the California Fair Employment and Housing Act ("FEHA").
13. **Confidentiality.** The Consultant and all Consultant's agents, personnel, employee(s), and/or Sub-consultant(s) shall maintain the confidentiality of all information received in the course of performing the Services. This requirement to maintain confidentiality shall extend beyond the termination of this Agreement.
14. **Notice.** Any notice required or permitted to be given under this Agreement shall be deemed to have been given, served, and received if given in writing and either personally delivered or deposited in the United States

mail, registered or certified mail, postage prepaid, return receipt required, or sent by overnight delivery service, or facsimile transmission, addressed as follows:

<u>District</u>	<u>Consultant</u>
Pacific Grove Unified School District	Name <u>Wilson's Plumbing</u>
435 Hillcrest Avenue	Address: <u>Click or tap here to enter text.</u>
Pacific Grove, CA 93950	City/State/Zip: <u>Click or tap here to enter text.</u>
ATTENTION: Song Chin-Bendib,	Phone: <u>Click or tap here to enter text.</u>
Assistant Superintendent/CBO	Email: <u>Click or tap here to enter text.</u>

Any notice personally given or sent by facsimile transmission shall be effective upon receipt. Any notice sent by overnight delivery service shall be effective the business day next following delivery thereof to the overnight delivery service. Any notice given by mail shall be effective three (3) days after deposit in the United States mail.

15. **Integration/Entire Agreement of Parties.** This Agreement constitutes the entire agreement between the Parties and supersedes all prior discussions, negotiations, and agreements, whether oral or written. This Agreement may be amended or modified only by a written instrument executed by both Parties.
16. **California Law.** This Agreement shall be governed by and the rights, duties and obligations of the Parties shall be determined and enforced in accordance with the laws of the State of California. The Parties further agree that any action or proceeding brought to enforce the terms and conditions of this Agreement shall be maintained in Monterey County, California.
17. **Waiver.** The waiver by either party of any breach of any term, covenant, or condition herein contained shall not be deemed to be a waiver of such term, covenant, condition, or any subsequent breach of the same or any other term, covenant, or condition herein contained.
18. **Severability.** If any term, condition or provision of this Agreement is held by a court of competent jurisdiction to be invalid, void or unenforceable, the remaining provisions will nevertheless continue in full force and effect, and shall not be affected, impaired or invalidated in any way.
19. **Attorney Fees/Costs.** Should litigation be necessary to enforce any terms or provisions of this Agreement, then each party shall bear its own litigation and collection expenses, witness fees, court costs and attorney's fees.
20. **Counterparts.** This Agreement and all amendments and supplements to it may be executed in counterparts, and all counterparts together shall be construed as one document.
21. **Incorporation of Recitals and Exhibits.** The Recitals and each exhibit attached hereto are hereby incorporated herein by reference.
22. **Non-Assignability.** Consultant may not, without the written permission of the District, use other consultants within Consultant's own firm, or outside experts to perform the services for the District.
23. **Submittal of Documents.** The Consultant shall not commence the Services under this Agreement until the Consultant has submitted and the District has approved the following documents:



- ☒ Signed Agreement
- ☐ Fingerprinting/Criminal Background Investigation Certification
- ☒ W-9 Form
- ☐ TB Declaration
- ☐ SafeSchools Training – completed within 6 weeks (Certification of Completion document required)

**IN WITNESS WHEREOF, the Parties hereto have executed this Agreement on the date indicated below.**

**Pacific Grove Unified School District**

**Consultant**

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

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

Name: \_\_\_\_\_

Name: \_\_\_\_\_

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

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

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

**Consultant Information** *(Consultant to complete):*

Address: \_\_\_\_\_

Telephone: \_\_\_\_\_

E-Mail: \_\_\_\_\_

**Type of Business Entity:**

- ☐ Corporation, State
- ☐ Individual
- ☐ Partnership
- ☐ Limited Liability Company
- ☐ Sole Proprietorship
- ☐ Limited Partnership
- ☐ Other: \_\_\_\_\_

*\*Federal Code of Regulations sections 6041 and 6209 require non-corporate recipients of \$600.00 or more to furnish their taxpayer identification number to the payer. The regulations also provide that a penalty may be imposed for failure to furnish the taxpayer identification number. In order to comply with these regulations, the District requires your federal tax identification number or Social Security number, whichever is applicable.*

- ☐ Student Learning and Achievement
- ☒ Health and Safety of Students and Schools
- ☐ Credibility and Communication
- ☐ Fiscal Solvency, Accountability and Integrity

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

---

**SUBJECT:** Contract for Services with Richard Enriquez, Certified Driver Instructor

**DATE:** June 2, 2022

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

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**RECOMMENDATION:**

The District Administration recommends that the Board review and approve the contract for services with Richard Enriquez, certified driver instructor, for the 2022-23 school year.

**BACKGROUND:**

The District provides on-going instruction and training for school bus drivers. Mr. Enriquez provides these professional services for our employees as required by law.

**INFORMATION:**

Richard Enriquez will provide instruction and training in the safe operation of school buses to the District school bus drivers for the 2022-2023 school year.

**FISCAL IMPACT:**

Fund 01 General Fund  
 Budgeted Transportation  
 \$2,000  
 2022 - 23 school year

# PACIFIC GROVE UNIFIED SCHOOL DISTRICT INDEPENDENT CONSULTANT AGREEMENT

**CONSULTANT FULL NAME** Richard Enriquez

**TAX I.D. NUMBER\*** \_\_\_\_\_ (Consultant to complete)

**SITE/DEPARTMENT** District Transportation

**SUBMITTED BY** Song Chin Bendib, Assistant Superintendent

**ACCOUNT CODE** [Click or tap here to enter text.](#)

**FUNDING SOURCE** Fund 01 Transportation

**AGREEMENT TOTAL AMOUNT** \$2,000.00

The District employee providing the attached Independent Consultant Agreement to the person or entity who will be providing special services to the District should first do the following:

1. Provide only the Pacific Grove Unified School District's approved Independent Consultant Agreement. The Independent Consultant Agreement should be completed in lieu of signing any vendor contract for services.
2. Review the insurance requirements for the person or entity and revise the insurance provisions of the agreement accordingly.
3. Review the forms under Section 20 and determine which of those documents should be attached to the agreement.

This Independent Consultant Agreement for Special Services ("Agreement") is made as of June 3, 2022 between the Pacific Grove Unified School District ("District") and Richard Enriquez ("Consultant") (together, "Parties").

WHEREAS, the District is authorized by Section 53060 of the California Government Code to contract with and employ any persons for the furnishing of special services and advice in financial, economic, accounting, engineering, legal, transportation, administrative matters or other specialized services, if those persons are specially trained and experienced and competent to perform the special services required; and

WHEREAS, the District is in need of those services and/or advice; and

WHEREAS, the Consultant is specially trained and experienced and competent to perform the services required by the District, and those services are needed on a limited basis;

NOW, THEREFORE, the Parties agree as follows:

1. **Services.** The Consultant shall furnish to the District the following services herein by this reference ("Services" or "Work"): Consultant shall serve as a Bus driver trainer. Consultant shall use their specialized experience and skills to organize, maintain to serve in this capacity. Services shall include but not be limited to: Provide on-going instruction and training for school bus drivers.
2. **Term.** Consultant shall commence providing services under this Agreement on July 1, 2022, and will diligently perform as required and complete performance by June 30, 2023.
3. **Compensation.** District agrees to pay \$2,000.00 as invoiced to Consultant for Services satisfactorily rendered pursuant to this Agreement. This is not to exceed \$2,000.00 during the term of this Agreement. District shall pay Consultant according to the following terms and conditions:

- 3.1. Payment for the Services shall be made for all undisputed amounts in installment payments within thirty (30) days after the Consultant submits an invoice to the District for Services actually completed.
4. **Expenses.** District shall not be liable to Consultant for any costs or expenses paid or incurred by Consultant in performing Services for District.
5. **Independent Consultant.** Consultant, in the performance of this Agreement, shall be and act as an Independent Consultant. Consultant understands and agrees that he/she shall not be considered an officer, employee, agent, partner, or joint venture of the District, and is not entitled to benefits of any kind or nature normally provided employees of the District and/or to which District's employees are normally entitled, including, but not limited to, State Unemployment Compensation or Worker's Compensation. Consultant shall assume full responsibility for payment of all federal, state and local taxes or contributions, including unemployment insurance, Social Security and income taxes with respect to Consultant. In the performance of the Services herein contemplated, Consultant is an independent Consultant or business entity, with the sole authority for controlling and directing the performance of the details of the Services, District being interested only in the results obtained.
6. **Performance of Services.**
  - 6.1. **Standard of Care.** Consultant represents that Consultant has the qualifications and ability to perform the Services in a professional manner, without the advice, control or supervision of the District. Consultant's Services will be performed, findings obtained, reports and recommendations prepared in accordance with generally and currently accepted principles and practices of his/her profession for services to California school districts.
  - 6.2. **District Approval.** The Services 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.
  - 6.3. **Licenses.** Consultant's represents that s/he possesses all required licenses to perform the Services provided in this Agreement.
7. **Termination.**
  - 7.1. **Without Cause by District.** District may, at any time, with or without reason, terminate this Agreement and compensate Consultant only for services satisfactorily rendered to the date of termination. Written notice by District shall be sufficient to stop further performance of services by Consultant. Notice shall be deemed given when received by the Consultant or no later than three days after the day of mailing, whichever is sooner.
  - 7.2. **Without Cause by Consultant.** Consultant may, upon thirty (30) days' notice, with or without reason, terminate this Agreement. Upon this termination, District shall only be obligated to compensate Consultant for services satisfactorily rendered to the date of termination. Written notice by Consultant shall be sufficient to stop further performance of services to District. Consultant acknowledges that this thirty (30) day notice period is acceptable so that the District can attempt to procure the Services from another source.
  - 7.3. **With Cause by District.** District may terminate this Agreement upon giving of written notice of intention to terminate for cause. Cause shall include:
    - 7.3.1. Material violation of this Agreement by the Consultant; or
    - 7.3.2. Any act by Consultant exposing the District to liability to others for personal injury or property damage.Written notice by District shall contain the reasons for such intention to terminate and unless within three (3) calendar days after that notice the condition or violation shall cease, or satisfactory arrangements for the

correction thereof be made, this Agreement shall upon the expiration of the three (3) calendar days cease and terminate. In the event of this termination, the District may secure the required services from another Consultant. If the expense, fees, and/or costs to the District exceeds the cost of providing the services pursuant to this Agreement, the Consultant shall immediately pay the excess expense, fees, and/or costs to the District upon the receipt of the District's notice of these expense, fees, and/or costs. The foregoing provisions are in addition to and not a limitation of any other rights or remedies available to District.

8. **Fingerprinting.** The Fingerprinting/Criminal Background Investigation Certification must be completed and attached to this Agreement. (Applicable only if checked under Section 20, Submittal of Documents.)
9. **Compliance.** Consultant shall, at all times while providing the Services, comply with all federal, state, local and District laws, statutes, codes, ordinances, rules, regulations, policies, and requirements, as well as all state executive orders and all public health orders regarding student health and safety, including but not limited to, policies and procedures related to social distancing, the use of personal protective equipment ("PPE") such as face coverings and gloves, and the sanitization of facilities to help prevent the spread of COVID-19 and other contagious diseases.
10. **District's Evaluation of Consultant.** The District may evaluate the Consultant's performance. In no event shall an evaluation of Consultant be considered a prerequisite to the District exercising its rights under paragraph 7 above.
11. **Limitation of District Liability.** Other than as provided in this Agreement, District's financial obligations under this Agreement shall be limited to the payment of the compensation provided in this Agreement. Notwithstanding any other provision of this Agreement, in no event shall District be liable to Consultant, regardless of whether any claim is based on contract or tort, for any special, consequential, indirect or incidental damages, including, but not limited to, lost profits or revenue, arising out of or in connection with this Agreement for the services performed in connection with this Agreement.
12. **Indemnity.** Consultant shall defend, indemnify, and hold harmless District and its agents, representatives, officers, consultants, employees, Board of Trustees, members of the Board of Trustees (collectively, the "District Parties"), from and against any and all claims, demands, liabilities, damages, losses, suits and actions, and expenses (including, but not limited to attorney fees and costs including fees of consultants) of any kind, nature and description (collectively, the "Claims") directly or indirectly arising out of, connected with, or resulting from any act, error, omission, negligence, or willful misconduct of Consultant, its agents, subcontractors, employees, material or equipment suppliers, invitees, or licensees (collectively, the "Consultant Parties") in the performance of or failure to perform Consultant's or Consultant Parties' obligations under this Agreement, including, but not limited to Consultant's or Consultant Parties' use of District sites, performance of the Services, breach of any of the representations or warranties contained in this Agreement, or for injury to or death of persons or damage to property or delay or damage to the District or the District Parties. Such obligation shall not be construed to negate, abridge, or reduce other rights or obligations of indemnity, which would otherwise exist as to a party, person, or entity described in this paragraph. The indemnification provided for in this Section includes, without limitation to the foregoing, claims that may be made against District by any taxing authority asserting that an employer-employee relationship exists by reason of this Agreement, and any claims made against District alleging civil rights violations by Consultant or Consultant Parties under the California Fair Employment and Housing Act ("FEHA").
13. **Confidentiality.** The Consultant and all Consultant's agents, personnel, employee(s), and/or Sub-consultant(s) shall maintain the confidentiality of all information received in the course of performing the Services. This requirement to maintain confidentiality shall extend beyond the termination of this Agreement.
14. **Notice.** Any notice required or permitted to be given under this Agreement shall be deemed to have been given, served, and received if given in writing and either personally delivered or deposited in the United States

mail, registered or certified mail, postage prepaid, return receipt required, or sent by overnight delivery service, or facsimile transmission, addressed as follows:

**District**

**Consultant**

Pacific Grove Unified School District  
435 Hillcrest Avenue  
Pacific Grove, CA 93950  
ATTENTION: Song Chin-Bendib,  
Assistant Superintendent/CBO

Name Richard Enriquez  
Address: Click or tap here to enter text.  
City/State/Zip: Click or tap here to enter text.  
Phone: Click or tap here to enter text.  
Email: Click or tap here to enter text.

Any notice personally given or sent by facsimile transmission shall be effective upon receipt. Any notice sent by overnight delivery service shall be effective the business day next following delivery thereof to the overnight delivery service. Any notice given by mail shall be effective three (3) days after deposit in the United States mail.

15. **Integration/Entire Agreement of Parties.** This Agreement constitutes the entire agreement between the Parties and supersedes all prior discussions, negotiations, and agreements, whether oral or written. This Agreement may be amended or modified only by a written instrument executed by both Parties.
16. **California Law.** This Agreement shall be governed by and the rights, duties and obligations of the Parties shall be determined and enforced in accordance with the laws of the State of California. The Parties further agree that any action or proceeding brought to enforce the terms and conditions of this Agreement shall be maintained in Monterey County, California.
17. **Waiver.** The waiver by either party of any breach of any term, covenant, or condition herein contained shall not be deemed to be a waiver of such term, covenant, condition, or any subsequent breach of the same or any other term, covenant, or condition herein contained.
18. **Severability.** If any term, condition or provision of this Agreement is held by a court of competent jurisdiction to be invalid, void or unenforceable, the remaining provisions will nevertheless continue in full force and effect, and shall not be affected, impaired or invalidated in any way.
19. **Attorney Fees/Costs.** Should litigation be necessary to enforce any terms or provisions of this Agreement, then each party shall bear its own litigation and collection expenses, witness fees, court costs and attorney's fees.
20. **Counterparts.** This Agreement and all amendments and supplements to it may be executed in counterparts, and all counterparts together shall be construed as one document.
21. **Incorporation of Recitals and Exhibits.** The Recitals and each exhibit attached hereto are hereby incorporated herein by reference.
22. **Non-Assignability.** Consultant may not, without the written permission of the District, use other consultants within Consultant's own firm, or outside experts to perform the services for the District.
23. **Submittal of Documents.** The Consultant shall not commence the Services under this Agreement until the Consultant has submitted and the District has approved the following documents:

- ☒ Signed Agreement
- ☐ Fingerprinting/Criminal Background Investigation Certification
- ☒ W-9 Form
- ☐ TB Declaration
- ☐ SafeSchools Training – completed within 6 weeks (Certification of Completion document required)

**IN WITNESS WHEREOF, the Parties hereto have executed this Agreement on the date indicated below.**

**Pacific Grove Unified School District**

**Consultant**

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

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

Name: \_\_\_\_\_

Name: \_\_\_\_\_

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

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

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

**Consultant Information** *(Consultant to complete):*

Address: \_\_\_\_\_

Telephone: \_\_\_\_\_

E-Mail: \_\_\_\_\_

**Type of Business Entity:**

- ☐ Corporation, State
- ☐ Individual
- ☐ Partnership
- ☐ Limited Liability Company
- ☐ Sole Proprietorship
- ☐ Limited Partnership
- ☐ Other: \_\_\_\_\_

*\*Federal Code of Regulations sections 6041 and 6209 require non-corporate recipients of \$600.00 or more to furnish their taxpayer identification number to the payer. The regulations also provide that a penalty may be imposed for failure to furnish the taxpayer identification number. In order to comply with these regulations, the District requires your federal tax identification number or Social Security number, whichever is applicable.*

- ☐ Student Learning and Achievement
- ☒ Health and Safety of Students and Schools
- ☐ Credibility and Communication
- ☐ Fiscal Solvency, Accountability and Integrity

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

---

**SUBJECT:** Contract for Services with Ruben Parra, Bus Driver Trainer

**DATE:** June 2, 2022

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

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**RECOMMENDATION:**

The District Administration recommends that the Board review and approve the contract for services with Ruben Parra, bus driver trainer, for the 2022-23 school year.

**BACKGROUND:**

The District provides on-going instruction and training for school bus drivers. Mr. Parra provides these professional services for our employees as required by law.

**INFORMATION:**

Ruben Parra will provide instruction and training in the safe operation of school buses to our district school bus drivers for the 2022-2023 school year.

**FISCAL IMPACT:**

Fund 01  
General Fund \$6,000  
Budgeted Transportation  
2022-23 school year



# PACIFIC GROVE UNIFIED SCHOOL DISTRICT INDEPENDENT CONSULTANT AGREEMENT

**CONSULTANT FULL NAME** Ruben Parra

**TAX I.D. NUMBER\*** \_\_\_\_\_ (Consultant to complete)

**SITE/DEPARTMENT** District Transportation

**SUBMITTED BY** Song Chin Bendib, Assistant Superintendent

**ACCOUNT CODE** [Click or tap here to enter text.](#)

**FUNDING SOURCE** Fund 01 Transportation

**AGREEMENT TOTAL AMOUNT** \$6,000.00

The District employee providing the attached Independent Consultant Agreement to the person or entity who will be providing special services to the District should first do the following:

1. Provide only the Pacific Grove Unified School District's approved Independent Consultant Agreement. The Independent Consultant Agreement should be completed in lieu of signing any vendor contract for services.
2. Review the insurance requirements for the person or entity and revise the insurance provisions of the agreement accordingly.
3. Review the forms under Section 20 and determine which of those documents should be attached to the agreement.

This Independent Consultant Agreement for Special Services ("Agreement") is made as of June 3, 2022 between the Pacific Grove Unified School District ("District") and Ruben Parra ("Consultant") (together, "Parties").

WHEREAS, the District is authorized by Section 53060 of the California Government Code to contract with and employ any persons for the furnishing of special services and advice in financial, economic, accounting, engineering, legal, transportation, administrative matters or other specialized services, if those persons are specially trained and experienced and competent to perform the special services required; and

WHEREAS, the District is in need of those services and/or advice; and

WHEREAS, the Consultant is specially trained and experienced and competent to perform the services required by the District, and those services are needed on a limited basis;

NOW, THEREFORE, the Parties agree as follows:

1. **Services.** The Consultant shall furnish to the District the following services herein by this reference ("Services" or "Work"): Consultant shall serve as a Bus driver trainer. Consultant shall use their specialized experience and skills to organize, maintain to serve in this capacity. Services shall include but not be limited to: Provide on-going instruction and training for school bus drivers.
2. **Term.** Consultant shall commence providing services under this Agreement on July 1, 2022, and will diligently perform as required and complete performance by June 30, 2023.
3. **Compensation.** District agrees to pay \$6,000.00 as invoiced to Consultant for Services satisfactorily rendered pursuant to this Agreement. This is not to exceed 6,000.00 during the term of this Agreement. District shall pay Consultant according to the following terms and conditions:

- 3.1. Payment for the Services shall be made for all undisputed amounts in installment payments within thirty (30) days after the Consultant submits an invoice to the District for Services actually completed.
4. **Expenses.** District shall not be liable to Consultant for any costs or expenses paid or incurred by Consultant in performing Services for District.
5. **Independent Consultant.** Consultant, in the performance of this Agreement, shall be and act as an Independent Consultant. Consultant understands and agrees that he/she shall not be considered an officer, employee, agent, partner, or joint venture of the District, and is not entitled to benefits of any kind or nature normally provided employees of the District and/or to which District's employees are normally entitled, including, but not limited to, State Unemployment Compensation or Worker's Compensation. Consultant shall assume full responsibility for payment of all federal, state and local taxes or contributions, including unemployment insurance, Social Security and income taxes with respect to Consultant. In the performance of the Services herein contemplated, Consultant is an independent Consultant or business entity, with the sole authority for controlling and directing the performance of the details of the Services, District being interested only in the results obtained.
6. **Performance of Services.**
  - 6.1. **Standard of Care.** Consultant represents that Consultant has the qualifications and ability to perform the Services in a professional manner, without the advice, control or supervision of the District. Consultant's Services will be performed, findings obtained, reports and recommendations prepared in accordance with generally and currently accepted principles and practices of his/her profession for services to California school districts.
  - 6.2. **District Approval.** The Services 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.
  - 6.3. **Licenses.** Consultant's represents that s/he possesses all required licenses to perform the Services provided in this Agreement.
7. **Termination.**
  - 7.1. **Without Cause by District.** District may, at any time, with or without reason, terminate this Agreement and compensate Consultant only for services satisfactorily rendered to the date of termination. Written notice by District shall be sufficient to stop further performance of services by Consultant. Notice shall be deemed given when received by the Consultant or no later than three days after the day of mailing, whichever is sooner.
  - 7.2. **Without Cause by Consultant.** Consultant may, upon thirty (30) days' notice, with or without reason, terminate this Agreement. Upon this termination, District shall only be obligated to compensate Consultant for services satisfactorily rendered to the date of termination. Written notice by Consultant shall be sufficient to stop further performance of services to District. Consultant acknowledges that this thirty (30) day notice period is acceptable so that the District can attempt to procure the Services from another source.
  - 7.3. **With Cause by District.** District may terminate this Agreement upon giving of written notice of intention to terminate for cause. Cause shall include:
    - 7.3.1. Material violation of this Agreement by the Consultant; or
    - 7.3.2. Any act by Consultant exposing the District to liability to others for personal injury or property damage.Written notice by District shall contain the reasons for such intention to terminate and unless within three (3) calendar days after that notice the condition or violation shall cease, or satisfactory arrangements for the

correction thereof be made, this Agreement shall upon the expiration of the three (3) calendar days cease and terminate. In the event of this termination, the District may secure the required services from another Consultant. If the expense, fees, and/or costs to the District exceeds the cost of providing the services pursuant to this Agreement, the Consultant shall immediately pay the excess expense, fees, and/or costs to the District upon the receipt of the District's notice of these expense, fees, and/or costs. The foregoing provisions are in addition to and not a limitation of any other rights or remedies available to District.

8. **Fingerprinting.** The Fingerprinting/Criminal Background Investigation Certification must be completed and attached to this Agreement. (Applicable only if checked under Section 20, Submittal of Documents.)
9. **Compliance.** Consultant shall, at all times while providing the Services, comply with all federal, state, local and District laws, statutes, codes, ordinances, rules, regulations, policies, and requirements, as well as all state executive orders and all public health orders regarding student health and safety, including but not limited to, policies and procedures related to social distancing, the use of personal protective equipment ("PPE") such as face coverings and gloves, and the sanitization of facilities to help prevent the spread of COVID-19 and other contagious diseases.
10. **District's Evaluation of Consultant.** The District may evaluate the Consultant's performance. In no event shall an evaluation of Consultant be considered a prerequisite to the District exercising its rights under paragraph 7 above.
11. **Limitation of District Liability.** Other than as provided in this Agreement, District's financial obligations under this Agreement shall be limited to the payment of the compensation provided in this Agreement. Notwithstanding any other provision of this Agreement, in no event shall District be liable to Consultant, regardless of whether any claim is based on contract or tort, for any special, consequential, indirect or incidental damages, including, but not limited to, lost profits or revenue, arising out of or in connection with this Agreement for the services performed in connection with this Agreement.
12. **Indemnity.** Consultant shall defend, indemnify, and hold harmless District and its agents, representatives, officers, consultants, employees, Board of Trustees, members of the Board of Trustees (collectively, the "District Parties"), from and against any and all claims, demands, liabilities, damages, losses, suits and actions, and expenses (including, but not limited to attorney fees and costs including fees of consultants) of any kind, nature and description (collectively, the "Claims") directly or indirectly arising out of, connected with, or resulting from any act, error, omission, negligence, or willful misconduct of Consultant, its agents, subcontractors, employees, material or equipment suppliers, invitees, or licensees (collectively, the "Consultant Parties") in the performance of or failure to perform Consultant's or Consultant Parties' obligations under this Agreement, including, but not limited to Consultant's or Consultant Parties' use of District sites, performance of the Services, breach of any of the representations or warranties contained in this Agreement, or for injury to or death of persons or damage to property or delay or damage to the District or the District Parties. Such obligation shall not be construed to negate, abridge, or reduce other rights or obligations of indemnity, which would otherwise exist as to a party, person, or entity described in this paragraph. The indemnification provided for in this Section includes, without limitation to the foregoing, claims that may be made against District by any taxing authority asserting that an employer-employee relationship exists by reason of this Agreement, and any claims made against District alleging civil rights violations by Consultant or Consultant Parties under the California Fair Employment and Housing Act ("FEHA").
13. **Confidentiality.** The Consultant and all Consultant's agents, personnel, employee(s), and/or Sub-consultant(s) shall maintain the confidentiality of all information received in the course of performing the Services. This requirement to maintain confidentiality shall extend beyond the termination of this Agreement.
14. **Notice.** Any notice required or permitted to be given under this Agreement shall be deemed to have been given, served, and received if given in writing and either personally delivered or deposited in the United States

mail, registered or certified mail, postage prepaid, return receipt required, or sent by overnight delivery service, or facsimile transmission, addressed as follows:

**District**

**Consultant**

Pacific Grove Unified School District  
435 Hillcrest Avenue  
Pacific Grove, CA 93950  
ATTENTION: Song Chin-Bendib,  
Assistant Superintendent/CBO

Name Ruben Parra  
Address: Click or tap here to enter text.  
City/State/Zip: Click or tap here to enter text.  
Phone: Click or tap here to enter text.  
Email: Click or tap here to enter text.

Any notice personally given or sent by facsimile transmission shall be effective upon receipt. Any notice sent by overnight delivery service shall be effective the business day next following delivery thereof to the overnight delivery service. Any notice given by mail shall be effective three (3) days after deposit in the United States mail.

15. **Integration/Entire Agreement of Parties.** This Agreement constitutes the entire agreement between the Parties and supersedes all prior discussions, negotiations, and agreements, whether oral or written. This Agreement may be amended or modified only by a written instrument executed by both Parties.
16. **California Law.** This Agreement shall be governed by and the rights, duties and obligations of the Parties shall be determined and enforced in accordance with the laws of the State of California. The Parties further agree that any action or proceeding brought to enforce the terms and conditions of this Agreement shall be maintained in Monterey County, California.
17. **Waiver.** The waiver by either party of any breach of any term, covenant, or condition herein contained shall not be deemed to be a waiver of such term, covenant, condition, or any subsequent breach of the same or any other term, covenant, or condition herein contained.
18. **Severability.** If any term, condition or provision of this Agreement is held by a court of competent jurisdiction to be invalid, void or unenforceable, the remaining provisions will nevertheless continue in full force and effect, and shall not be affected, impaired or invalidated in any way.
19. **Attorney Fees/Costs.** Should litigation be necessary to enforce any terms or provisions of this Agreement, then each party shall bear its own litigation and collection expenses, witness fees, court costs and attorney's fees.
20. **Counterparts.** This Agreement and all amendments and supplements to it may be executed in counterparts, and all counterparts together shall be construed as one document.
21. **Incorporation of Recitals and Exhibits.** The Recitals and each exhibit attached hereto are hereby incorporated herein by reference.
22. **Non-Assignability.** Consultant may not, without the written permission of the District, use other consultants within Consultant's own firm, or outside experts to perform the services for the District.
23. **Submittal of Documents.** The Consultant shall not commence the Services under this Agreement until the Consultant has submitted and the District has approved the following documents:

- ☒ Signed Agreement
- ☐ Fingerprinting/Criminal Background Investigation Certification
- ☒ W-9 Form
- ☐ TB Declaration
- ☐ SafeSchools Training – completed within 6 weeks (Certification of Completion document required)

**IN WITNESS WHEREOF, the Parties hereto have executed this Agreement on the date indicated below.**

**Pacific Grove Unified School District**

**Consultant**

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

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

Name: \_\_\_\_\_

Name: \_\_\_\_\_

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

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

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

**Consultant Information** *(Consultant to complete):*

Address: \_\_\_\_\_

Telephone: \_\_\_\_\_

E-Mail: \_\_\_\_\_

**Type of Business Entity:**

- ☐ Corporation, State
- ☐ Individual
- ☐ Partnership
- ☐ Limited Liability Company
- ☐ Sole Proprietorship
- ☐ Limited Partnership
- ☐ Other: \_\_\_\_\_

*\*Federal Code of Regulations sections 6041 and 6209 require non-corporate recipients of \$600.00 or more to furnish their taxpayer identification number to the payer. The regulations also provide that a penalty may be imposed for failure to furnish the taxpayer identification number. In order to comply with these regulations, the District requires your federal tax identification number or Social Security number, whichever is applicable.*

- |   |   |
|---|---|
| <input type="checkbox"/> Student Learning and Achievement                     | <input checked="" type="checkbox"/> Consent     |
| <input checked="" type="checkbox"/> Health and Safety of Students and Schools | <input type="checkbox"/> Action/Discussion      |
| <input type="checkbox"/> Credibility and Communication                        | <input type="checkbox"/> Information/Discussion |
| <input type="checkbox"/> Fiscal Solvency, Accountability and Integrity        | <input type="checkbox"/> Public Hearing         |

---

**SUBJECT:** Memorandum of Understanding with Salinas City Elementary School District for Field Trips and Athletics Transportation

**DATE:** June 2, 2022

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

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**RECOMMENDATION:**

The District Administration recommends the Board review and approve the Memorandum of Understanding with Salinas City Elementary School District to provide additional transportation for field trips and athletics events for 2022-23.

**BACKGROUND:**

There are times when the District does not have enough buses or drivers for school field trips and/or athletics transportation. We need the additional service and have contracted with Salinas City Elementary School District in the past to fill in as needed.

**INFORMATION:**

Salinas City Elementary School District will provide school buses and additional drivers for the District, as described above, for the 2022-2023 school year.

**FISCAL IMPACT:**

Fund 1 General Fund  
 Field trip rates are \$50.00 per hour and mileage is \$4.00 per mile.  
 Not to exceed \$20,000.00  
 Budgeted Athletics Transportation  
 2022-2023 School Year

# **PACIFIC GROVE UNIFIED SCHOOL DISTRICT INDEPENDENT CONSULTANT AGREEMENT**

**CONSULTANT FULL NAME** Salinas City Elementary School District

**TAX I.D. NUMBER\*** \_\_\_\_\_ (Consultant to complete)

**SITE/DEPARTMENT** District Transportation

**SUBMITTED BY** Song Chin Bendib, Assistant Superintendent

**ACCOUNT CODE** [Click or tap here to enter text.](#)

**FUNDING SOURCE** Fund 01 Transportation

**AGREEMENT TOTAL AMOUNT** \$20,000.00

The District employee providing the attached Independent Consultant Agreement to the person or entity who will be providing special services to the District should first do the following:

1. Provide only the Pacific Grove Unified School District's approved Independent Consultant Agreement. The Independent Consultant Agreement should be completed in lieu of signing any vendor contract for services.
2. Review the insurance requirements for the person or entity and revise the insurance provisions of the agreement accordingly.
3. Review the forms under Section 20 and determine which of those documents should be attached to the agreement.

This Independent Consultant Agreement for Special Services ("Agreement") is made as of June 3, 2022 between the Pacific Grove Unified School District ("District") and Salinas City Elementary School District ("Consultant") (together, "Parties").

WHEREAS, the District is authorized by Section 53060 of the California Government Code to contract with and employ any persons for the furnishing of special services and advice in financial, economic, accounting, engineering, legal, transportation, administrative matters or other specialized services, if those persons are specially trained and experienced and competent to perform the special services required; and

WHEREAS, the District is in need of those services and/or advice; and

WHEREAS, the Consultant is specially trained and experienced and competent to perform the services required by the District, and those services are needed on a limited basis;

NOW, THEREFORE, the Parties agree as follows:

1. **Services.** The Consultant shall furnish to the District the following services herein by this reference ("Services" or "Work"): Consultant shall serve as a Bus driver trainer. Consultant shall use their specialized experience and skills to organize, maintain to serve in this capacity. Services shall include but not be limited to: Provide additional buses and drivers for field trips and/or athletics when PGUSD buses and drivers are not available.
2. **Term.** Consultant shall commence providing services under this Agreement on July 1, 2022, and will diligently perform as required and complete performance by June 30, 2023.

3. **Compensation.** District agrees to pay \$50.00 per hour and mileage is \$4.00 per mile as invoiced to Consultant for Services satisfactorily rendered pursuant to this Agreement. This is not to exceed \$20,000.00 during the term of this Agreement. District shall pay Consultant according to the following terms and conditions:
  - 3.1. Payment for the Services shall be made for all undisputed amounts in installment payments within thirty (30) days after the Consultant submits an invoice to the District for Services actually completed.
4. **Expenses.** District shall not be liable to Consultant for any costs or expenses paid or incurred by Consultant in performing Services for District.
5. **Independent Consultant.** Consultant, in the performance of this Agreement, shall be and act as an Independent Consultant. Consultant understands and agrees that he/she shall not be considered an officer, employee, agent, partner, or joint venture of the District, and is not entitled to benefits of any kind or nature normally provided employees of the District and/or to which District's employees are normally entitled, including, but not limited to, State Unemployment Compensation or Worker's Compensation. Consultant shall assume full responsibility for payment of all federal, state and local taxes or contributions, including unemployment insurance, Social Security and income taxes with respect to Consultant. In the performance of the Services herein contemplated, Consultant is an independent Consultant or business entity, with the sole authority for controlling and directing the performance of the details of the Services, District being interested only in the results obtained.
6. **Performance of Services.**
  - 6.1. **Standard of Care.** Consultant represents that Consultant has the qualifications and ability to perform the Services in a professional manner, without the advice, control or supervision of the District. Consultant's Services will be performed, findings obtained, reports and recommendations prepared in accordance with generally and currently accepted principles and practices of his/her profession for services to California school districts.
  - 6.2. **District Approval.** The Services 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.
  - 6.3. **Licenses.** Consultant's represents that s/he possesses all required licenses to perform the Services provided in this Agreement.
7. **Termination.**
  - 7.1. **Without Cause by District.** District may, at any time, with or without reason, terminate this Agreement and compensate Consultant only for services satisfactorily rendered to the date of termination. Written notice by District shall be sufficient to stop further performance of services by Consultant. Notice shall be deemed given when received by the Consultant or no later than three days after the day of mailing, whichever is sooner.
  - 7.2. **Without Cause by Consultant.** Consultant may, upon thirty (30) days' notice, with or without reason, terminate this Agreement. Upon this termination, District shall only be obligated to compensate Consultant for services satisfactorily rendered to the date of termination. Written notice by Consultant shall be sufficient to stop further performance of services to District. Consultant acknowledges that this thirty (30) day notice period is acceptable so that the District can attempt to procure the Services from another source.
  - 7.3. **With Cause by District.** District may terminate this Agreement upon giving of written notice of intention to terminate for cause. Cause shall include:
    - 7.3.1. Material violation of this Agreement by the Consultant; or



7.3.2. Any act by Consultant exposing the District to liability to others for personal injury or property damage.

Written notice by District shall contain the reasons for such intention to terminate and unless within three (3) calendar days after that notice the condition or violation shall cease, or satisfactory arrangements for the correction thereof be made, this Agreement shall upon the expiration of the three (3) calendar days cease and terminate. In the event of this termination, the District may secure the required services from another Consultant. If the expense, fees, and/or costs to the District exceeds the cost of providing the services pursuant to this Agreement, the Consultant shall immediately pay the excess expense, fees, and/or costs to the District upon the receipt of the District's notice of these expense, fees, and/or costs. The foregoing provisions are in addition to and not a limitation of any other rights or remedies available to District.

8. **Fingerprinting.** The Fingerprinting/Criminal Background Investigation Certification must be completed and attached to this Agreement. (Applicable only if checked under Section 20, Submittal of Documents.)
9. **Compliance.** Consultant shall, at all times while providing the Services, comply with all federal, state, local and District laws, statutes, codes, ordinances, rules, regulations, policies, and requirements, as well as all state executive orders and all public health orders regarding student health and safety, including but not limited to, policies and procedures related to social distancing, the use of personal protective equipment ("PPE") such as face coverings and gloves, and the sanitization of facilities to help prevent the spread of COVID-19 and other contagious diseases.
10. **District's Evaluation of Consultant.** The District may evaluate the Consultant's performance. In no event shall an evaluation of Consultant be considered a prerequisite to the District exercising its rights under paragraph 7 above.
11. **Limitation of District Liability.** Other than as provided in this Agreement, District's financial obligations under this Agreement shall be limited to the payment of the compensation provided in this Agreement. Notwithstanding any other provision of this Agreement, in no event shall District be liable to Consultant, regardless of whether any claim is based on contract or tort, for any special, consequential, indirect or incidental damages, including, but not limited to, lost profits or revenue, arising out of or in connection with this Agreement for the services performed in connection with this Agreement.
12. **Indemnity.** Consultant shall defend, indemnify, and hold harmless District and its agents, representatives, officers, consultants, employees, Board of Trustees, members of the Board of Trustees (collectively, the "District Parties"), from and against any and all claims, demands, liabilities, damages, losses, suits and actions, and expenses (including, but not limited to attorney fees and costs including fees of consultants) of any kind, nature and description (collectively, the "Claims") directly or indirectly arising out of, connected with, or resulting from any act, error, omission, negligence, or willful misconduct of Consultant, its agents, subcontractors, employees, material or equipment suppliers, invitees, or licensees (collectively, the "Consultant Parties") in the performance of or failure to perform Consultant's or Consultant Parties' obligations under this Agreement, including, but not limited to Consultant's or Consultant Parties' use of District sites, performance of the Services, breach of any of the representations or warranties contained in this Agreement, or for injury to or death of persons or damage to property or delay or damage to the District or the District Parties. Such obligation shall not be construed to negate, abridge, or reduce other rights or obligations of indemnity, which would otherwise exist as to a party, person, or entity described in this paragraph. The indemnification provided for in this Section includes, without limitation to the foregoing, claims that may be made against District by any taxing authority asserting that an employer-employee relationship exists by reason of this Agreement, and any claims made against District alleging civil rights violations by Consultant or Consultant Parties under the California Fair Employment and Housing Act ("FEHA").

13. **Confidentiality.** The Consultant and all Consultant's agents, personnel, employee(s), and/or Sub-consultant(s) shall maintain the confidentiality of all information received in the course of performing the Services. This requirement to maintain confidentiality shall extend beyond the termination of this Agreement.
14. **Notice.** Any notice required or permitted to be given under this Agreement shall be deemed to have been given, served, and received if given in writing and either personally delivered or deposited in the United States mail, registered or certified mail, postage prepaid, return receipt required, or sent by overnight delivery service, or facsimile transmission, addressed as follows:

<u>District</u>	<u>Consultant</u>
Pacific Grove Unified School District	Name <u>Salinas City Elementary School District</u>
435 Hillcrest Avenue	Address: <u>Click or tap here to enter text.</u>
Pacific Grove, CA 93950	City/State/Zip: <u>Click or tap here to enter text.</u>
ATTENTION: Song Chin-Bendib,	Phone: <u>Click or tap here to enter text.</u>
Assistant Superintendent/CBO	Email: <u>Click or tap here to enter text.</u>

Any notice personally given or sent by facsimile transmission shall be effective upon receipt. Any notice sent by overnight delivery service shall be effective the business day next following delivery thereof to the overnight delivery service. Any notice given by mail shall be effective three (3) days after deposit in the United States mail.

15. **Integration/Entire Agreement of Parties.** This Agreement constitutes the entire agreement between the Parties and supersedes all prior discussions, negotiations, and agreements, whether oral or written. This Agreement may be amended or modified only by a written instrument executed by both Parties.
16. **California Law.** This Agreement shall be governed by and the rights, duties and obligations of the Parties shall be determined and enforced in accordance with the laws of the State of California. The Parties further agree that any action or proceeding brought to enforce the terms and conditions of this Agreement shall be maintained in Monterey County, California.
17. **Waiver.** The waiver by either party of any breach of any term, covenant, or condition herein contained shall not be deemed to be a waiver of such term, covenant, condition, or any subsequent breach of the same or any other term, covenant, or condition herein contained.
18. **Severability.** If any term, condition or provision of this Agreement is held by a court of competent jurisdiction to be invalid, void or unenforceable, the remaining provisions will nevertheless continue in full force and effect, and shall not be affected, impaired or invalidated in any way.
19. **Attorney Fees/Costs.** Should litigation be necessary to enforce any terms or provisions of this Agreement, then each party shall bear its own litigation and collection expenses, witness fees, court costs and attorney's fees.
20. **Counterparts.** This Agreement and all amendments and supplements to it may be executed in counterparts, and all counterparts together shall be construed as one document.
21. **Incorporation of Recitals and Exhibits.** The Recitals and each exhibit attached hereto are hereby incorporated herein by reference.

22. **Non-Assignability.** Consultant may not, without the written permission of the District, use other consultants within Consultant's own firm, or outside experts to perform the services for the District.

23. **Submittal of Documents.** The Consultant shall not commence the Services under this Agreement until the Consultant has submitted and the District has approved the following documents:

- ☒ Signed Agreement
- ☐ Fingerprinting/Criminal Background Investigation Certification
- ☒ W-9 Form
- ☐ TB Declaration
- ☐ SafeSchools Training – completed within 6 weeks (Certification of Completion document required)

**IN WITNESS WHEREOF, the Parties hereto have executed this Agreement on the date indicated below.**

**Pacific Grove Unified School District**

**Consultant**

By: \_\_\_\_\_  
 Name: \_\_\_\_\_  
 Title: \_\_\_\_\_  
 Date: \_\_\_\_\_

By: \_\_\_\_\_  
 Name: \_\_\_\_\_  
 Date: \_\_\_\_\_

**Consultant Information (Consultant to complete):**

Address: \_\_\_\_\_  
 Telephone: \_\_\_\_\_  
 E-Mail: \_\_\_\_\_

**Type of Business Entity:**

- ☐ Corporation, State
- ☐ Individual
- ☐ Partnership
- ☐ Limited Liability Company
- ☐ Sole Proprietorship
- ☐ Limited Partnership
- ☐ Other: \_\_\_\_\_

*\*Federal Code of Regulations sections 6041 and 6209 require non-corporate recipients of \$600.00 or more to furnish their taxpayer identification number to the payer. The regulations also provide that a penalty may be imposed for failure to furnish the taxpayer identification number. In order to comply with these regulations, the District requires your federal tax identification number or Social Security number, whichever is applicable.*

- ☐ Student Learning and Achievement
- ☒ Health and Safety of Students and Schools
- ☐ Credibility and Communication
- ☐ Fiscal Solvency, Accountability and Integrity

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

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**SUBJECT:** Contract for Services with Stark Leak Detection LLC

**DATE:** June 2, 2022

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

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**RECOMMENDATION:**

The District Administration recommends the Board review and approve the contract for services with Stark Leak Detection LLC to detect gas or water leaks District-wide for the 2022-23 fiscal year.

**BACKGROUND:**

Stark Leak Detection is used by the District Maintenance Department to identify underground gas or water leaks that cannot be located by maintenance personnel.

**INFORMATION:**

When gas or water leaks cannot be located at any of the District's sites Stark Leak Detection will be used. Stark has the specialized equipment to efficiently identify leaks that are underground and undetectable from the surface.

**FISCAL IMPACT:**

Fund 01 General Fund  
\$2,000  
Budgeted Maintenance  
2022-23 school year

# PACIFIC GROVE UNIFIED SCHOOL DISTRICT INDEPENDENT CONSULTANT AGREEMENT

**CONSULTANT FULL NAME** Stark Leak Detection

**TAX I.D. NUMBER\*** \_\_\_\_\_ (Consultant to complete)

**SITE/DEPARTMENT** District Maintenance

**SUBMITTED BY** Song Chin Bendib, Assistant Superintendent

**ACCOUNT CODE** [Click or tap here to enter text.](#)

**FUNDING SOURCE** Fund 01 Maintenance

**AGREEMENT TOTAL AMOUNT** \$2,000.00

The District employee providing the attached Independent Consultant Agreement to the person or entity who will be providing special services to the District should first do the following:

1. Provide only the Pacific Grove Unified School District's approved Independent Consultant Agreement. The Independent Consultant Agreement should be completed in lieu of signing any vendor contract for services.
2. Review the insurance requirements for the person or entity and revise the insurance provisions of the agreement accordingly.
3. Review the forms under Section 20 and determine which of those documents should be attached to the agreement.

This Independent Consultant Agreement for Special Services ("Agreement") is made as of June 3, 2022 between the Pacific Grove Unified School District ("District") and Stark Leak Detection ("Consultant") (together, "Parties").

WHEREAS, the District is authorized by Section 53060 of the California Government Code to contract with and employ any persons for the furnishing of special services and advice in financial, economic, accounting, engineering, legal, transportation, administrative matters or other specialized services, if those persons are specially trained and experienced and competent to perform the special services required; and

WHEREAS, the District is in need of those services and/or advice; and

WHEREAS, the Consultant is specially trained and experienced and competent to perform the services required by the District, and those services are needed on a limited basis;

NOW, THEREFORE, the Parties agree as follows:

1. **Services.** The Consultant shall furnish to the District the following services herein by this reference ("Services" or "Work"): Consultant shall serve as a Bus driver trainer. Consultant shall use their specialized experience and skills to organize, maintain to serve in this capacity. Services shall include but not be limited to: Provide services to identify underground gas or water leaks that cannot be located by district maintenance personnel.
2. **Term.** Consultant shall commence providing services under this Agreement on July 1, 2022, and will diligently perform as required and complete performance by June 30, 2023.
3. **Compensation.** District agrees to pay \$2,000 as invoiced to Consultant for Services satisfactorily rendered pursuant to this Agreement. This is not to exceed \$2,000.00 during the term of this Agreement. District shall pay Consultant according to the following terms and conditions:

- 3.1. Payment for the Services shall be made for all undisputed amounts in installment payments within thirty (30) days after the Consultant submits an invoice to the District for Services actually completed.
4. **Expenses.** District shall not be liable to Consultant for any costs or expenses paid or incurred by Consultant in performing Services for District.
5. **Independent Consultant.** Consultant, in the performance of this Agreement, shall be and act as an Independent Consultant. Consultant understands and agrees that he/she shall not be considered an officer, employee, agent, partner, or joint venture of the District, and is not entitled to benefits of any kind or nature normally provided employees of the District and/or to which District's employees are normally entitled, including, but not limited to, State Unemployment Compensation or Worker's Compensation. Consultant shall assume full responsibility for payment of all federal, state and local taxes or contributions, including unemployment insurance, Social Security and income taxes with respect to Consultant. In the performance of the Services herein contemplated, Consultant is an independent Consultant or business entity, with the sole authority for controlling and directing the performance of the details of the Services, District being interested only in the results obtained.
6. **Performance of Services.**
  - 6.1. **Standard of Care.** Consultant represents that Consultant has the qualifications and ability to perform the Services in a professional manner, without the advice, control or supervision of the District. Consultant's Services will be performed, findings obtained, reports and recommendations prepared in accordance with generally and currently accepted principles and practices of his/her profession for services to California school districts.
  - 6.2. **District Approval.** The Services 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.
  - 6.3. **Licenses.** Consultant's represents that s/he possesses all required licenses to perform the Services provided in this Agreement.
7. **Termination.**
  - 7.1. **Without Cause by District.** District may, at any time, with or without reason, terminate this Agreement and compensate Consultant only for services satisfactorily rendered to the date of termination. Written notice by District shall be sufficient to stop further performance of services by Consultant. Notice shall be deemed given when received by the Consultant or no later than three days after the day of mailing, whichever is sooner.
  - 7.2. **Without Cause by Consultant.** Consultant may, upon thirty (30) days' notice, with or without reason, terminate this Agreement. Upon this termination, District shall only be obligated to compensate Consultant for services satisfactorily rendered to the date of termination. Written notice by Consultant shall be sufficient to stop further performance of services to District. Consultant acknowledges that this thirty (30) day notice period is acceptable so that the District can attempt to procure the Services from another source.
  - 7.3. **With Cause by District.** District may terminate this Agreement upon giving of written notice of intention to terminate for cause. Cause shall include:
    - 7.3.1. Material violation of this Agreement by the Consultant; or
    - 7.3.2. Any act by Consultant exposing the District to liability to others for personal injury or property damage.

Written notice by District shall contain the reasons for such intention to terminate and unless within three (3) calendar days after that notice the condition or violation shall cease, or satisfactory arrangements for the

correction thereof be made, this Agreement shall upon the expiration of the three (3) calendar days cease and terminate. In the event of this termination, the District may secure the required services from another Consultant. If the expense, fees, and/or costs to the District exceeds the cost of providing the services pursuant to this Agreement, the Consultant shall immediately pay the excess expense, fees, and/or costs to the District upon the receipt of the District's notice of these expense, fees, and/or costs. The foregoing provisions are in addition to and not a limitation of any other rights or remedies available to District.

8. **Fingerprinting.** The Fingerprinting/Criminal Background Investigation Certification must be completed and attached to this Agreement. (Applicable only if checked under Section 20, Submittal of Documents.)
9. **Compliance.** Consultant shall, at all times while providing the Services, comply with all federal, state, local and District laws, statutes, codes, ordinances, rules, regulations, policies, and requirements, as well as all state executive orders and all public health orders regarding student health and safety, including but not limited to, policies and procedures related to social distancing, the use of personal protective equipment ("PPE") such as face coverings and gloves, and the sanitization of facilities to help prevent the spread of COVID-19 and other contagious diseases.
10. **District's Evaluation of Consultant.** The District may evaluate the Consultant's performance. In no event shall an evaluation of Consultant be considered a prerequisite to the District exercising its rights under paragraph 7 above.
11. **Limitation of District Liability.** Other than as provided in this Agreement, District's financial obligations under this Agreement shall be limited to the payment of the compensation provided in this Agreement. Notwithstanding any other provision of this Agreement, in no event shall District be liable to Consultant, regardless of whether any claim is based on contract or tort, for any special, consequential, indirect or incidental damages, including, but not limited to, lost profits or revenue, arising out of or in connection with this Agreement for the services performed in connection with this Agreement.
12. **Indemnity.** Consultant shall defend, indemnify, and hold harmless District and its agents, representatives, officers, consultants, employees, Board of Trustees, members of the Board of Trustees (collectively, the "District Parties"), from and against any and all claims, demands, liabilities, damages, losses, suits and actions, and expenses (including, but not limited to attorney fees and costs including fees of consultants) of any kind, nature and description (collectively, the "Claims") directly or indirectly arising out of, connected with, or resulting from any act, error, omission, negligence, or willful misconduct of Consultant, its agents, subcontractors, employees, material or equipment suppliers, invitees, or licensees (collectively, the "Consultant Parties") in the performance of or failure to perform Consultant's or Consultant Parties' obligations under this Agreement, including, but not limited to Consultant's or Consultant Parties' use of District sites, performance of the Services, breach of any of the representations or warranties contained in this Agreement, or for injury to or death of persons or damage to property or delay or damage to the District or the District Parties. Such obligation shall not be construed to negate, abridge, or reduce other rights or obligations of indemnity, which would otherwise exist as to a party, person, or entity described in this paragraph. The indemnification provided for in this Section includes, without limitation to the foregoing, claims that may be made against District by any taxing authority asserting that an employer-employee relationship exists by reason of this Agreement, and any claims made against District alleging civil rights violations by Consultant or Consultant Parties under the California Fair Employment and Housing Act ("FEHA").
13. **Confidentiality.** The Consultant and all Consultant's agents, personnel, employee(s), and/or Sub-consultant(s) shall maintain the confidentiality of all information received in the course of performing the Services. This requirement to maintain confidentiality shall extend beyond the termination of this Agreement.
14. **Notice.** Any notice required or permitted to be given under this Agreement shall be deemed to have been given, served, and received if given in writing and either personally delivered or deposited in the United States

mail, registered or certified mail, postage prepaid, return receipt required, or sent by overnight delivery service, or facsimile transmission, addressed as follows:

**District**

**Consultant**

Pacific Grove Unified School District  
435 Hillcrest Avenue  
Pacific Grove, CA 93950  
ATTENTION: Song Chin-Bendib,  
Assistant Superintendent/CBO

Name Stark Leak Detection  
Address: Click or tap here to enter text.  
City/State/Zip: Click or tap here to enter text.  
Phone: Click or tap here to enter text.  
Email: Click or tap here to enter text.

Any notice personally given or sent by facsimile transmission shall be effective upon receipt. Any notice sent by overnight delivery service shall be effective the business day next following delivery thereof to the overnight delivery service. Any notice given by mail shall be effective three (3) days after deposit in the United States mail.

15. **Integration/Entire Agreement of Parties.** This Agreement constitutes the entire agreement between the Parties and supersedes all prior discussions, negotiations, and agreements, whether oral or written. This Agreement may be amended or modified only by a written instrument executed by both Parties.
16. **California Law.** This Agreement shall be governed by and the rights, duties and obligations of the Parties shall be determined and enforced in accordance with the laws of the State of California. The Parties further agree that any action or proceeding brought to enforce the terms and conditions of this Agreement shall be maintained in Monterey County, California.
17. **Waiver.** The waiver by either party of any breach of any term, covenant, or condition herein contained shall not be deemed to be a waiver of such term, covenant, condition, or any subsequent breach of the same or any other term, covenant, or condition herein contained.
18. **Severability.** If any term, condition or provision of this Agreement is held by a court of competent jurisdiction to be invalid, void or unenforceable, the remaining provisions will nevertheless continue in full force and effect, and shall not be affected, impaired or invalidated in any way.
19. **Attorney Fees/Costs.** Should litigation be necessary to enforce any terms or provisions of this Agreement, then each party shall bear its own litigation and collection expenses, witness fees, court costs and attorney's fees.
20. **Counterparts.** This Agreement and all amendments and supplements to it may be executed in counterparts, and all counterparts together shall be construed as one document.
21. **Incorporation of Recitals and Exhibits.** The Recitals and each exhibit attached hereto are hereby incorporated herein by reference.
22. **Non-Assignability.** Consultant may not, without the written permission of the District, use other consultants within Consultant's own firm, or outside experts to perform the services for the District.
23. **Submittal of Documents.** The Consultant shall not commence the Services under this Agreement until the Consultant has submitted and the District has approved the following documents:



- ☒ Signed Agreement
- ☐ Fingerprinting/Criminal Background Investigation Certification
- ☒ W-9 Form
- ☐ TB Declaration
- ☐ SafeSchools Training – completed within 6 weeks (Certification of Completion document required)

**IN WITNESS WHEREOF, the Parties hereto have executed this Agreement on the date indicated below.**

**Pacific Grove Unified School District**

**Consultant**

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

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

Name: \_\_\_\_\_

Name: \_\_\_\_\_

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

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

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

**Consultant Information** *(Consultant to complete):*

Address: \_\_\_\_\_

Telephone: \_\_\_\_\_

E-Mail: \_\_\_\_\_

**Type of Business Entity:**

- ☐ Corporation, State
- ☐ Individual
- ☐ Partnership
- ☐ Limited Liability Company
- ☐ Sole Proprietorship
- ☐ Limited Partnership
- ☐ Other: \_\_\_\_\_

*\*Federal Code of Regulations sections 6041 and 6209 require non-corporate recipients of \$600.00 or more to furnish their taxpayer identification number to the payer. The regulations also provide that a penalty may be imposed for failure to furnish the taxpayer identification number. In order to comply with these regulations, the District requires your federal tax identification number or Social Security number, whichever is applicable.*

- ☐ Student Learning and Achievement
- ☒ Health and Safety of Students and Schools
- ☐ Credibility and Communication
- ☐ Fiscal Solvency, Accountability and Integrity

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

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**SUBJECT:** Contracted Services with Coast Counties Truck & Equipment

**DATE:** June 2, 2022

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

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**RECOMMENDATION:**

The District Administration recommends the Board review and approve the contract with Coast Counties Truck & Equipment for the 2022-2023 school year.

**BACKGROUND:**

The state of California implemented a requirement in 1987 that stated that tour buses or any passenger vehicles 9 passengers or more would need to go through inspections every 45 days in order to be considered road-worthy. Failing to do so could result in large fines imposed by the CHP upon inspections, at their discretion.

**INFORMATION:**

Coast Counties Truck & Equipment provides specially trained mechanics to complete 45 Day Inspections required by the CHP. Coast Counties mechanics inspect the District's buses when they are in the shop for repairs and our bus mechanic is unable to perform the necessary inspections on time.

**FISCAL IMPACT:**

General Fund 01 \$13,000  
 Budgeted Transportation for the 2022/23 school year

# PACIFIC GROVE UNIFIED SCHOOL DISTRICT INDEPENDENT CONSULTANT AGREEMENT

**CONSULTANT FULL NAME** Coast Counties Truck & Equipment

**TAX I.D. NUMBER\*** \_\_\_\_\_ (Consultant to complete)

**SITE/DEPARTMENT** District Maintenance and Operations

**SUBMITTED BY** Song Chin Bendib, Assistant Superintendent

**ACCOUNT CODE** 01-0000-0-0000-3600-5800-00-013-7900-0720

**FUNDING SOURCE** General Fund 01

**AGREEMENT TOTAL AMOUNT** \$13,000.00

The District employee providing the attached Independent Consultant Agreement to the person or entity who will be providing special services to the District should first do the following:

1. Provide only the Pacific Grove Unified School District's approved Independent Consultant Agreement. The Independent Consultant Agreement should be completed in lieu of signing any vendor contract for services.
2. Review the insurance requirements for the person or entity and revise the insurance provisions of the agreement accordingly.
3. Review the forms under Section 20 and determine which of those documents should be attached to the agreement.

This Independent Consultant Agreement for Special Services ("Agreement") is made as of June 3, 2022 between the Pacific Grove Unified School District ("District") and Coast Counties Truck & Equipment("Consultant") (together, "Parties").

WHEREAS, the District is authorized by Section 53060 of the California Government Code to contract with and employ any persons for the furnishing of special services and advice in financial, economic, accounting, engineering, legal, transportation, administrative matters or other specialized services, if those persons are specially trained and experienced and competent to perform the special services required; and

WHEREAS, the District is in need of those services and/or advice; and

WHEREAS, the Consultant is specially trained and experienced and competent to perform the services required by the District, and those services are needed on a limited basis;

NOW, THEREFORE, the Parties agree as follows:

1. **Services.** The Consultant shall furnish to the District the following services herein by this reference ("Services" or "Work"): Consultant shall serve as a 45-Day bus Inspector. Consultant shall use their specialized experience and skills to organize, maintain to serve in this capacity. Services shall include but not be limited to: Complete 45 Day Inspections required by the CHP. Mechanics inspect the District's buses when they are in shop for repairs and the inspection cannot be performed by the District's bus mechanic. Repairs are either made in-house or buses are taken to Coast Counties in Salinas for repair.
2. **Term.** Consultant shall commence providing services under this Agreement on July 1, 2022, and will diligently perform as required and complete performance by June 30, 2023.

3. **Compensation.** District agrees to pay \$13,000.00 as invoiced to Consultant for Services satisfactorily rendered pursuant to this Agreement. This is not to exceed \$13,000.00 during the term of this Agreement. District shall pay Consultant according to the following terms and conditions:
  - 3.1. Payment for the Services shall be made for all undisputed amounts in installment payments within thirty (30) days after the Consultant submits an invoice to the District for Services actually completed.
4. **Expenses.** District shall not be liable to Consultant for any costs or expenses paid or incurred by Consultant in performing Services for District.
5. **Independent Consultant.** Consultant, in the performance of this Agreement, shall be and act as an Independent Consultant. Consultant understands and agrees that he/she shall not be considered an officer, employee, agent, partner, or joint venture of the District, and is not entitled to benefits of any kind or nature normally provided employees of the District and/or to which District's employees are normally entitled, including, but not limited to, State Unemployment Compensation or Worker's Compensation. Consultant shall assume full responsibility for payment of all federal, state and local taxes or contributions, including unemployment insurance, Social Security and income taxes with respect to Consultant. In the performance of the Services herein contemplated, Consultant is an independent Consultant or business entity, with the sole authority for controlling and directing the performance of the details of the Services, District being interested only in the results obtained.
6. **Performance of Services.**
  - 6.1. **Standard of Care.** Consultant represents that Consultant has the qualifications and ability to perform the Services in a professional manner, without the advice, control or supervision of the District. Consultant's Services will be performed, findings obtained, reports and recommendations prepared in accordance with generally and currently accepted principles and practices of his/her profession for services to California school districts.
  - 6.2. **District Approval.** The Services 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.
  - 6.3. **Licenses.** Consultant's represents that s/he possesses all required licenses to perform the Services provided in this Agreement.
7. **Termination.**
  - 7.1. **Without Cause by District.** District may, at any time, with or without reason, terminate this Agreement and compensate Consultant only for services satisfactorily rendered to the date of termination. Written notice by District shall be sufficient to stop further performance of services by Consultant. Notice shall be deemed given when received by the Consultant or no later than three days after the day of mailing, whichever is sooner.
  - 7.2. **Without Cause by Consultant.** Consultant may, upon thirty (30) days' notice, with or without reason, terminate this Agreement. Upon this termination, District shall only be obligated to compensate Consultant for services satisfactorily rendered to the date of termination. Written notice by Consultant shall be sufficient to stop further performance of services to District. Consultant acknowledges that this thirty (30) day notice period is acceptable so that the District can attempt to procure the Services from another source.
  - 7.3. **With Cause by District.** District may terminate this Agreement upon giving of written notice of intention to terminate for cause. Cause shall include:
    - 7.3.1. Material violation of this Agreement by the Consultant; or

7.3.2. Any act by Consultant exposing the District to liability to others for personal injury or property damage.

Written notice by District shall contain the reasons for such intention to terminate and unless within three (3) calendar days after that notice the condition or violation shall cease, or satisfactory arrangements for the correction thereof be made, this Agreement shall upon the expiration of the three (3) calendar days cease and terminate. In the event of this termination, the District may secure the required services from another Consultant. If the expense, fees, and/or costs to the District exceeds the cost of providing the services pursuant to this Agreement, the Consultant shall immediately pay the excess expense, fees, and/or costs to the District upon the receipt of the District's notice of these expense, fees, and/or costs. The foregoing provisions are in addition to and not a limitation of any other rights or remedies available to District.

8. **Fingerprinting.** The Fingerprinting/Criminal Background Investigation Certification must be completed and attached to this Agreement. (Applicable only if checked under Section 20, Submittal of Documents.)
9. **Compliance.** Consultant shall, at all times while providing the Services, comply with all federal, state, local and District laws, statutes, codes, ordinances, rules, regulations, policies, and requirements, as well as all state executive orders and all public health orders regarding student health and safety, including but not limited to, policies and procedures related to social distancing, the use of personal protective equipment ("PPE") such as face coverings and gloves, and the sanitization of facilities to help prevent the spread of COVID-19 and other contagious diseases.
10. **District's Evaluation of Consultant.** The District may evaluate the Consultant's performance. In no event shall an evaluation of Consultant be considered a prerequisite to the District exercising its rights under paragraph 7 above.
11. **Limitation of District Liability.** Other than as provided in this Agreement, District's financial obligations under this Agreement shall be limited to the payment of the compensation provided in this Agreement. Notwithstanding any other provision of this Agreement, in no event shall District be liable to Consultant, regardless of whether any claim is based on contract or tort, for any special, consequential, indirect or incidental damages, including, but not limited to, lost profits or revenue, arising out of or in connection with this Agreement for the services performed in connection with this Agreement.
12. **Indemnity.** Consultant shall defend, indemnify, and hold harmless District and its agents, representatives, officers, consultants, employees, Board of Trustees, members of the Board of Trustees (collectively, the "District Parties"), from and against any and all claims, demands, liabilities, damages, losses, suits and actions, and expenses (including, but not limited to attorney fees and costs including fees of consultants) of any kind, nature and description (collectively, the "Claims") directly or indirectly arising out of, connected with, or resulting from any act, error, omission, negligence, or willful misconduct of Consultant, its agents, subcontractors, employees, material or equipment suppliers, invitees, or licensees (collectively, the "Consultant Parties") in the performance of or failure to perform Consultant's or Consultant Parties' obligations under this Agreement, including, but not limited to Consultant's or Consultant Parties' use of District sites, performance of the Services, breach of any of the representations or warranties contained in this Agreement, or for injury to or death of persons or damage to property or delay or damage to the District or the District Parties. Such obligation shall not be construed to negate, abridge, or reduce other rights or obligations of indemnity, which would otherwise exist as to a party, person, or entity described in this paragraph. The indemnification provided for in this Section includes, without limitation to the foregoing, claims that may be made against District by any taxing authority asserting that an employer-employee relationship exists by reason of this Agreement, and any claims made against District alleging civil rights violations by Consultant or Consultant Parties under the California Fair Employment and Housing Act ("FEHA").

13. **Confidentiality.** The Consultant and all Consultant's agents, personnel, employee(s), and/or Sub-consultant(s) shall maintain the confidentiality of all information received in the course of performing the Services. This requirement to maintain confidentiality shall extend beyond the termination of this Agreement.
14. **Notice.** Any notice required or permitted to be given under this Agreement shall be deemed to have been given, served, and received if given in writing and either personally delivered or deposited in the United States mail, registered or certified mail, postage prepaid, return receipt required, or sent by overnight delivery service, or facsimile transmission, addressed as follows:

<u>District</u>	<u>Consultant</u>
Pacific Grove Unified School District	Name <u>Coast Counties Truck &amp; Equipment</u>
435 Hillcrest Avenue	Address: <u>920 Elvee Dr.</u>
Pacific Grove, CA 93950	City/State/Zip: <u>Salinas, CA 93902</u>
ATTENTION: Song Chin-Bendib,	Phone: <u>831-758-2441</u>
Assistant Superintendent/CBO	Email: <u><a href="#">Click or tap here to enter text.</a></u>

Any notice personally given or sent by facsimile transmission shall be effective upon receipt. Any notice sent by overnight delivery service shall be effective the business day next following delivery thereof to the overnight delivery service. Any notice given by mail shall be effective three (3) days after deposit in the United States mail.

15. **Integration/Entire Agreement of Parties.** This Agreement constitutes the entire agreement between the Parties and supersedes all prior discussions, negotiations, and agreements, whether oral or written. This Agreement may be amended or modified only by a written instrument executed by both Parties.
16. **California Law.** This Agreement shall be governed by and the rights, duties and obligations of the Parties shall be determined and enforced in accordance with the laws of the State of California. The Parties further agree that any action or proceeding brought to enforce the terms and conditions of this Agreement shall be maintained in Monterey County, California.
17. **Waiver.** The waiver by either party of any breach of any term, covenant, or condition herein contained shall not be deemed to be a waiver of such term, covenant, condition, or any subsequent breach of the same or any other term, covenant, or condition herein contained.
18. **Severability.** If any term, condition or provision of this Agreement is held by a court of competent jurisdiction to be invalid, void or unenforceable, the remaining provisions will nevertheless continue in full force and effect, and shall not be affected, impaired or invalidated in any way.
19. **Attorney Fees/Costs.** Should litigation be necessary to enforce any terms or provisions of this Agreement, then each party shall bear its own litigation and collection expenses, witness fees, court costs and attorney's fees.
20. **Counterparts.** This Agreement and all amendments and supplements to it may be executed in counterparts, and all counterparts together shall be construed as one document.
21. **Incorporation of Recitals and Exhibits.** The Recitals and each exhibit attached hereto are hereby incorporated herein by reference.

22. **Non-Assignability.** Consultant may not, without the written permission of the District, use other consultants within Consultant's own firm, or outside experts to perform the services for the District.

23. **Submittal of Documents.** The Consultant shall not commence the Services under this Agreement until the Consultant has submitted and the District has approved the following documents:

- ☒ Signed Agreement
- ☐ Fingerprinting/Criminal Background Investigation Certification
- ☒ W-9 Form
- ☐ TB Declaration
- ☐ SafeSchools Training – completed within 6 weeks (Certification of Completion document required)

**IN WITNESS WHEREOF, the Parties hereto have executed this Agreement on the date indicated below.**

**Pacific Grove Unified School District**

**Consultant**

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

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

Name: \_\_\_\_\_

Name: \_\_\_\_\_

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

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

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

**Consultant Information (Consultant to complete):**

Address: \_\_\_\_\_

Telephone: \_\_\_\_\_

E-Mail: \_\_\_\_\_

**Type of Business Entity:**

- ☐ Corporation, State
- ☐ Individual
- ☐ Partnership
- ☐ Limited Liability Company
- ☐ Sole Proprietorship
- ☐ Limited Partnership
- ☐ Other: \_\_\_\_\_

*\*Federal Code of Regulations sections 6041 and 6209 require non-corporate recipients of \$600.00 or more to furnish their taxpayer identification number to the payer. The regulations also provide that a penalty may be imposed for failure to furnish the taxpayer identification number. In order to comply with these regulations, the District requires your federal tax identification number or Social Security number, whichever is applicable.*

- ☐ Student Learning and Achievement
- ☒ Health and Safety of Students and Schools
- ☐ Credibility and Communication
- ☐ Fiscal Solvency, Accountability and Integrity

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

---

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

**DATE:** June 2, 2022

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

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**RECOMMENDATION:**

The District Administration recommends that the Board review and approve the Agreement for Services with the City of Pacific Grove for a School Resource Officer (SRO) for the 2022-2023 school year.

**BACKGROUND:**

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

**INFORMATION:**

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

The District will pay the City \$80,618.00 for the 180-day school year, which is an increase of \$1,193.00 from the previous year.

**FISCAL IMPACT:**

General Fund 01 \$80,618.



## **AGREEMENT FOR SERVICES**

**THIS AGREEMENT** (Agreement) is entered into on this 1st day of July 2022, by and between the PACIFIC GROVE UNIFIED SCHOOL DISTRICT (hereinafter referred to as "DISTRICT" and the CITY OF PACIFIC GROVE, a municipal corporation (hereinafter referred to as "CITY").

### **WITNESSETH**

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

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

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

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

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

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

### **1. TERM**

The Term of this Agreement shall be for one year commencing on July 1, 2022 through and including June 30, 2023 unless terminated pursuant to the terms of this agreement.

### **2. SCOPE OF SERVICES**

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

### **3. COMPENSATION/SERVICE RATES**

- A. The DISTRICT agrees to pay the CITY a not-to-exceed amount of Eighty-Thousand Six-Hundred Eighteen (\$80,618) for the SRO, for the Term as stated above.
- B. The CITY shall provide a SRO to the DISTRICT for all of the school days (180 school days) during the Term of this agreement.
- C. Time spent by the SRO attending municipal, juvenile court. And/or criminal cases arising from and/or out of the SRO's employment as an SRO shall be considered hours worked for the District and shall not be backfilled by the Department.
- D. Pursuant to Pacific Grove Police Department ("Department") protocols, the SRO is required to notify their supervisor of an absence and shall also notify the DISTRICT Superintendent or designee whenever possible. Otherwise, the Department Watch Commander will notify the DISTRICT when the SRO will be absent from work. Except for unforeseen circumstances, elective time off for the SRO will be utilized when school is not in session. Elective time off scheduled when school is in session shall be backfilled by the Department, utilizing on duty patrol personnel. Such coverage will be provided from regular patrol officers and may not represent a dedicated presence.
- E. The CITY shall send the DISTRICT an invoice at the beginning of the school year.
- F. If the invoice remains delinquent for a period in excess of 30 days, then the DISTRICT shall pay to the CITY, the maximum interest rate permitted by law from the 30th day following the date such amount became due, until paid.

### **4. GENERAL ADMINISTRATION AND MANAGEMENT**

- A. The Pacific Grove Chief of Police shall have the primary administrative responsibility under this Agreement for the CITY. The Chief of Police or their designee shall consult with the Superintendent of the DISTRICT or his designee on matters that pertain to this Agreement.
- B. Any complaint against the SRO arising from his or her actions shall be directed to the Chief of Police and handled in the manner as prescribed by law or standing policy.

### **5. SUSPENSION/TERMINATION OF AGREEMENT**

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

### **6. ASSIGNMENT**

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

## **7. HOLD HARMLESS**

- A. The CITY agrees to indemnify, defend, and save harmless the DISTRICT, its respective elected and appointed officials, officers, agents, and employees. from and against all claims, losses, actions, damages, expenses, and liabilities, including reasonable acts or omissions, to the extent to which those acts or omissions are related to the provisions of SRO services by the CITY under this Agreement in accord with the Scope of Services set forth in Exhibit A, attached hereto and incorporated by reference. The CITY assumes workers compensation liability for injury or death of its elected and appointed officials, officers, agents, and employees, and assumes no worker's compensation responsibility for the elected and appointed officials, officers, agents, and employees of the DISTRICT.
- B. The DISTRICT agrees to indemnify, defend and save harmless the CITY. its respective elected and appointed officials, officers, agents, and employees, for any acts of sole negligence or willful misconduct DISTRICT, its officers or employees when performing services within the Scope of Services set forth in Exhibit A.
- C. Both parties shall maintain in force, at all times during the performance of this Agreement, a policy of insurance covering all of its operations (including public liability and property damage) naming the other party as an additional insured, with not less than \$5,000,000.00 single limit liability and motor vehicle insurance, covering all motor vehicles (whether or not owned) used in providing services under this Agreement with a combined single limit of not less than \$1,000,000.00. Notice in writing shall be given at least 30 days in advance of cancellation, reduction in coverage limit, or intended non-renewal of any policy. Insurance shall be provided by a company authorized by law to transact insurance business in the State of California. In addition, the CITY and the DISTRICT agree that the CITY and the DISTRICT may self-insure against any loss or damage, which could be covered by a comprehensive general public liability insurance policy, and may also obtain coverage through an insurance pool.
- D. Policies shall also be endorsed to provide such insurance as primary insurance and that no insurance of an additional insured shall be called on to contribute to a loss covered by insurance. Any insurance required of either party to this Agreement may be provided by a plan of self-insurance and/or a public entity risk-sharing agreement at the option of the party.

## **8. INSURANCE AND WORKER'S COMPENSATION**

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

## **9. NOTICES**

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

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

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

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

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

## **10. VENUE**

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

## **11. AGREEMENT CONTAINS ALL UNDERSTANDINGS, AMENDMENT**

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

## **12. GOVERNING LAW**

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

## **13. WAIVER**

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

**14. INTERPRETATION OF CONFLICTING PROVISIONS**

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

**15. HEADINGS**

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

**16. NON-EXCLUSIVE AGREEMENT**

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

**17. CONSTRUCTION OF AGREEMENT**

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

**18. COUNTERPARTS**

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

**19. SEVERABILITY**

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

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

PACIFIC GROVE UNIFIED SCHOOL DISTRICT

\_\_\_\_\_  
Dr. Ralph Porras, Superintendent

\_\_\_\_\_  
Date

CITY OF PACIFIC GROVE

\_\_\_\_\_  
Bill Peake, Mayor

\_\_\_\_\_  
Date

\_\_\_\_\_  
Cathy Madalone, Police Chief

\_\_\_\_\_  
Date

APPROVED AS TO FORM

\_\_\_\_\_  
Dave Laredo, City Attorney

\_\_\_\_\_  
Date

APPROVED AS TO LIABILITY PROVISIONS

\_\_\_\_\_  
Tori Hannah, Admin. Services Director

\_\_\_\_\_  
Date

## EXHIBIT A

### SCOPE OF SERVICES, RESPONSIBILITIES DUTIES

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

#### ARTICLE I

##### *Rights and Duties of the CITY -*

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

##### 1. School Resource Officer

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

##### 2. Regular Duty Hours of the SRO

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

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

### 3. Duties, Obligations and Procedures of the SRO

The SRO shall:

- A. Wear the established Pacific Grove Police Department patrol uniform including safety equipment designed for use by sworn field personnel pursuant to the Pacific Grove Police Department's policy manual. Special uniforms or "plain clothes" may be worn for special circumstances as approved by the Police Chief or designee.
- B. Monitor the police radio frequency when on and off campus as well as be available by the Department-issued cellular phone.
- C. Make classroom presentations when requested by a school or DISTRICT administrator on such topics as the role of policing in the community, drug and alcohol abuse prevention, search and seizure, laws of arrest, traffic laws, crime prevention, victim's rights, community involvement and youth programs.
- D. Participate in discussions during class to establish rapport with students.
- E. Take appropriate law enforcement action as required by law and the policies and procedures of the Police Department.
- F. Within the bounds of applicable law, will notify the school principal, DISTRICT Safety Director, or Superintendent or designee as soon as practical of any violations or actions which impact school discipline, order or safety and such other violations and actions as the DISTRICT reasonably requests to be reported. This may include interviewing suspects or victims of criminal violations, issuing summonses, and addressing traffic concerns. Should it become necessary to conduct formal law enforcement interviews with students, the SRO shall adhere to the DISTRICT Policies, Police Department Procedures and Policies and legal requirements with regards to such interviews.
- G. Obtain prior permission, advice and guidance from the District Safety Director and school administrators before enacting any program with the school.
- H. Provide assistance to school administrators, faculty, and staff upon request, in developing emergency procedures and emergency management plans to include prevention and/or minimization of dangerous situations which may result from unauthorized intruders, natural or man caused disasters.



- I. Be familiar with DISTRICT policies and regulations related to safety and student conduct and discipline issues, including the DISTRICT'S Code of Conduct.
- J. Assist the District Safety Director, administrators, faculty and staff with addressing violations of DISTRICT policies at the SRO's discretion. However, the SRO shall not be expected or asked to detain or take into physical custody any student who has only violated a DISTRICT policy or code of conduct. It shall be understood and agreed that a SRO, as a law enforcement officer, can only detain or take into physical custody those students for whom there is reasonable suspicion or probable cause that they have committed a criminal offense. The SRO shall not be used for regular assigned lunch room duties, hall monitoring or other monitoring duties. If there is a problem area, the SRO may assist the school until the problem is resolved.
- K. Work to develop rapport with students and a working relationship with student organizations, faculty, staff members, DISTRICT administrators, parents and community members.
- L. Coordinate efforts with campus supervisory personnel, i.e., campus supervisors, hall monitors, and security personnel.
- M. Maintain detailed, accurate and up to date records as required by the CITY, DISTRICT and/or school administrator/principal.
- N. Attend, whenever possible, school and DISTRICT in-service training at the invitation of the District Safety Director, Superintendent or designee, or school administrator/principal.
- O. Assume the position of Juvenile Detective within the Police Department and address juvenile delinquency issues and problems as well as work proactively with all law enforcement agencies that service the DISTRICT'S community.
- P. Attend parent, faculty, student, administration and other meetings to provide information regarding the SRO program and provide opportunities for involvement and support.
- Q. Provide information regarding community programs so that proper referrals can be made and appropriate assistance accessed, and refer students to school counselors as needed. These programs may include mental health programs, drug treatment programs, anti-bullying programs, etc. The SRO, after consulting with the school administrator, may make referrals to such agencies when necessary thereby acting as a resource person to the students, staff, faculty and administration. Referral guidelines shall be determined by school administration.
- R. Maintain confidentiality of any and all information obtained in confidence and not disclose the information except as provided by the law or court order.
- S. Maintain confidentiality of DISTRICT records and information in accordance with DISTRICT policies.
- T. Perform other duties which will promote the purposes of the SRO program and which are mutually agreed upon by the DISTRICT and CITY.
- U. Submit SRO Monthly Report Log by the 10th of each Month to the DISTRICT Superintendent, Police Commander, and Police Supervisor.

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

### **ARTICLE III**

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

1. The DISTRICT shall provide a private office for the SRO to conduct matters of confidential business and access to records which are deemed necessary by the DISTRICT. The SRO shall maintain confidentiality of the records. The SRO shall confer with the school administrators/principal concerning confidentiality of records whenever necessary.
2. The DISTRICT shall provide a desk, filing cabinet with locking system and office furniture for use of the SRO.
3. Within legal requirements of confidentiality, the DISTRICT shall provide information regarding students who are currently suspended, expelled, excluded from extracurricular activities, or students or adults who are not supposed to be on or near the campus, to include any students who participate in an independent study program, or other off campus programs that do not require their presence on the school site.

### **ARTICLE IV**

*Appropriations -*

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

### **ARTICLE V**

*Employment Status of School Resource Officer -*

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

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

## ARTICLE VI

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

## ARTICLE VII

*Dismissal of School Resource Officer; Replacement –*

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

- ☒ Student Learning and Achievement
- ☐ Health and Safety of Students and Schools
- ☐ Credibility and Communication
- ☐ Fiscal Solvency, Accountability and Integrity

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

**SUBJECT:** Robert H. Down Elementary 2022-23 Single Plan for Student Achievement (SPSA)

**DATE:** June 2, 2022

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

**RECOMMENDATION:**

The District Administration recommends the Board review and approve the 2022-23 Robert H. Down Single Plan for Student Achievement.

**BACKGROUND:**

The PGUSD Board of Education is tasked annually with approving the Single Plan for Student Achievement (SPSA).

SPSAs are available on the PGUSD website and included in the Board packet.

**INFORMATION:**

Updates to the 2022-23 RHD Single Plan for Student Achievement:

- Pages 3-7: Annual updates to stakeholder survey feedback, analysis of instructional program, stakeholder involvement, and resource inequities.
- Page 8-31: Review of data extracted from CALPADS previously reviewed during PGUSD Board Reports: Student Population and Demographics, English Language Learner data/ELPAC scores, CAASPP/SBAC scores. MAP assessment results added for 2021-2022.
- Pages 32-44: SPSA Goals: 1) PGUSD LCAP Career Exploration, 2) PGUSD LCAP Social-Emotional Learning Supports, 3) PGUSD LCAP English Language and Math intervention and assessments progress monitoring, and 4) RHD Safety Goals (New Site Goal 4).

**FISCAL IMPACT:**

- Page 60 Details Site and Donations that will be provided to goals in 2021-2022 SPSA: \$38,011.00. Each activity provides amounts and purpose for spending from pages 35-59.

School Year: 2022-23



## School Plan for Student Achievement (SPSA) Template



Instructions and requirements for completing the SPSA template may be found in the SPSA Template Instructions.

School Name	County-District-School (CDS) Code	Schoolsite Council (SSC) Approval Date	Local Board Approval Date
Robert Down Elementary School	27661346026496	May 16, 2022	June 2, 2022

## Purpose and Description

Briefly describe the purpose of this plan (Select from Schoolwide Program, Comprehensive Support and Improvement, Targeted Support and Improvement, or Additional Targeted Support and Improvement)

### Schoolwide Program

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

Briefly describe the school's plan for effectively meeting the ESSA requirements in alignment with the Local Control and Accountability Plan and other federal, state, and local programs.

In order to uphold our Mission, Robert H. Down Elementary will identify students under-performing in ELA and Math by progress monitoring their academic growth through performance on Measurements of Academic Progress (MAP) interim assessments, DIBELS, Superkids, Benchmark, and SWUN Math then providing appropriate intervention services along with increasing student opportunities to participate in after school activities/clubs, leadership/service-learning projects, and social-emotional learning.



# Comprehensive Needs Assessment Components

## Data Analysis

Please refer to the School and Student Performance Data section where an analysis is provided.

## Surveys

This section provides a description of surveys (i.e., Student, Parent, Teacher) used during the school-year, and a summary of results from the survey(s).

Results of the 2020-21 CA Healthy Kids Student, Staff, and Parent surveys were not available for publication in the RHD 2021-22 SPSSA; however, the 2021-2022 results provide some improvements from previous responses in both 2019 and 2020:

- Decrease from 31% to 8% of 5th graders feeling like they were treated fairly after breaking rules.
- Students feeling safe at school slightly increased from 98% to 100%
- Connectedness to school has remained relatively the same from 2019 to 2022: 82% to 80%.
- In 2019, 41% of RHD 5th graders did not feel or only felt close to people at school sometimes. In 2022, this slightly decreased to 38%, but is still a concerning number.
- 45% of student respondents indicated they are sometimes bored in school and another 34% stated this occurred most or all of the time – a new question for 2022.
- Staff participation increased from 40 to 52, an 18% increase.

Results that have increased or decreased and show concerns are:

- Even though the number of students participating in the survey was more from last year, the percent was of the overall class was fewer compared to last year's results: 71% to 61%.
- 10% drop in student participation and slight 3% decrease in parent participation in the surveys.
- The increase from 76% to 90% of 5th grade students experiencing sadness.
- Increase from 20% to 26% of 5th graders not feeling part of the school or proud to be a part of it.
- Slight decrease of students feeling safe on campus from 88% to 85%.

Bullying continues to be a concern from students, parents, and staff. 47% of 5th graders indicate they have had a rumor spread about them – the same percentage as 2019. Students being called names or having jokes told about them has increased from 38% in 2019 to 51% in 2022. Cyberbullying was reported to increase from 17% in 2020 to 28% in 2022.

### Professional Development

56% and 60% of staff believe there should be professional development provided regarding the following topics: Meeting the social, emotional, and developmental needs of youth; and working with diverse racial, ethnic, or cultural groups.

## Classroom Observations

This section provides a description of types and frequency of classroom observations conducted during the school-year and a summary of findings.

17 official observations occurred for temporary, probationary, and permanent staff. It was made clear that these staff members are continuing to provide excellent lessons for RHD students that follow the tenets of Visible Learning. New staff have embraced SWUN math and focused on SEL/Toolbox lessons. Veteran staff are supporting students in Intervention and homeroom classrooms with interactive lessons that provide small group work and SEL brain breaks that have helped all students return to campus for a full weekly and daily schedule.

Other unofficial observations showed how much certain students are struggling with Social-Emotional issues in and out of the classroom. Time spent on student conflicts has taken away from academic observations and indicates how important the use of SEL lessons/Circles of Caring help students build resiliency. In addition, this year has shown how much student conflicts have also negatively affected families. More support for students helping their parents learn about Toolbox tools and Restorative Practices is needed through Toolbox Family Gathering Nights where students take the lead and showcase what they have learned through student panels and presentations.



## Analysis of Current Instructional Program

The following statements are derived from the Elementary and Secondary Education Act (ESEA) of 1965 and Essential Program Components (EPCs). In conjunction with the needs assessments, these categories may be used to discuss and develop critical findings that characterize current instructional practice for numerically significant subgroups as well as individual students who are:

- Not meeting performance goals
- Meeting performance goals
- Exceeding performance goals

Discussion of each of these statements should result in succinct and focused findings based on verifiable facts. Avoid vague or general descriptions. Each successive school plan should examine the status of these findings and note progress made. Special consideration should be given to any practices, policies, or procedures found to be noncompliant through ongoing monitoring of categorical programs.

## Standards, Assessment, and Accountability

Use of state and local assessments to modify instruction and improve student achievement (ESEA)

Measures for Academic Progress (MAP) Growth Reading, Language, and Math Assessments were conducted for 3rd, 4th, and 5th grades in lieu of SBAC/CAASPP assessments in May 2021 for a baseline.

The 4th grade cohort scored 82% in Math (Average to High scores combined) in May 2021, 78% in the Fall, and 95% in Winter. ELA

The 5th grade cohort scored 86% in Math in May 2021, 89% in the Fall, and 93% in Winter. They scored 91% in Reading in May 2021, 93% in the Fall, and 86% in Winter.

For Kindergarten through 3rd grade the cohorts earned the following scores in Fall 2021 and winter 2022: Kindergarten – Math, 96% to 94%; Reading, 98% to 94%; 1st Grade – Math, 81% to 84%; Reading – 74% to 82%; 2nd Grade – Math, 80% to 87%; Reading, 82% to 81%; 3rd Grade - Math, 79% to 90%; Reading, 81% to 92%.

All students that measured Red (Intensive Support) and some that measured in Yellow (Strategic Support) qualified for Intervention services. Additionally, EL and SPED students received intervention services based on their ELPAC and IEP assessment results, respectively.

Use of data to monitor student progress on curriculum-embedded assessments and modify instruction (EPC)

Teachers did have access to DIBELS Reading and MAP ELA and math results in September and February to use for classroom small group intervention instruction.

1st Grade: MAP, Dibels, Superkids, and SWUN assessments used for small group creation and instruction. Also used to determine intervention needs.

2nd Grade: Based on math MAP assessments students were pulled for small group support. Using DIBELS data gives 2nd grade the best predictor of reading skills, these assessments help guide grade level's focus during phonics instruction. Small group rotations have given 2nd-grade opportunities for more targeted instruction. The 2nd-grade team believes switching to K-2 MAP assessment would give a better picture of students' foundational skills and abilities.

3rd Grade: DIBELS, MAZE, MAP, Benchmark, and SWUN assessments in addition to informal observations and assessments used for small-group formation and intervention. No shared prep time this year, so each class did their own Swun unit assessments with no adjustment to this adopted curriculum.

4th Grade: Created small groups, organized re-teach lessons, tracked scholars that need additional resources, created additional skills/concepts practice opportunities, and identified those that need more challenging work

RHD will need to create a method to collect curriculum-embedded assessment results from all grade levels for Superkids (Primary, K-2nd), Benchmark ELA (3rd-5th), and SWUN Math (Kindergarten-5th), along with collecting results of how grade levels are making decisions to modify instruction.

## Staffing and Professional Development



**Status of meeting requirements for highly qualified staff (ESEA)**

All teaching staff meets requirements of NCLB with additional instructional assistants holding teaching certification.

**Sufficiency of credentialed teachers and teacher professional development (e.g., access to instructional materials training on SBE-adopted instructional materials) (EPC)**

All teachers continue to be properly credentialed. New staff received SWUN math training along with Big Five Safety Protocol training.

**Alignment of staff development to content standards, assessed student performance, and professional needs (ESEA)**

District-wide Social-Emotional Learning (SEL) and Cultural Proficiency professional development was provided to all credentialed and classified staff; five staff members from each district site also continued to receive additional training to create and implement a district Equity Plan starting in 2022-2023. Additional training occurred in MAP assessments and the Synergy student information system.

**Ongoing instructional assistance and support for teachers (e.g., use of content experts and instructional coaches) (EPC)**

SWUN Math and MAP assessment representatives led introduction sessions for staff. PGUSD PG Tech staff led sessions covering the Synergy student information system.

**Teacher collaboration by grade level (kindergarten through grade eight [K–8]) and department (grades nine through twelve) (EPC)**

Early release Thursdays provided collaboration opportunities for all grade levels.

## Teaching and Learning

**Alignment of curriculum, instruction, and materials to content and performance standards (ESEA)**

Most pacing guide agreements for grade levels were decided during the 2020-2021 school year involving Forest Grove and Robert Down Elementary teachers from all grade levels. Forest Grove and Robert Down representatives participated in a Social Studies pilot with the PGUSD Board of Education to approve the selection in June 2022. The PGUSD Curriculum Dept. and site Science representatives decided to wait for the Science Scopes pilot to be postponed for an additional year and not to begin until 2023-2024; until then, all teachers have access to Mystery Science and are provided a stipend for science materials through the Curriculum Dept.

**Adherence to recommended instructional minutes for reading/language arts and mathematics (K–8) (EPC)**

All classrooms focus on ELA (Superkids/Benchmark/Novel Studies) and SWUN Math instruction daily. RHD meets the CA Ed Code requirement for instructional minutes: 46,605 for Kindergarten and 54,195 for grades 1st – 5th (36,000 -Kindergarten, 50,400 – 1st through 3rd, and 54,000 – 4th and 5th required).

**Lesson pacing schedule (K–8) and master schedule flexibility for sufficient numbers of intervention courses (EPC)**

Speech, OT, and Intervention/RSP reading & math sessions were created to best fit students' schedules. All IEP minutes were served.

**Availability of standards-based instructional materials appropriate to all student groups (ESEA)**

Standards based materials are available to all students.



Use of SBE-adopted and standards-aligned instructional materials, including intervention materials, and for high school students, access to standards-aligned core courses (EPC)

SBE adopted materials are used in ELA, Math, and Social Studies. Social Studies pilot occurred in 2021-2022 and will begin 2022-2023. Science was vetted during 2019-20 and will be begin in 2023-2024.

## Opportunity and Equal Educational Access

Services provided by the regular program that enable underperforming students to meet standards (ESEA)

118 K-5 students were served by Intervention up through the Winter MAP assessment period. 53 of these students graduated out of Intervention Tier-2 services (45%).

PGUSD provides one 1.0 FTE RHD Intervention teacher and added one 0.5 Temporary position after Winter Break and an additional Temporary 5th grade math intervention teacher began services in March 2022.

Small groups in classroom, individual assistance by teacher and classroom aides, intervention program, English Language Development program, and Resource Specialist pull out and push in services.

Evidence-based educational practices to raise student achievement

PLCs, Progress Monitoring, Small Group Instruction in class and pull-out services. SWUN Math curriculum follows the tenants of Visible Learning and all teaching staff have been trained to deliver lessons in this manner.

## Parental Engagement

Resources available from family, school, district, and community to assist under-achieving students (ESEA)

Additional funding was provided for a 0.5 intervention teacher that began in January 2022 as well as a 5th-grade math intervention teacher that began in March 2022.

Involvement of parents, community representatives, classroom teachers, other school personnel, and students in secondary schools, in the planning, implementation, and evaluation of ConApp programs (5 California Code of Regulations 3932)

N/A

## Funding

Services provided by categorical funds that enable underperforming students to meet standards (ESEA)

N/A Robert Down does not qualify for Title I funding.

Fiscal support (EPC)

# Stakeholder Involvement

How, when, and with whom did the school consult as part of the planning process for this SPSA/Annual Review and Update?

## Involvement Process for the SPSA and Annual Review and Update

The Robert H. Down Site Council reviewed the 2022-2023 SPSA on May 9, 2022. Regular monthly meetings occurred on 9/21/2021, 10/18/2021, 12/13/2022, 1/24/2022, 2/1/2022, 2/28/2022, 2/21/2022, 4/18/2022, and 5/09/2022. All Site Council agendas are sent via SMORE to all RHD families before each meeting.

Other parental input was sought during Cocoa with Keller nights (8/24/2021, 9/23/2021, 10/26/2021, 11/30/2020, 12/17/2021, 01/18/2021, 03/01/2021, 05/24/2022) and PTA Meetings (8/9/2021, 9/7/2021, 10/04/2020, 11/01/2020, 11/17/2021, 1/04/2022, 1/18/2022, 02/01/2021, 3/1/2022, 3/22/2022, 04/18/2022).

## Resource Inequities

Briefly identify and describe any resource inequities identified as a result of the required needs assessment, as applicable.

Lack of funding for Spanish instructor for all grade levels for 2021-2022; however, a Spanish teacher will be funded for 4th and 5th grades for 2022-2023.



# School and Student Performance Data

## Student Enrollment Enrollment By Student Group

## Student Enrollment Enrollment By Grade Level

Student Enrollment by Grade Level			
Grade	Number of Students		
	18-19	19-20	20-21
Kindergarten	82	66	61
Grade 1	73	86	72
Grade 2	88	74	88
Grade3	76	92	75
Grade 4	79	73	79
Grade 5	64	79	67
Total Enrollment	462	470	442

### Conclusions based on this data:

1. The overall population of RHD is declining from 470 in 2019-2020 to 434 in 2021-2022. The PGUSD Board is allowing for the class of 2024 to continue their fourth classroom for social-emotional reasons, despite the grade level's population decline.
2. The COVID-19 pandemic and Distance Learning negatively affected Robert Down's population along with continued rise in cost of living in Pacific Grove.

# School and Student Performance Data

## Student Enrollment English Learner (EL) Enrollment

English Learner (EL) Enrollment						
Student Group	Number of Students			Percent of Students		
	18-19	19-20	20-21	18-19	19-20	20-21
English Learners	15	22	19	3.2%	4.7%	4.3%
Fluent English Proficient (FEP)	43	40	27	9.3%	8.5%	6.1%
Reclassified Fluent English Proficient (RFEP)	6	6	0	14.0%	40.0%	0.0%

### Conclusions based on this data:

1. The 0.5 FTE RHD ELD teacher began providing additional time at Forest Grove Elementary starting in 2019-2020 but has provided half days at RHD for 2021-2022.
2. COVID-19 reduced our EL population in 2020-2021 due to travel restrictions. Many EL families come to RHD while parent is enrolled at local Naval Post Graduate School (NPS) masters program or teaching at the Defense Language Institute (DLI) or NPS for 1-2 years. RHD has a multi-national EL population; languages have included Korean, Arabic, Swedish, Norwegian, German, French, Spanish, and Portuguese.



# School and Student Performance Data

## Local Assessment Results: NWEA/MAP English Language Arts/Literacy

NWEA/MAP Student Groups	NWEA/MAP Total Enrollment	NWEA/MAP Number Tested	NWEA/MAP Percent Tested	NWEA/MAP Percent Not Tested	NWEA/MAP Percent At or Above Grade Level
All Students	214	208	97	3	88
Female	103	94	91	9	92
Male	111	106	95	5	85
American Indian or Alaska Native	5	4	80	20	75
Asian	25	23	92	8	100
Black or African American	7	7	100	0	88
Filipino	0	0	0	0	0
Hispanic or Latino	40	39	98	2	77
Native Hawaiian or Pacific Islander	1	0	100	0	100
Two or More Races	6	5	83	17	100
White	129	129	100	0	91
English Learners	3	3	100	0	0
Foster Youth	0	0	0	0	0
Homeless	0	0	0	0	0
Military	20	20	100	0	100
Socioeconomically Disadvantaged	40	37	93	7	81
Students Receiving Migrant Education	0	0	0	0	0
Students with Disabilities	23	20	87	13	65

# School and Student Performance Data

## Local Assessment Results: NWEA/MAP Mathematics

NWEA/MAP Student Groups	NWEA/MAP Total Enrollment	NWEA/MAP Number Tested	NWEA/MAP Percent Tested	NWEA/MAP Percent Not Tested	NWEA/MAP Percent At or Above Grade Level
All Students	214	207	97	3	79
Female	103	101	98	2	76
Male	111	106	95	5	81
American Indian or Alaska Native	5	4	80	20	75
Asian	25	23	92	8	96
Black or African American	7	7	100	0	29
Filipino	0	0	0	0	0
Hispanic or Latino	40	39	98	2	69
Native Hawaiian or Pacific Islander	1	1	100	0	0
Two or More Races	6	5	83	17	100
White	129	109	85	15	83
English Learners	3	3	100	0	0
Foster Youth	0	0	0	0	0
Homeless	0	0	0	0	0
Military	20	20	100	0	85
Socioeconomically Disadvantaged	40	36	90	10	67
Students Receiving Migrant Education	0	0	0	0	0
Students with Disabilities	23	20	87	13	45



# School and Student Performance Data

## CAASPP Results English Language Arts/Literacy (All Students)

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with			% of Enrolled Students		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
Grade 3	73	74	71	72	73	0	72	73	0	98.6	98.6	0.0
Grade 4	74	83	82	69	81	0	69	81	0	93.2	97.6	0.0
Grade 5	98	66	62	97	60	0	97	60	0	99	90.9	0.0
All Grades	245	223	215	238	214	0	238	214	0	97.1	96	0.0

The “% of Enrolled Students Tested” showing in this table is not the same as “Participation Rate” for federal accountability purposes.

### 2019-20 Data:

Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard			% Standard Met			% Standard Nearly			% Standard Not		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
Grade 3	2489.	2500.		54.17	58.90		27.78	16.44		9.72	24.66		8.33	0.00	
Grade 4	2551.	2539.		62.32	55.56		26.09	20.99		7.25	16.05		4.35	7.41	
Grade 5	2574.	2599.		51.55	63.33		31.96	23.33		8.25	10.00		8.25	3.33	
All Grades	N/A	N/A	N/A	55.46	58.88		28.99	20.09		8.40	17.29		7.14	3.74	

### 2019-20 Data:

Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

Reading Demonstrating understanding of literary and non-fictional texts									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
Grade 3	48.61	50.68		38.89	43.84		12.50	5.48	
Grade 4	59.42	54.32		36.23	38.27		4.35	7.41	
Grade 5	45.36	63.33		45.36	31.67		9.28	5.00	
All Grades	50.42	55.61		40.76	38.32		8.82	6.07	

### 2019-20 Data:

Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.



Writing Producing clear and purposeful writing									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
Grade 3	51.39	46.58		34.72	52.05		13.89	1.37	
Grade 4	57.97	41.98		40.58	48.15		1.45	9.88	
Grade 5	59.79	68.33		32.99	26.67		7.22	5.00	
All Grades	56.72	50.93		35.71	43.46		7.56	5.61	

2019-20 Data:

Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

Listening Demonstrating effective communication skills									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
Grade 3	43.06	50.68		51.39	46.58		5.56	2.74	
Grade 4	43.48	40.74		55.07	55.56		1.45	3.70	
Grade 5	35.05	48.33		60.82	45.00		4.12	6.67	
All Grades	39.92	46.26		56.30	49.53		3.78	4.21	

2019-20 Data:

Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

Research/Inquiry Investigating, analyzing, and presenting information									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
Grade 3	54.17	46.58		40.28	45.21		5.56	8.22	
Grade 4	59.42	45.68		40.58	46.91		0.00	7.41	
Grade 5	56.70	61.67		34.02	33.33		9.28	5.00	
All Grades	56.72	50.47		37.82	42.52		5.46	7.01	

2019-20 Data:

Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

**Conclusions based on this data:**

1. Robert Down Elementary earned National Blue Ribbon Recognition for ELA and Math scores from 2015-2019.
2. Progress monitoring occurring to identify students requiring ELA and math intervention. On going discussions among administrator, intervention, and grade level teachers needs to occur to discuss specific modifications to lessons/curriculum.
3. PGUSD did not conduct CAASPP assessments in 2019-20 or 2020-2021.



# School and Student Performance Data

## CAASPP Results Mathematics (All Students)

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with			% of Enrolled Students		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
Grade 3	73	74	71	72	73	0	72	73	0	98.6	98.6	0.0
Grade 4	74	83	82	70	82	0	70	82	0	94.6	98.8	0.0
Grade 5	98	66	62	97	60	0	97	60	0	99	90.9	0.0
All Grades	245	223	215	239	215	0	239	215	0	97.6	96.4	0.0

\* The "% of Enrolled Students Tested" showing in this table is not the same as "Participation Rate" for federal accountability purposes.

### 2019-20 Data:

Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard			% Standard Met			% Standard Nearly			% Standard Not		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
Grade 3	2500.	2500.		44.44	52.05		44.44	24.66		9.72	15.07		1.39	8.22	
Grade 4	2532.	2525.		38.57	34.15		35.71	36.59		22.86	25.61		2.86	3.66	
Grade 5	2570.	2579.		50.52	53.33		24.74	26.67		15.46	13.33		9.28	6.67	
All Grades	N/A	N/A	N/A	45.19	45.58		33.89	29.77		15.90	18.60		5.02	6.05	

### 2019-20 Data:

Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

Concepts & Procedures Applying mathematical concepts and procedures									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
Grade 3	62.50	65.75		34.72	24.66		2.78	9.59	
Grade 4	50.00	52.44		41.43	32.93		8.57	14.63	
Grade 5	62.89	60.00		21.65	30.00		15.46	10.00	
All Grades	59.00	59.07		31.38	29.30		9.62	11.63	

### 2019-20 Data:

Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.



<b>Problem Solving &amp; Modeling/Data Analysis</b> <b>Using appropriate tools and strategies to solve real world and mathematical problems</b>									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
Grade 3	56.94	57.53		41.67	36.99		1.39	5.48	
Grade 4	45.71	37.80		50.00	51.22		4.29	10.98	
Grade 5	50.52	46.67		40.21	46.67		9.28	6.67	
All Grades	51.05	46.98		43.51	45.12		5.44	7.91	

2019-20 Data:

Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

<b>Communicating Reasoning</b> <b>Demonstrating ability to support mathematical conclusions</b>									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
Grade 3	54.17	56.16		40.28	34.25		5.56	9.59	
Grade 4	48.57	51.22		48.57	42.68		2.86	6.10	
Grade 5	40.21	48.33		47.42	45.00		12.37	6.67	
All Grades	46.86	52.09		45.61	40.47		7.53	7.44	

2019-20 Data:

Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

**Conclusions based on this data:**

1. Communicating Reasoning was the only category to reduce the Below Standard numbers from 2016-2019.
2. With adoption of SWUN Math and new intervention teachers at Forest Grove and Robert Down, it will need to be determined if SWUN Math provides the curriculum/materials necessary to build up skills and concept knowledge for students scoring in the Below Standards range within classrooms and the Intervention programs at each school.
3. CAASPP assessments have not been administered since PGUSD elementary schools adopted SWUN math. This curriculum provides daily review of previous concepts along with increased access to word problems which require analysis of how students answered questions.

# School and Student Performance Data

## ELPAC Results

ELPAC Summative Assessment Data Number of Students and Mean Scale Scores for All Students												
Grade Level	Overall			Oral Language			Written Language			Number of Students Tested		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
K		*	*		*	*		*	*		*	*
1	*	*	*	*	*	*	*	*	*	*	*	*
2	*	*	*	*	*	*	*	*	*	*	5	*
3	*	*		*	*		*	*		*	*	
4	*	*	*	*	*	*	*	*	*	*	*	4
5	*	*	*	*	*	*	*	*	*	*	*	*
All Grades										18	14	10

### 2019-20 Data:

Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

Overall Language Percentage of Students at Each Performance Level for All Students															
Grade Level	Level 4			Level 3			Level 2			Level 1			Total Number of Students		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
K		*	*		*	*		*	*		*	*		*	*
1	*	*	*	*	*	*	*	*	*		*	*	*	*	*
2	*	*	*		*	*		*	*		*	*	*	*	*
3		*		*	*		*	*			*		*	*	
4	*	*	*	*	*	*	*	*	*		*	*	*	*	*
5	*	*	*	*	*	*		*	*		*	*	*	*	*
All Grades	*	35.71	*	*	35.71	*	*	7.14	*		21.43	*	18	14	*

### 2019-20 Data:

Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.



Oral Language Percentage of Students at Each Performance Level for All Students															
Grade Level	Level 4			Level 3			Level 2			Level 1			Total Number of Students		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
K		*	*		*	*		*	*		*	*		*	*
1	*	*	*	*	*	*		*	*		*	*	*	*	*
2	*	*	*	*	*	*		*	*		*	*	*	*	*
3		*		*	*		*	*			*		*	*	
4	*	*	*	*	*	*	*	*	*		*	*	*	*	*
5	*	*	*	*	*	*		*	*		*	*	*	*	*
All Grades	*	50.00	*	*	28.57	*	*	0.00	*		21.43	*	18	14	*

2019-20 Data:

Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

Written Language Percentage of Students at Each Performance Level for All Students															
Grade Level	Level 4			Level 3			Level 2			Level 1			Total Number of Students		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
K		*	*		*	*		*	*		*	*		*	*
1	*	*	*	*	*	*		*	*	*	*	*	*	*	*
2	*	*	*		*	*		*	*		*	*	*	*	*
4	*	*	*	*	*	*		*	*	*	*	*	*	*	*
5	*	*	*	*	*	*		*	*		*	*	*	*	*
All Grades	*	21.43	*	*	28.57	*	*	35.71	*	*	14.29	*	18	14	*

2019-20 Data:

Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

Listening Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
K		*	*		*	*		*	*		*	*
1	*	*	*	*	*	*		*	*	*	*	*
2	*	*	*		*	*		*	*	*	*	*
4	*	*	*	*	*	*		*	*	*	*	*
5	*	*	*	*	*	*		*	*	*	*	*
All Grades	61.11	42.86	*	*	42.86	*	*	14.29	*	18	14	*

2019-20 Data:

Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

Speaking Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
K		*	*		*	*		*	*		*	*
1	*	*	*	*	*	*		*	*	*	*	*
2	*	*	*	*	*	*		*	*	*	*	*
4	*	*	*	*	*	*		*	*	*	*	*
5	*	*	*		*	*		*	*	*	*	*
All Grades	*	64.29	*	*	14.29	*		21.43	*	18	14	*

2019-20 Data:

Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

Reading Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
K		*	*		*	*		*	*		*	*
1	*	*	*	*	*	*	*	*	*	*	*	*
2	*	*	*		*	*		*	*	*	*	*
4	*	*	*	*	*	*		*	*	*	*	*
5	*	*	*	*	*	*		*	*	*	*	*
All Grades	*	28.57	*	*	50.00	*	*	21.43	*	18	14	*

2019-20 Data:

Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.



Writing Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
K		*	*		*	*		*	*		*	*
1	*	*	*	*	*	*		*	*	*	*	*
2	*	*	*	*	*	*		*	*	*	*	*
4	*	*	*		*	*	*	*	*	*	*	*
5	*	*	*	*	*	*		*	*	*	*	*
All Grades	61.11	35.71	*	*	57.14	*	*	7.14	*	18	14	*

**2019-20 Data:**

Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

**Conclusions based on this data:**

1. Strongest area for Robert Down EL students is Speaking.
2. More ELPAC data is needed to help determine classroom interventions/strategies for teachers.

# School and Student Performance Data

## Student Population

Although both Senate Bill 98 and Assembly Bill 130 suspended the publication of state indicators on the 2020 and 2021 California School Dashboards, these bills also required the reporting of valid and reliable data that would have been included in these Dashboards.

To meet this requirement, CDE has made available the Enrollment, Graduation Rate Additional Report and the College/Career Measures Report data available. All other reports are not available for 2020 and 2021.

This section provides information about the school's student population.

2020-21 Student Population			
Total Enrollment	Socioeconomically Disadvantaged	English Learners	Foster Youth
442	17.0	4.3	This is the percent of students whose well-being is the responsibility of a court.
This is the total number of students enrolled.	This is the percent of students who are eligible for free or reduced priced meals; or have parents/guardians who did not receive a high school diploma.	This is the percent of students who are learning to communicate effectively in English, typically requiring instruction in both the English Language and in their academic courses.	

2019-20 Enrollment for All Students/Student Group		
Student Group	Total	Percentage
English Learners	19	4.3
Foster Youth		
Homeless	1	0.2
Socioeconomically Disadvantaged	75	17.0
Students with Disabilities	48	10.9

Enrollment by Race/Ethnicity		
Student Group	Total	Percentage
African American	12	2.7
American Indian or Alaska Native	6	1.4
Asian	35	7.9
Filipino	4	0.9
Hispanic	83	18.8
Two or More Races	20	4.5
Native Hawaiian or Pacific Islander	3	0.7
White	276	62.4

### Conclusions based on this data:

1. Robert Down's largest population continues to be white with slight increases of Hispanic and Asian students.



2. Efforts should continue to ensure equity and access to curriculum for all targeted populations: SED, EL, SPED, and non-majority populations.





# School and Student Performance Data

## Overall Performance

Although both Senate Bill 98 and Assembly Bill 130 suspended the publication of state indicators on the 2020 and 2021 California School Dashboards, these bills also required the reporting of valid and reliable data that would have been included in these Dashboards.

To meet this requirement, CDE has made available the Enrollment, Graduation Rate Additional Report and the College/Career Measures Report data available. All other reports are not available for 2020 and 2021, thus the most recent data (2019 Fall) is provided here.

### 2019 Fall Dashboard Overall Performance for All Students

Academic Performance	Academic Engagement	Conditions & Climate
<b>English Language Arts</b>  Blue	<b>Chronic Absenteeism</b>  Green	<b>Suspension Rate</b>  Blue
<b>Mathematics</b>  Blue		

### Conclusions based on this data:

- 3rd, 4th, 5th Grade students are performing well on CAASPP ELA and Math assessments.
- Families are continuing to use Justifiable Absence Requests to take students out for trips, which drops Robert Down from Blue into Green.

# School and Student Performance Data

## Academic Performance English Language Arts

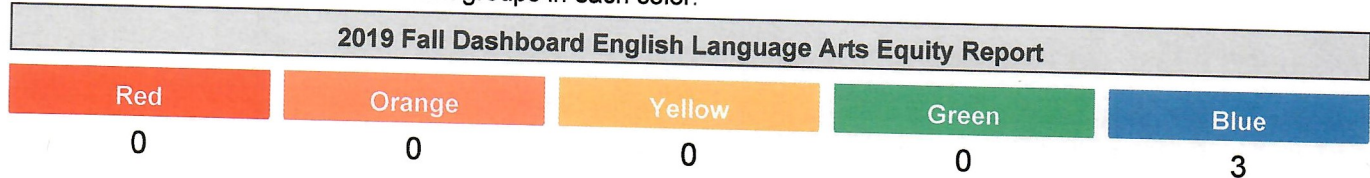
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To meet this requirement, CDE has made available the Enrollment, Graduation Rate Additional Report and the College/Career Measures Report data available. All other reports are not available for 2020 and 2021, thus the most recent data (2019 Fall) is provided here.







The performance levels are color-coded and range from lowest-to-highest performance in the following order:



This section provides number of student groups in each color.











This section provides a view of Student Assessment Results and other aspects of this school's performance, specifically how well students are meeting grade-level standards on the English Language Arts assessment. This measure is based on student performance on the Smarter Balanced Summative Assessment, which is taken annually by students in grades 3–8 and grade 11.

2019 Fall Dashboard English Language Arts Performance for All Students/Student Group		
All Students	English Learners	Foster Youth
 Blue 77.9 points above standard Increased ++7.6 points 203	 No Performance Color 44.1 points above standard Declined -8.7 points 19	 No Performance Color 0 Students
Homeless	Socioeconomically Disadvantaged	Students with Disabilities
 No Performance Color 0 Students	 Blue 56.8 points above standard Increased Significantly ++18.0 points 44	 No Performance Color 21.6 points above standard Increased ++11.9 points 25



**2019 Fall Dashboard English Language Arts Performance by Race/Ethnicity**

<b>African American</b>  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 5	<b>American Indian</b>  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 4	<b>Asian</b>  No Performance Color 86.6 points above standard Increased ++5 points 29	<b>Filipino</b>  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 4
<b>Hispanic</b>  Blue 56.7 points above standard Maintained -0.1 points 31	<b>Two or More Races</b>  No Performance Color 0 Students	<b>Pacific Islander</b>  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 1	<b>White</b>  Blue 85.9 points above standard Increased ++14 points 128

This section provides a view of Student Assessment Results and other aspects of this school's performance, specifically how well students are meeting grade-level standards on the English Language Arts assessment. This measure is based on student performance on the Smarter Balanced Summative Assessment, which is taken annually by students in grades 3–8 and grade 11.

**2019 Fall Dashboard English Language Arts Data Comparisons for English Learners**

<b>Current English Learner</b> Less than 11 Students - Data Not Displayed for Privacy 3	<b>Reclassified English Learners</b> 54.4 points above standard Declined -11.7 points 16	<b>English Only</b> 78.7 points above standard Increased ++6.4 points 166
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**Conclusions based on this data:**

1. District identified, targeted subgroups are performing well on CAASPP ELA assessments.
2. Although EL students' overall ELA scores declined by 8.7 points, they continue to perform 44.1 points over standard.

# School and Student Performance Data

## Academic Performance Mathematics

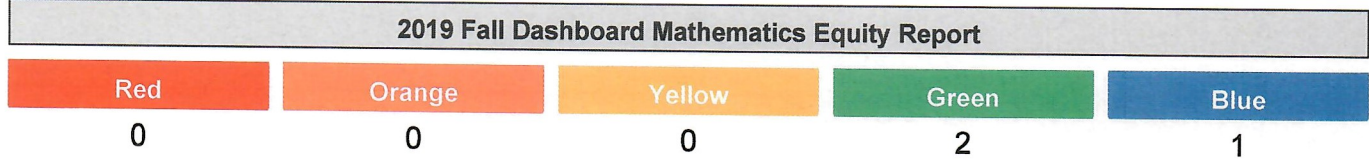
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The performance levels are color-coded and range from lowest-to-highest performance in the following order:










This section provides number of student groups in each color.



This section provides a view of Student Assessment Results and other aspects of this school's performance, specifically how well students are meeting grade-level standards on the Mathematics assessment. This measure is based on student performance on the Smarter Balanced Summative Assessment, which is taken annually by students in grades 3–8 and grade 11.

2019 Fall Dashboard Mathematics Performance for All Students/Student Group		
All Students	English Learners	Foster Youth
 Blue 52.6 points above standard Maintained ++2.6 points 202	 No Performance Color 34.5 points above standard Declined Significantly -23.1 points 19	
Homeless	Socioeconomically Disadvantaged	Students with Disabilities
	 Green 28.4 points above standard Increased ++6.1 points 43	 No Performance Color 0.6 points below standard Increased ++7.1 points 24



2019 Fall Dashboard Mathematics Performance by Race/Ethnicity			
<b>African American</b>  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 5	<b>American Indian</b>  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 4	<b>Asian</b>  No Performance Color 79.4 points above standard Increased ++13.3 points 29	<b>Filipino</b>  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 4
<b>Hispanic</b>  Green 31.1 points above standard Declined -5.7 points 31	<b>Two or More Races</b>	<b>Pacific Islander</b>  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 1	<b>White</b>  Blue 56 points above standard Increased ++3.4 points 127

This section provides a view of Student Assessment Results and other aspects of this school's performance, specifically how well students are meeting grade-level standards on the Mathematics assessment. This measure is based on student performance on the Smarter Balanced Summative Assessment, which is taken annually by students in grades 3–8 and grade 11.

2019 Fall Dashboard Mathematics Data Comparisons for English Learners		
<b>Current English Learner</b> Less than 11 Students - Data Not Displayed for Privacy 3	<b>Reclassified English Learners</b> 47.1 points above standard Declined -14.2 points 16	<b>English Only</b> 51.2 points above standard Maintained ++1 points 165

**Conclusions based on this data:**

- Overall, Robert Down Students continue to perform well on CAASPP math assessments.
- More emphasis is needed for EL and Hispanic student support with math Intervention within classrooms and pull-out services.

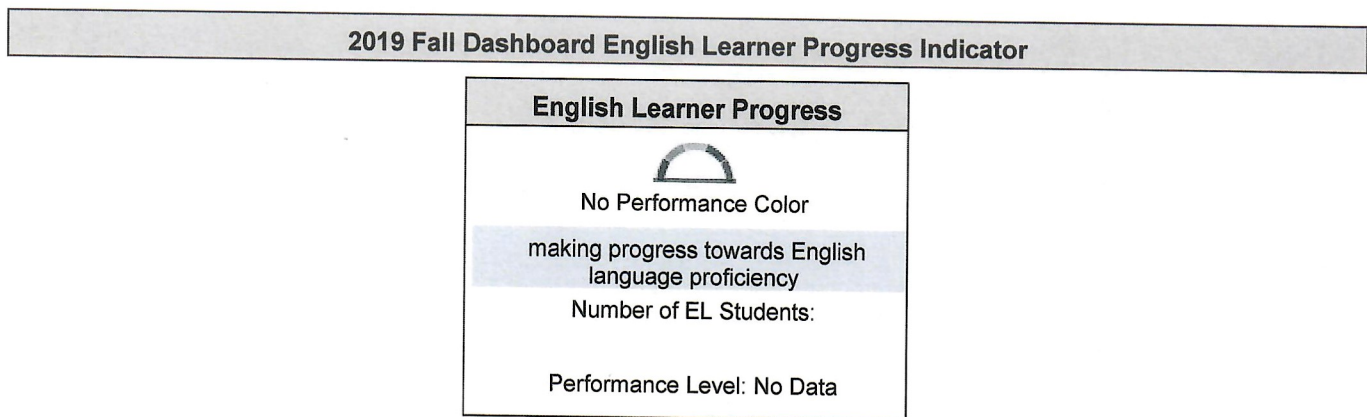
# School and Student Performance Data

## Academic Performance English Learner Progress

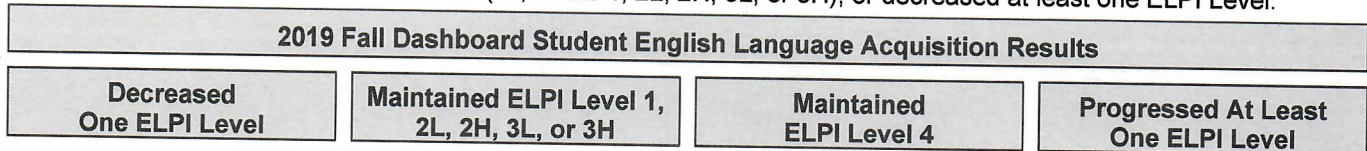
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To meet this requirement, CDE has made available the Enrollment, Graduation Rate Additional Report and the College/Career Measures Report data available. All other reports are not available for 2020 and 2021, thus the most recent data (2019 Fall) is provided here.

This section provides a view of the percentage of current EL students making progress towards English language proficiency or maintaining the highest level.



This section provides a view of the percentage of current EL students who progressed at least one ELPI level, maintained ELPI level 4, maintained lower ELPI levels (i.e, levels 1, 2L, 2H, 3L, or 3H), or decreased at least one ELPI Level.



### Conclusions based on this data:

1. Majority of EL students developing English skills.



# School and Student Performance Data

## Academic Engagement Chronic Absenteeism

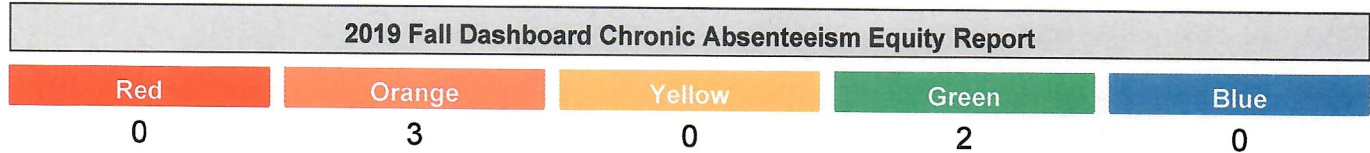
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To meet this requirement, CDE has made available the Enrollment, Graduation Rate Additional Report and the College/Career Measures Report data available. All other reports are not available for 2020 and 2021, thus the most recent data (2019 Fall) is provided here.







The performance levels are color-coded and range from lowest-to-highest performance in the following order:



This section provides number of student groups in each color.











This section provides information about the percentage of students in kindergarten through grade 8 who are absent 10 percent or more of the instructional days they were enrolled.

2019 Fall Dashboard Chronic Absenteeism for All Students/Student Group		
All Students	English Learners	Foster Youth
 Green 7.4 Declined -0.7 489	 No Performance Color 15 Increased +3.6 20	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 0
Homeless	Socioeconomically Disadvantaged	Students with Disabilities
 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 0	 Orange 18.3 Increased +9.3 104	 Green 9.8 Declined -2.1 51



**2019 Fall Dashboard Chronic Absenteeism by Race/Ethnicity**

<b>African American</b>  No Performance Color 7.1 14	<b>American Indian</b>  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 9	<b>Asian</b>  Orange 12 Increased +6.3 50	<b>Filipino</b>  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 7
<b>Hispanic</b>  Orange 8.6 Increased +2.1 81	<b>Two or More Races</b>  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 7	<b>Pacific Islander</b>  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 3	<b>White</b>  Green 6.3 Declined -1.2 318

**Conclusions based on this data:**

1. Most concerned subgroups in assessments are missing 18 or more days of school: EL, SED, and SPED.
2. Overall chronic absenteeism decreased slightly.
3. No families referred to the Monterey County Truancy Abatement program for 2019-20 and 2020-2021.

# School and Student Performance Data

## Conditions & Climate Suspension Rate

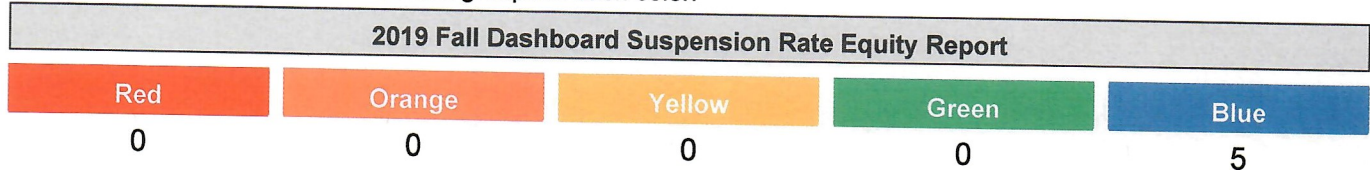
Although both Senate Bill 98 and Assembly Bill 130 suspended the publication of state indicators on the 2020 and 2021 California School Dashboards, these bills also required the reporting of valid and reliable data that would have been included in these Dashboards.

To meet this requirement, CDE has made available the Enrollment, Graduation Rate Additional Report and the College/Career Measures Report data available. All other reports are not available for 2020 and 2021, thus the most recent data (2019 Fall) is provided here.

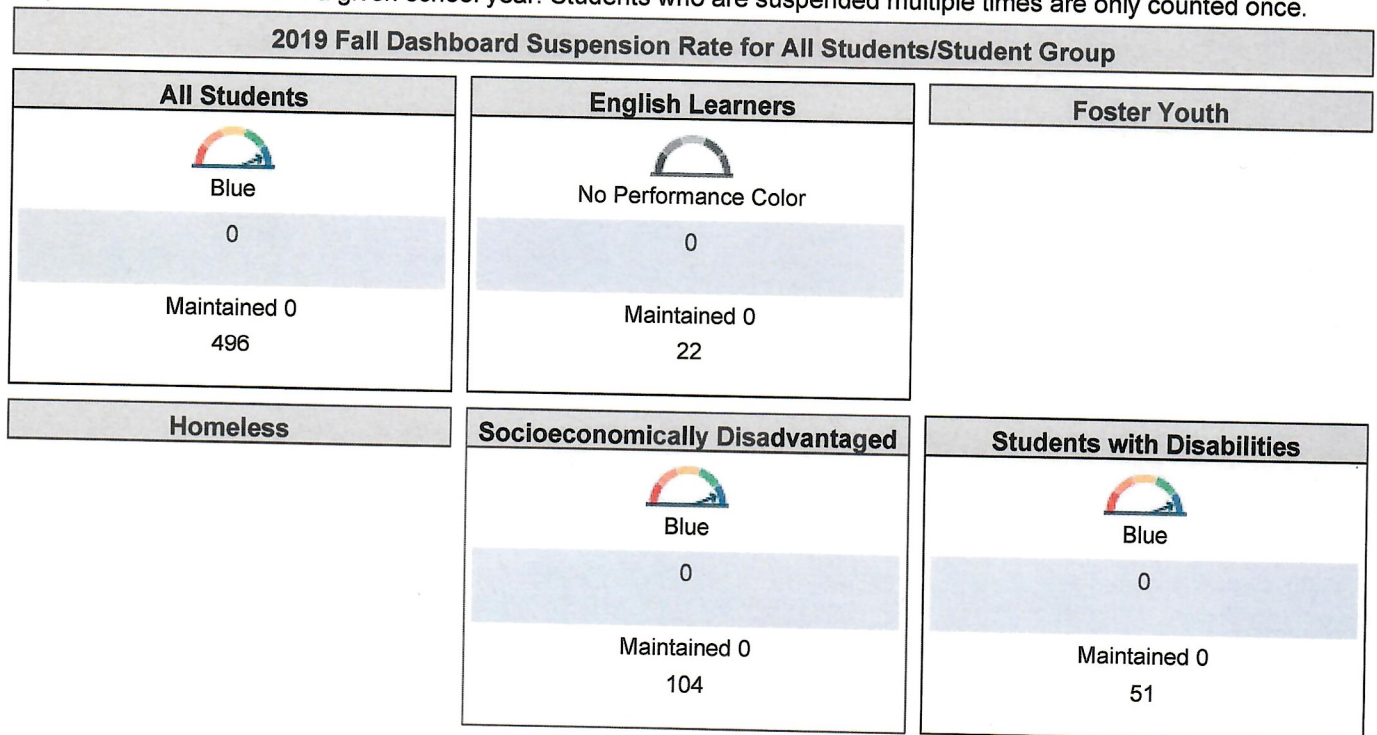
The performance levels are color-coded and range from lowest-to-highest performance in the following order:



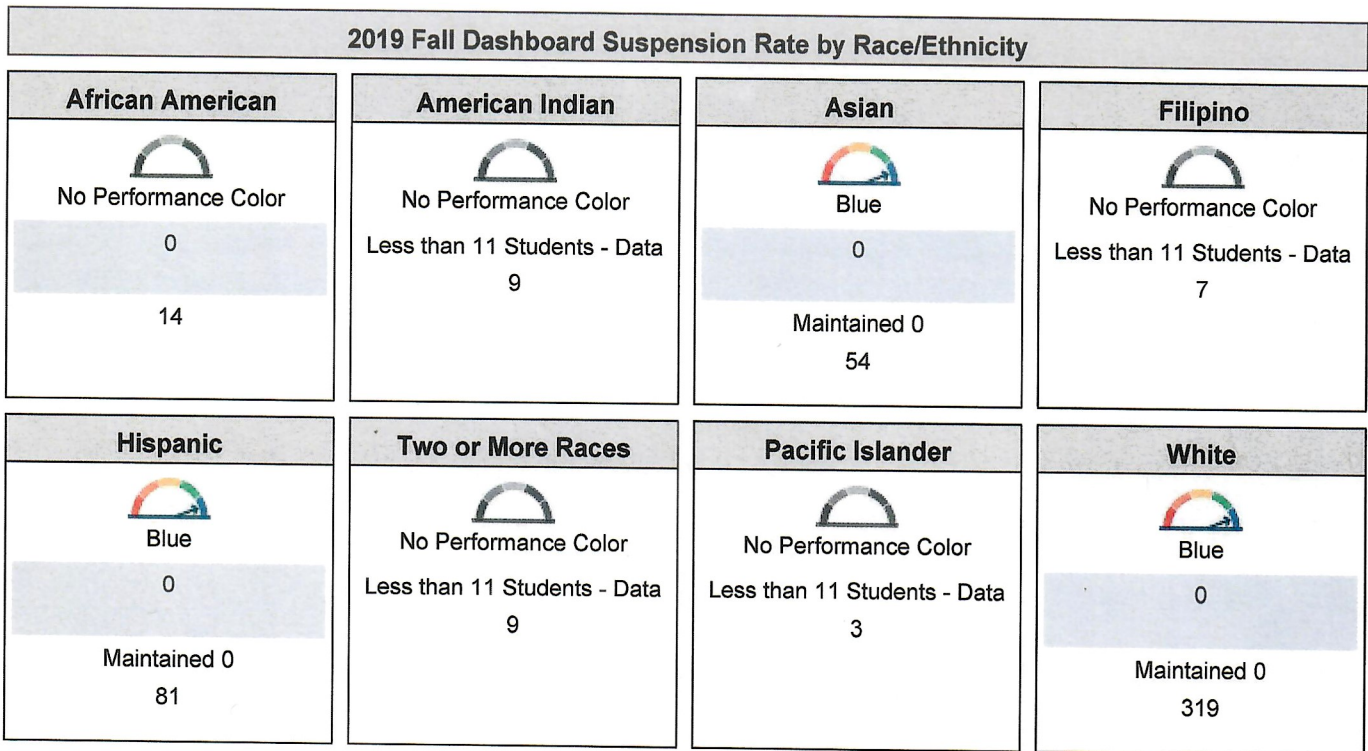
This section provides number of student groups in each color.



This section provides information about the percentage of students in kindergarten through grade 12 who have been suspended at least once in a given school year. Students who are suspended multiple times are only counted once.







This section provides a view of the percentage of students who were suspended.

2019 Fall Dashboard Suspension Rate by Year		
2017	2018	2019
0	0	0

**Conclusions based on this data:**

1. Alternatives to suspensions continue as practice at Robert H. Down Elementary.
2. Toolbox Social and Emotional lessons once per week in PE and discussing tools with students while debriefing conflicts helping with low suspension rate.
3. Three additional debriefing questions for undesired behavior are being used: 1)Is it safe? 2)Is it kind? 3)Is it your personal best?



# Goals, Strategies, & Proposed Expenditures

Complete a copy of the following table for each of the school's goals. Duplicate the table as needed.

## LEA/LCAP Goal

Goal 1: Pacific Grove Unified, in partnership with Students, parents, staff, and the community, will challenge all students by providing a quality instructional program in a positive, safe and stimulating environment, providing differentiated pathways for all students to be college and career ready upon graduation.

## Goal 1

Robert H. Down Elementary will strive to be a welcoming place of innovative learning by increasing opportunities for students to participate in career awareness activities (K-5) and skill-building leadership and service-learning roles (3-5) through lunchtime and after-school activities/clubs as measured by the CA Healthy Kids and Site Council Survey and participation rates in programs.

## Identified Need

2021-2022 CA Healthy Kids Survey Results continued to indicate need for increased connectedness to school along with the counseling goal to provide career exploration activities.

## Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
2021-22 CA Healthy Kids Survey (CAHKS)	2022 CA Healthy Kids Survey indicated 6% rise in feelings of lack of participation. 2021-22 Goal not met.	2022-2023 CA Healthy Kids Survey Results and Site Council Survey Results will indicate reduced feelings of lack of participation and not feeling a part of RHD.
Participation rates in leadership and service learning opportunities for 4th/5th grades: Service Leaders, Blue Jackets, and Garden Rangers.	No official service-learning occurred other than opportunities to help with the annual Kindness Week. 82.5% of students indicated they had meaningful participation some to all of the time.	10-20% increase in participation for RHD service learning opportunities along with 30% increase (74%) in response to Meaningful Participation on the 2019-20 CAHKS.
Participation rates in lunchtime and after- school activities/clubs: yoga, Lunch Bunch, Garden Club, Choir, STEM Club, Robotics, ROV Underwater Robotics, GATE, Drama Club, The Otter Times, Otter Monthly Video Newsletter, etc.	In spring 2022, four months after the CA Healthy Kids Survey was conducted, over 100 Kindergarten-5th graders participated in Lego Club and Lego Robotics. Run Club hosted 92 students each Monday from October 2021 to April 2022. Drama Club had over 80 students initially sign up with Kindergarten-5th grade students participating in the production, PE had 8 5th graders helping with lesson set	Continue free lunchtime clubs and after-school clubs and activities all year with focus of Kindergarten-5th grade for Lego Robotics and Drama. Ensure that students are also able to participate in the fee-based PGUSD After-School Enrichment (ASE) courses by organizing schedules as best as possible to reduce conflicts.



Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
	<p>up each day. 18 5th grade students participated in the lunchtime math club, and 26 4th-grade students participated in the after-school Math Mates - both programs were led by PGHS students. 42 students participated as writers in the annual "Otter Times" newsletter. 40 students participated in the STEM Club in the fall, and the Garden hosted every classroom throughout the year, with 5th grade having the most lunchtime opportunities.</p> <p>Otter Monthly Newsletter, Yoga Club, ROV Underwater Robotics, and Jedi Choir did not occur.</p>	
Garden Rangers recycling and sustainability program established between garden and cafeteria.	No data collected for past two years. Garden Rangers program not started in 2021-2022.	Baseline of recycled materials collected and sustainability of garden to be determined in 2022-2023.
Create a master list of guest speakers and mentors for career day and schoolwide/grade-wide visits.	<p>Dairy Council and Sea Otter Classic (Bike and Mountain Bike Racing Competition) spoke to the entire student population in Spring 2022.</p> <p>All 2nd graders participated in speakers covering otters, whales, and bats.</p> <p>All 5th graders participated in DARE along with a special virtual field trip hosted by the Garner Holt animatronics company.</p> <p>Other grade levels listened to various speakers during virtual and live field trips either at the same time or on similar trips/virtual meetings.</p>	Community members and RHD 5th graders provide mentoring groups focusing on PGHS CTE-related careers: Culinary, Art, Photo, STEM and ROV, Robotics, National Honor Society (Writing), Coding, and Computer Hardware. Guest speakers for any topic are provided grade-wide with a database created for future contact and organization so there is no overlap between grades, unless it is a schoolwide topic.



Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
	<p>Database of speakers is a continued goal</p> <p>PGHS mentors provided math groups for 4th and 5th grades.</p> <p>Eight CSUMB service learning mentors helped in classrooms as well as Lego Robotics, two in the fall and six in the spring.</p>	
Use of Site Council Staff, Student, and Surveys to gather feedback about participation and career exploration.	<p>No Site Council Survey provided in 2021-2022.</p> <p>Healthy Kids Survey Participation: 5th graders (41%), Parents (111 respondents), Staff 52/64 (81%). Although staff participation was highest in years. This goal was not met in any category.</p>	<p>Create position(s) on Site Council for survey creation.</p> <p>Increase parent participation in Site Council survey to minimum of 200 along with goal of 100% staff and student participation.</p>

Complete a copy of the Strategy/Activity table for each of the school's strategies/activities. Duplicate the table, including Proposed Expenditures, as needed.

### Strategy/Activity 1

#### Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

5th grade students

#### Strategy/Activity

Provide leadership and service-learning opportunities for 5th graders to include mixers with Forest Grove Elementary 5th graders at the beginning of the year (Sunrise breakfast), the midpoint of the year field day (High Noon activities at either elementary location), and end of the year (Sunset reflection BBQ/Bonfire). Focus on Toolbox tools and how 5th graders are leaders on campus that will exemplify anti-bullying behaviors. Principal to meet with 5th-grade volunteer service leaders to determine needs on campus for monitoring competitive play during recess and lunch and how RHD can improve through concerns in surveys and how 5th graders can lead the change.

#### Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.



Amount(s)	Source(s)
200	Site Formula Funds 4000-4999: Books And Supplies Materials/Supplies and snacks needed for Sunrise, High Noon, Sunset, and Service Leader Meetings/Mixers
	None Specified None Specified
	None Specified None Specified

## Strategy/Activity 2

### Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All Students

### Strategy/Activity

K-5 Garden Program to include NGSS-focused lessons on sustainability and recycling at RHD, including leadership/service learning opportunities for recycling, food bank donation, and sustainability within food services programs (Garden Rangers).

### Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
6,000	Site Formula Funds 2000-2999: Classified Personnel Salaries Garden Coordinator
500	Site Formula Funds 4000-4999: Books And Supplies Garden Program Funds
541	Donations 0000: Unrestricted 2020 Pebble Beach Grant was reduced after materials for new beds were purchased and beds installed. Site will seek donations from parents via PTA and/or PG P.R.I.D.E.

## Strategy/Activity 3

### Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

Students interested in STEM

### Strategy/Activity



STEM lunchtime and after school clubs to partner with CSUMB Service Learners and PGUSD community members as mentors to provide free participation: FIRST Robotics Lego, Jr. for 1st - 4th grades, FIRST Robotics Lego League for 5th Grade, ROV underwater robotics for 4th/5th grades, and STEM Club for K - 5th grades.

#### Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
3000	Site Formula Funds 1000-1999: Certificated Personnel Salaries Adviser stipends for monthly activities for each grade level- \$1500 per half-year
1,000	Site Based Gifts and Donations 0000: Unrestricted Expected donations for clubs to raise
	None Specified None Specified

#### Strategy/Activity 4

##### Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

4th and 5th grades

##### Strategy/Activity

4th/5th Grade Service Learners Training for noontime Blue Jackets, Cafeteria Helpers, Service Leaders monitoring activities, and Otter Monthly Video Newsletter reports.

#### Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
200	Site Formula Funds 4000-4999: Books And Supplies Snacks and copies for training

#### Strategy/Activity 5

##### Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

Students interested in Drama

##### Strategy/Activity



Continue free after school Drama Club with equitable selection process to ensure participation within one year. If more than one production occurs yearly, new group of students selected through application and lottery with all applicants exhausted before selecting returning actors. RHD Site Council would like more self expression activities along with exploration of drama techniques: dance, small performances, drama skills, etc. K-5.

### Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

Source(s)

500

Site Formula Funds  
4000-4999: Books And Supplies  
500 for Drama Supplies

None Specified  
None Specified

### Strategy/Activity 6

#### Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All students

#### Strategy/Activity

Creation of mentoring programs, Career Day, and collection of guest speakers who speak to schoolwide or grade-wide groups.

### Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

Source(s)

550

Site Formula Funds  
5000-5999: Services And Other Operating Expenditures  
Speaker Fee for Kyle Dine: Food Allergy Education

1185

Site Formula Funds  
5000-5999: Services And Other Operating Expenditures  
Speaker Fee for Between Your Ears Entertainment: The Morris Brothers - For two Anti-Bullying Assemblies (Primary and Intermediate)



## Strategy/Activity 7

### Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All Students

### Strategy/Activity

Investigate Career Exploration programs in 2022-2023 as Site Council and Leadership (eg. World of Work)

### Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

Source(s)

## Strategy/Activity 8

### Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

4th and 5th Grade Students

### Strategy/Activity

RHD Student Council and SEL Focus Groups for student leadership opportunities, parent professional development, and feedback for SPSA metrics

### Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

Source(s)

# Annual Review

## SPSA Year Reviewed: 2021-22

Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal, an analysis is not required and this section may be deleted.

## ANALYSIS

Describe the overall implementation of the strategies/activities and the overall effectiveness of the strategies/activities to achieve the articulated goal.

Over 100 Kindergarten-5th graders participated in Lego Club and Lego Robotics. Drama Club had over 80 students initially sign up with Kindergarten-5th grade students participating in the production, "Moppet Palooza". PE had 8 5th graders helping with the lesson set up each day. Run Club hosted 92 students each Monday from October 2021 to April 2022. 18 5th grade students participated in the lunchtime math club, and 26 4th and 5th-grade students participated in the after-



school Math Mates - both programs were led by PGHS students. 42 students participated as writers in the annual "Otter Times" newsletter. 40 students participated in the STEM Club in the fall, and the Garden hosted every classroom throughout the year, with 5th grade having the most lunchtime opportunities. The RHD PTA also hosted 60 5th graders on May 13th and 14th for the First Annual Campout.

The RHD Site Council's goal to provide more activities to all grade levels was met with Drama and Lego Club/Lego Robotics.

The 2020 Pebble Beach Grant was finally used to purchase Trex for garden beds, which were installed in Spring 2022 with the remainder completed in Summer 2022.

Briefly describe any major differences between the intended implementation and/or the budgeted expenditures to implement the strategies/activities to meet the articulated goal.

The COVID pandemic delayed most groups from forming lunchtime and after-school activities for students. The garden was open all year with the Garden Coordinator leading lunchtime lessons on a rotating basis to each classroom and grade level. 5th grade, however, was allowed in the garden each Friday for lunch.

Parent, PGHS, and CSUMB Service Learning volunteers provided much-needed leadership so student lunchtime and afterschool activities could occur.

The RHD Site Council Surveys for students, parents, and staff were not created, and the research for career exploration curriculum did not occur.

Describe any changes that will be made to this goal, the annual outcomes, metrics, or strategies/activities to achieve this goal as a result of this analysis. Identify where those changes can be found in the SPSA.

In addition to having lunchtime and after-school leadership opportunities, RHD continues the plan to create a list of all guest speakers at each grade level to create consistency of what careers are being presented to students. In addition, along with CSUMB's annual Service Learners Program participants, RHD would like to find more community mentors to provide lessons throughout the year focusing on Pacific Grove High School's Career Technical Education Pathways: Culinary/Hospitality, Art/Photo media graphic arts, Sports Medicine/Health Careers, and STEM/Digital Learning/Coding/and Computer Hardware Repair. An additional 5th-grade group will focus on providing a schoolwide monthly video to promote RHD activities: Otter Monthly. Lastly, the RHD Site Council and Site Leadership committees will investigate career exploration curriculum (eg. World of Work) to help students begin an appreciation for skills and interests toward a career.



# Goals, Strategies, & Proposed Expenditures

Complete a copy of the following table for each of the school's goals. Duplicate the table as needed.

## LEA/LCAP Goal

Goal 2: Social-Emotional learning Goal: To advance educational equity and excellence by focusing on the social, emotional, and mental health of our school community by creating a safe and affirming school environment and culture that supports and encourages school connectedness and resiliency

## Goal 2

Robert H. Down will strive to provide a safe and affirming educational space where all students, staff, and parents feel welcomed and listened to while forming positive connections with each other as evidenced by responses on the CA Healthy Kids and Site Council Surveys, Core SEL Survey, and participation rates in lunchtime SEL activities.

## Identified Need

2021-2022 CORE SEL survey indicates 19% of 3rd, 4th, and 5th graders have moderately healthy outlook on school while 26% have slightly to unhealthy outlooks toward school.

## Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Toolbox-embedded/SEL lessons with writing, art, or dramatic reflection/outcome 2x per month per grade level/classroom led by RHD counselor with classroom teacher support.	<p>RHD counselor provided 12-13 SEL lessons for intermediate grades and 6-10 for primary grades.</p> <p>Kindergarten: Teachers explicitly teach the 12 Toolbox tools from the adopted SEL curriculum. Each tool is taught in isolation as it is paired with a read-aloud text. As new tools are introduced, their language and hand signals become part of the classroom/playground vernacular. Additionally, throughout the year as peer conflicts arise the toolbox tools are presented as menu items for students to select from to assist with the situations. Such opportunities promote autonomy as the students begin to internalize strategies for self-regulation and advocacy for others. Seamlessly Toolbox tools are integrated in daily classroom routines for transitions, and as</p>	Each classroom will have Toolbox reflections/related lesson outcomes (eg. artwork) posted in classroom, hallway, or provided to classes online communication (eg. SeeSaw, Google Classroom) 3x year, including Kindness Week 2023 and RHD Family Toolbox Nights.



Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
	part of mindfulness to reset the environment from recess, PE, and lunch.	
Anti-Bullying Lessons provided to intermediate grades and DARE to 5th grades. Guest Speakers will provide anti-bullying message to all grades in fall 2023.	RHD Principal spoke to intermediate grades twice introducing Stop, Walk, and Talk strategy to stand up to bullying at school. Volunteer parent spoke to each 5th grade class regarding anti-bullying in Spring 2022.	Grades Kindergarten-5 will have consistent anti-bullying message provided throughout the year. CA Healthy Kids bullying questions will have 20% reduction in responses of bullying occurrences.
Collection of Toolbox Skills through Caught Being Good Cards counted by PTA/Site Council volunteers. 12 students will be selected for Lunch with the Principal each month and Ollie the Otter will be awarded to the classroom with the most students earning cards.	Caught Being Good Cards were counted twice by RHD Office Staff and once by the principal. Ollie the Otter Awarded to two classrooms.	Ollie the Otter stuffed animal will be awarded to a classroom each month. 12 students will be selected to join the principal each month in the garden for Lunch with the Principal. Updated Caught Being Good Cards with Toolbox Tools on the back will be used by all classrooms and lunch duty staff.
2022-2023 CA Healthy Kids Student (5th Grade) Staff, and Parent Surveys; CORE SEL surveys for 3rd-5th grades conducted after Anti-bullying lessons are provided.	2021-2022 CA Healthy Kids Student and Staff surveys: 38% of RHD 5th graders did not or only felt close to people at school sometimes (-3% decrease from 2019), 26% of 5th graders did not feel part of the school or proud to be a part of it (+6% increase), 8% of 5th graders did not feel they were treated fairly after breaking rules (-23% decrease), Bullying is still seen as an issue to address by students with 47% of 5th graders indicating they have had a rumor spread about them (same as 2019); 43% of RHD staff believe bullying is a mild to the severe problem on campus (-40% decrease from 2019) with 10% believing bullying prevention should be provided (-13% decrease), 78% of 5th-grade students	10% increase of students feeling part of school and close to people. 10% decrease in students responding to perpetration behaviors of bullying and 10% decrease in students responding to being victimized by bullying behaviors as well as 90% of students and staff indicating that RHD is a safe and secure campus on the 2022-2023 CA Healthy Kids Survey. CORE SEL surveys will indicate 70% or more students with a favorable view.



Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
	experienced sadness in their lives with 64% of staff responding student depression was a mild to the severe issue at RHD. CORE SEL fall results indicated 55% of students had a favorable view of school and life.	
Toolbox Honors Certificates for all 5th graders.	Class of 2021 received Toolbox Honors certificates. 2022 5th grade promotion to continue.	RHD staff will provide statements for every 5th grader, praising their use of any of the 12 Tools in the Toolbox, SEL Curriculum, and/or Random Act of Kindness assembly concepts.
Professional Development (PD) for classified and certificated staff in classroom and social-emotional supports to continue with IFSEL. Anti-bullying PD provided to staff to further Stop-Walk-Talk discussions with students and to help them tell the difference between tattling and bullying. RHD Equity Team to provide professional development to all staff regarding Cultural Diversity, SEL supports, and supporting marginalized students. Possible Universal Design for Learning (UDL) training also to be provided.	2021-2022 CA Healthy Kids Survey results indicated 48% of staff believe staff need to examine their own cultural biases through PD. 71% stated RHD should keep closing the racial/ethnic achievement gap as a priority. gap. 24% of staff believe racial/ethnic conflict among students is a problem. 67% of staff stated that student depression or other mental health issues are a problem.	All RHD staff will be trained in and use Toolbox strategies and 100% will indicate they support Toolbox on the Site Council survey. PD will be provided from IFSEL and RHD Equity Team. If UDL training is provided 100% of staff will indicate it will help them support marginalized students in the classroom.

Complete a copy of the Strategy/Activity table for each of the school's strategies/activities. Duplicate the table, including Proposed Expenditures, as needed.

### Strategy/Activity 1

#### Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All students

#### Strategy/Activity

Increase use of Toolbox-embedded social-emotional lessons in all grade levels with additional professional development for all staff in using Toolbox/SEL strategies, identifying/recognizing grade level classes at Toolbox Assemblies with Ollie the Kindness Otter Award for the month presented



to the class using the most Toolbox tools, and hosting an anti-bullying assembly at the beginning of the year to focus on strategies to decrease perpetration of bullying behaviors.

Ensure daily mindfulness/tapping techniques are used in each classroom along with Zones of Regulation cards/Toolbox tool fan decks provided to all staff for playground check-ins with students to address feeling identification and self-regulation strategies.

### Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
500	Site Formula Funds 4000-4999: Books And Supplies Possible Toolbox curriculum needing to be purchased.
1185	Site Formula Funds 5800: Professional/Consulting Services And Operating Expenditures Morris Brothers Anti-Bullying Assembly fee for primary and intermediate grades

### Strategy/Activity 2

#### Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All Students

#### Strategy/Activity

Lunchtime and grade level community meeting/SEL activities: Yoga, Art, Garden Club, Lunch Bunch, and other options to be determined. Lunch Bunch to be focused on Diversity with parent/community volunteers providing insight on their culture. Grade level meetings for SEL check ins.

### Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
500	Site Formula Funds 4000-4999: Books And Supplies Lunch Activity Materials

### Strategy/Activity 3

#### Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)



All students

**Strategy/Activity**

Collection of Caught Being Good Cards and monthly class award of Ollie the Kindness Otter. PTA and/or Site Council volunteers count cards and make database for SPSA metrics.

**Proposed Expenditures for this Strategy/Activity**

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

Source(s)

**Strategy/Activity 4**

**Students to be Served by this Strategy/Activity**

(Identify either All Students or one or more specific student groups)

Intermediate grades: 3rd, 4th, and 5th

**Strategy/Activity**

CA Healthy Kids Survey administered to 5th graders and RHD Site Council Survey proctored to 3rd, 4th, and 5th grades

**Proposed Expenditures for this Strategy/Activity**

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

Source(s)

**Strategy/Activity 5**

**Students to be Served by this Strategy/Activity**

(Identify either All Students or one or more specific student groups)

5th grade

**Strategy/Activity**

Toolbox Honors Certificates

**Proposed Expenditures for this Strategy/Activity**

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

Source(s)

50

Site Formula Funds  
4000-4999: Books And Supplies  
Certificate paper for Toolbox Honors

**Strategy/Activity 6**



**Students to be Served by this Strategy/Activity**

(Identify either All Students or one or more specific student groups)

All Students

**Strategy/Activity**

Professional Development for classified and certificated staff in classroom and social-emotional supports from IFSEL and RHD staff for Toolbox and Equity Plan updates.

**Proposed Expenditures for this Strategy/Activity**

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

1000

Source(s)

Site Formula Funds  
5800: Professional/Consulting Services And  
Operating Expenditures  
Toolbox or UDL training

**Strategy/Activity 7**

**Students to be Served by this Strategy/Activity**

(Identify either All Students or one or more specific student groups)

All grade levels and targeted group members

**Strategy/Activity**

RHD Principal will seek feedback regarding student needs and input for activities during the 2022-2023 school year, possibly creating a Student Leadership Advisory group and/or Student Council.

**Proposed Expenditures for this Strategy/Activity**

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

Source(s)

**Strategy/Activity 8**

**Students to be Served by this Strategy/Activity**

(Identify either All Students or one or more specific student groups)

All students

**Strategy/Activity**

Dance lessons in PE for the Spring Dance, celebrating movement, cultural diversity, and end of year tradition. This takes onus off classroom teachers.

**Proposed Expenditures for this Strategy/Activity**

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.



Amount(s)

1500

Source(s)

Site Formula Funds  
2000-2999: Classified Personnel Salaries  
Dance consultant for PE classes

### Strategy/Activity 9

#### Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All students

Strategy/Activity

Diversity Family Nights held in the fall and spring to celebrate RHD families and provide student insight of their schoolmates' backgrounds and increase cultural awareness. Students to use "passports" after listening to presentations that are stamped or hole-punched for Otter Awareness Award to be presented at the end of the year.

#### Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

200

Source(s)

Site Formula Funds  
4000-4999: Books And Supplies  
Otter Awareness Awards

### Strategy/Activity 10

#### Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

5th grade student leaders and all families participating in Toolbox Nights

Strategy/Activity

Toolbox Parent Professional Development Nights in Fall and Spring led by 5th graders to provide awareness for SEL and Restorative Practices

#### Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

Source(s)

### Strategy/Activity 11

#### Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All Students

Strategy/Activity



Create campus-wide positive inclusion and motivational statements/phrases for restrooms, stairs, cafeteria, and hallways. This will include the Hello Wall, Stop-Walk-Talk, Be Safe-Be Kind-Be Your Personal Best, and the "We Are the Otters" song lyrics.

### Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

Source(s)

800

Site Formula Funds  
4000-4999: Books And Supplies  
Funding for paint and lettering supplies for walls and stairs focused on inclusion ("You Belong Here") and motivation ("RHD is the school for me")

### Strategy/Activity 12

#### Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All Students

Strategy/Activity

Purchase and Adoption of Art in Action for classroom and lunchtime/afterschool art therapy

### Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

Source(s)

1500

Donations  
5000-5999: Services And Other Operating Expenditures  
Pebble Beach Foundation Grant to help with Fee for Art in Action materials. (Amount not guaranteed)

3500

Site Formula Funds  
5000-5999: Services And Other Operating Expenditures  
Art Inn Action Fees from RHD Site Funds

1000

Parent-Teacher Association (PTA)  
0000: Unrestricted  
To be requested RHD PTA funds for Art in Action

3000

Donations  
0000: Unrestricted



	To be requested PG P.R.I.D.E. funds for Art in Action
4000	Donations 0000: Unrestricted TBD fundraiser for Art in Action to make up for lack funding from other grant

## Annual Review

### SPSA Year Reviewed: 2021-22

Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal, an analysis is not required and this section may be deleted.

### ANALYSIS

Describe the overall implementation of the strategies/activities and the overall effectiveness of the strategies/activities to achieve the articulated goal.

RHD Counselor provided SEL lessons for all grade-level classrooms, including Circles of Caring; PE continued Toolbox Tuesdays throughout the year. For three months all students who won Caught Being Good cards were read aloud on video with 60 students earning lunch with the principal. 225 RHD students and family members participated in the Good Old Days and RHD Centennial Celebration in May 2022.

Briefly describe any major differences between the intended implementation and/or the budgeted expenditures to implement the strategies/activities to meet the articulated goal.

No Random Acts of Kindness Assemblies occurred due to Covid-19 restrictions and concerns for spread inside buildings. Toolbox SEL trainings were provided to some new staff but not all. 5th-grade student participation in the CA Healthy Kids Survey statically dropped significantly from the 2019-20 participation, but RHD staff participation improved considerably.

Describe any changes that will be made to this goal, the annual outcomes, metrics, or strategies/activities to achieve this goal as a result of this analysis. Identify where those changes can be found in the SPSA.

Random Act of Kindness (RAK) Assemblies will change name to Toolbox Assemblies to provide more focus on the SEL skills RHD is trying to emulate for students through daily practice and 5th Grade Toolbox Honors. Additionally, Diversity lunchtime and Family Nights will be added along with the Art in Action curriculum to help with students cultural awareness and social-emotional awareness.



# Goals, Strategies, & Proposed Expenditures

Complete a copy of the following table for each of the school's goals. Duplicate the table as needed.

## LEA/LCAP Goal

Goal 3: Mathematics and English Language Arts: All English Learners (EL), Socioeconomically Disadvantaged Students (SED), Foster Youth (FY), Students With Disabilities (SWD), and Hispanic students will show a measurable increase in achieving grade-level standards in mathematics and English Language Arts each year as measured by Smarter Balanced Assessments and local valid assessments.

## Goal 3

Robert H. Down Elementary students, including targeted student groups, performing at not met or nearly met standards levels in ELA and math as determined by progress monitoring of their academic growth through performance on district interim Measurements of Academic Growth (MAP), Scholastic Reading Inventory (SRI) for 4th and 5th graders enrolled in Read 180, Dynamic Indicators of Basic Early Literacy Skills (DIBELS), curriculum embedded tests (Superkids, Benchmark, and SWUN Math), as well as state CAASPP assessments will be provided appropriate intervention services and improve at least one level (eg. nearly met to met) on the 2021-2022 and 2022-2023 ELA and math CAASPP assessments.

## Identified Need

MAP Reading and Math assessments indicated that overall grade levels are scoring at Average to High in both areas with 81% to 96% success rate. English Learners (EL), Socioeconomically Disadvantaged Students (SED), Foster Youth (FY), Students With Disabilities (SWD), and Hispanic/other marginalized populations need to continue to be monitored and provided Intervention services as needed since they are not performing at the same success rate as their peers.

## Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
2021-2022 CAASPP ELA 3rd-5th Assessments - Summer 2022	2018-19 CAASPP results indicated 9 3rd-5th graders scoring not met on ELA and 13 on math assessments. 37 scored nearly met on ELA and 40 on math assessments.	(To be determined with May 2022 MAP results and CAASPP results released in summer 2022 )Any students qualifying for ELA or math interventions based on MAP, DIBELS, and/or SRI/SMI will receive intervention services within the classroom and/or pull out services and will score at Nearly or Proficient on 2021-2022 CAASPP ELA and math assessments.
2022-2023 CAASPP ELA 3rd-5th Assessments		
2021-22 MAP Reading and Math K-5 interim assessments (End of Year - EOY)	RHD 2022 Winter MAP Results Average to High Percentiles	(To be determined with May 2022 MAP results) All students will have a minimum of 1 year's growth RIT score (in one year's time) based on MAP achievement norms for each assessment band/grade level.
2022-23 MAP Reading and Math (Fall and Winter)	English Learners (EL) Socioeconomically Disadvantaged Students (SED) - 62	



Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
	<p>Students With Disabilities (SWD) Hispanic (Hisp)</p> <p>Kindergarten: Math - 93%; Reading - 92% SED: Math - 55.33 (Average); Reading: 62.75 (Hi Avg.) Hisp: Math - 87%; Reading - 75% EL: Math - 70.7%; Reading - 67.5% SWD: Math - 54%; Reading - 28%</p> <p>1st Grade: Math - 84%; Reading: 81% SED: Math - 57.11 (Average); Reading: 60.22 (Average) Hisp: Math - 87%; Reading - 74% EL: Math - 41%; Reading - 59% SWD: Math - 67%; Reading - 46%</p> <p>2nd Grade: Math - 87%; Reading: 81% SED: Math - 62.8 (Hi Avg); Reading: 61.8 (Hi Avg) Hisp: Math - 84%; Reading - 97% EL: Math - 65.8%; Reading - 59% SWD: Math - 59.5%; Reading - 53.8%</p> <p>3rd Grade: Math - 89%; Reading: 92% SED: Math - 67.7 (Hi Avg); Reading: 74.37 (Hi Avg) Hisp: Math - 75%; Reading - 92% EL: Math - 43%; Reading - 72% SWD: Math - 49.3%; Reading - 44.2%</p> <p>4th Grade: Math - 93%; Reading: 96% (No Lows)</p>	



Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
	<p>SED: Math - 58.11 (Avg); Reading: 62.5 (Hi Avg) Hisp: Math - 93%; Reading - 100% EL: Math - 74%; Reading - 77.5% SWD: Math - 36%; Reading - 48%</p> <p>5th Grade: Math - 90%; Reading: 86% SED: Math - 47.64 (Avg); Reading: 50.67 (Avg) Hisp: Math - 87%; Reading - 87% EL: Math - 59%; Reading - 41.5% SWD: Math - 54%; Reading - 59%</p>	
<p>Superkids (K-2) Beginning, Meet Benchmarks, and Club Benchmarks and Benchmark Universe (3-5) end of unit assessments.</p>	<p>Not all classes provided online results for Superkids and Benchmark ELA.</p> <p>Collection of scores to be determined using Synergy Assessment System.</p>	<p>Students scoring nearly or not met on 2022-2023 Superkids Meet/Club Benchmarks or Benchmark Universe end of unit assessments will not exceed 10% of K-5 population.</p>
<p>Scholastic Reading Inventory (SRI) to be collected for 4th and 5th Grade students enrolled in READ 180.</p>	<p>Students enrolled in READ 180 from 4th and 5th grades provided data. Due to MAP Assessment adoption, use of SRI and SMI was deemed too much testing for students.</p> <p>18 students were enrolled in READ 180. Average Lexile growth was 117. 16 students improved their Lexile score.</p> <p>13 students scored from basic to advanced with 7 students increasing their score band by one level.</p>	<p>Students scoring Below Grade Level on 2022-2023 SRI will not exceed 10% of the population and will receive intervention services.</p>
<p>DIBELS for K-5</p>	<p>DIEBELS Beginning to End of Year Results</p>	<p>All K-5 students performing at the red or yellow level on DIBELS will receive reading</p>



Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
	<p>(Percents reflect Core (Green) and Blue (Core Support) meaning these students should be provided support in their home classrooms and not Intervention services:</p> <p>Kindergarten: 63% to 83% (middle to end)  1st Grade: 72% to 86% (begin to end)  2nd Grade: 72% to 86% (begin to end)  3rd Grade: 80% to 90% (begin to end)  4th Grade: 76% to 74% (begin to end)  5th Grade: 80% to 82% (begin to end)</p>	<p>intervention services. 30% of students will graduate from the program by May 2022.</p>
English Language Proficiency Assessments for California (ELPAC)	2017-18 EL students performed at 55.6% Level 4 (Well developed), 27.8% Level 3 (Moderately Developed), and 16.7% Level 1 (Somewhat Developed).	All returning EL students will improve their ELPAC scores with an increase in performance level in one or more of the domains (speaking/listening/reading/writing).
Professional development for certificated and classified staff in updated SST format along with restructured MTSS and PBIS,	<p>RHD Intervention teacher provided SIPPS reading intervention training to all RHD instructional assistants.</p> <p>Site Council Survey not conducted.</p>	All staff will provide classroom intervention strategies as well as utilize updates to SST format/Tier I interventions and report effectiveness on RHD Site Council Survey.
Professional development for MAP Growth Assessments	Introductory MAP Growth professional development provided September 23, 2021 and February 24, 2022 for certificated staff.	All staff will indicate knowledge of how to provide access to students for MAP Growth assessments and analyze MAP RIT scores on RHD Site Council Staff Survey.

Complete a copy of the Strategy/Activity table for each of the school's strategies/activities. Duplicate the table, including Proposed Expenditures, as needed.

## Strategy/Activity 1

### Students to be Served by this Strategy/Activity



(Identify either All Students or one or more specific student groups)

All Students

**Strategy/Activity**

Professional development for all teachers and instructional assistants in MAP and ELA/math end of unit assessment analysis and classroom ELA and math intervention strategies/progress monitoring. To include how teachers can collect data using Synergy Assessment System and/or Synergy Gradebook.

**Proposed Expenditures for this Strategy/Activity**

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

1300

Source(s)

Site Formula Funds  
2000-2999: Classified Personnel Salaries  
2 hours of MAP assessment and classroom intervention strategies for SPED/EL students

1000

Site Formula Funds  
1000-1999: Certificated Personnel Salaries  
Certificated prep hours before trainings to be paid at hourly rate.

**Strategy/Activity 2**

**Students to be Served by this Strategy/Activity**

(Identify either All Students or one or more specific student groups)

All Students

**Strategy/Activity**

Professional Development regarding Student Support Teams (SST) and MTSS/PBIS structures to enhance Tier I academic supports in classrooms

**Proposed Expenditures for this Strategy/Activity**

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

500

Source(s)

Site Formula Funds  
1000-1999: Certificated Personnel Salaries  
Intervention strategies for teachers and instructional Assistants. RHD staff to provide training with hourly rate provided for prep.

**Strategy/Activity 3**

**Students to be Served by this Strategy/Activity**

(Identify either All Students or one or more specific student groups)



All Students with emphasis on targeted students who qualify for Intervention and those on waiting list.

### Strategy/Activity

Determination if Synergy Assessment System can collect end of unit assessments for ELA and math. Creation of common grade levels self-monitoring forms to report modified instruction based on analysis of ELA and math progress monitoring using Superkids/Benchmark Universe/SWUN Math end of unit and MAP 2021-22 baseline scores

### Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

Source(s)

## Annual Review

**SPSA Year Reviewed: 2021-22**

Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal, an analysis is not required and this section may be deleted.

## ANALYSIS

Describe the overall implementation of the strategies/activities and the overall effectiveness of the strategies/activities to achieve the articulated goal.

SIPPS and DIBELS professional development were provided to all instructional assistants. MAP virtual PD was provided to all teaching staff and implementation of Fall, Winter, and Spring Assessments occurred. Intervention services: 1) 0.5 intervention teacher added in January 2022. Served. 2) Additional 5th-grade after-school intervention teacher added to serve students unable to be seen during school day. 3) 118 K-5 students have been served by Intervention for reading and math. Since winter assessments occurred, 53 K-5 students have graduated out of Tier II Intervention (45%).

Briefly describe any major differences between the intended implementation and/or the budgeted expenditures to implement the strategies/activities to meet the articulated goal.

SIPPS PD and additional instructional assistant hours for intervention supported by ESSR monies; however, lack of personnel kept all groups from having an adult lead at all times. If ESSR funds are not available to continue instructional assistant intervention support, additional site or general fund monies may be required to ensure all students have an adult to work with during Intervention.

Describe any changes that will be made to this goal, the annual outcomes, metrics, or strategies/activities to achieve this goal as a result of this analysis. Identify where those changes can be found in the SPSA.

Measures of Academic Growth (MAP Growth) reading and math interim assessments to provide all staff feedback regarding student growth and how to modify instruction within the classroom as well as in the Intervention programs (RSP and Intervention). An emphasis to provide professional development for teachers and instructional assistants in reading and math classroom

strategies/interventions will provide a cohesive plan to help all students gain 1 year's development in MAP assessments based on RIT achievement norms.

Student Support Team (SST) process to be updated to reflect current Multi-Tiered Student Supports (MTSS) and how these are broken down into Tier I (Student's classroom), Tier II (Intervention Services), and Tier III (Resource/SDC Supports). SST process will be made clear for staff and parent referrals in a one-page document outlining steps for student academic and behavioral support which will be posted on the RHD website and help guide staff and parents toward initial SST and follow-up requests, leading toward several rounds of Tier I and, possibly, Tier II, supports are in place with data provided and analyzed by the SST team before an official assessment is conducted to consider Tier III services.



# Goals, Strategies, & Proposed Expenditures

Complete a copy of the following table for each of the school's goals. Duplicate the table as needed.

## LEA/LCAP Goal

Goal 1: Pacific Grove Unified, in partnership with Students, parents, staff, and the community, will challenge all students by providing a quality instructional program in a positive, safe and stimulating environment, providing differentiated pathways for all students to be college and career ready upon graduation.

## Goal 4

RHD will strive to provide a safe environment for staff, students, and parents by meeting the goals set in the RHD Safe School Plan, update the plan each year, and add behavior data and response professional development for staff and parents.

## Identified Need

More behavior data and professional development are needed to analyze the need for alternatives for suspension interventions. CA Healthy Kids Survey results continue to indicate bullying is an issue to address on campus. Staff needs to be trained in the use of Synergy Behavior Incident Reporting via the Teacher VUE App and/or desktop program to help with documenting incidents. Junipero Gate was stuck occasionally throughout 2021-2022; although PGUSD Maintenance has fixed the issue, continuous monitoring is needed. RHD Site Council/Safety Committee inquired about the locations of Epi-Pens and Gluca Pens with a request to ensure they are available to all staff at several points around campus.

## Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
CA Healthy Kids Survey	Baseline to be conducted during 2022-2023 using Synergy Behavior Incident system	CA Healthy Kids results will reflect reduction in bullying behaviors and that RHD is perceived as a safe school to attend, work at, and to send a student.
RHD Site Council Survey	Baseline to be conducted during 2022-2023	RHD Staff will indicate that professional development helped guide them with student interactions regarding student conflicts by helping students use the Stop, Walk, and Talk strategy along with the Toolbox Tools.
Synergy Behavior Incident Collection	Baseline to be conducted during 2022-2023	Behavior Incidents will provide what kind of negative behaviors are being displayed at school.

Complete a copy of the Strategy/Activity table for each of the school's strategies/activities. Duplicate the table, including Proposed Expenditures, as needed.



## Strategy/Activity 1

### Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All students and staff

### Strategy/Activity

PGUSD management indicated elementary schools needed to add 8 radios for campus communication needs. Four were purchased in Spring 2022 with four more needed.

### Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

#### Amount(s)

1800

#### Source(s)

Site Formula Funds  
5800: Professional/Consulting Services And  
Operating Expenditures  
Costs for four radios from Silke Communications

## Strategy/Activity 2

### Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All students and staff

### Strategy/Activity

Continued RHD Safety Plan goals for 2022-2023:

- Create bins with water, towels, and duct tape for each classroom to use during Shelter in Place emergency response
- Provide all classrooms that have windows indoors with a Velcro cover to place quickly in Secure Campus and Lockdown/Barricade protocols
- Train night custodians in Big Five Safety protocols
- Label all electrical panels correctly
- Conduct inventory of all hazardous materials on campus
- Inventory electrical strips used on campus and if they are being used safely
- Determine if speakers are working in all classrooms and outside of buildings
- Needed for Search and Rescue Team: Place to store outside Safety Helmets, Search and Rescue Bag (Flashlights, Gloves, Masks).
- Student Release Banner/Tables
- Close off access to back and sides of portables

### Proposed Expenditures for this Strategy/Activity



List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

Source(s)

1000

Site Formula Funds  
4000-4999: Books And Supplies  
Costs for Shelter in Place Bins and supplies, Velcro covers, labels, student release table/banner, and any updated electrical strips needed (All replaced in 2020-2021).

### Strategy/Activity 3

#### Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All Students and Staff

#### Strategy/Activity

Synergy Teacher VUE/Desktop app professional development in use of behavior incident data gathering to be provided by principal/PG Tech.

### Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

Source(s)

### Strategy/Activity 4

#### Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All students and staff

#### Strategy/Activity

Quarterly checks by custodians on all exterior gates, especially the back Junipero Gate, to ensure they are functioning properly and to determine if any maintenance is needed so they open/shut without getting stuck.

### Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

Source(s)



## Strategy/Activity 5

### Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

Students with specific health concerns

### Strategy/Activity

Inventory of current EpiPen and GlucaPen locations around campus with analysis to add locations, if needed, for general use during emergencies.

### Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

Source(s)

## Annual Review

SPSA Year Reviewed: 2021-22

Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal, an analysis is not required and this section may be deleted.

## ANALYSIS

Describe the overall implementation of the strategies/activities and the overall effectiveness of the strategies/activities to achieve the articulated goal.

Increased communication through radios will help continue to make RHD a safe place to work and learn. Use of the Synergy Behavior Incident log will provide Site Council and RHD Leadership information about how SPSA goals and activities are affecting undesired behaviors (eg. bullying, conflicts on the playground. etc). Completing the RHD Safety Plan goals will provide increased security and safety in response to Big Five Safety Protocols along with quarterly gate checks and analysis of EpiPen and GlucaPen locations with determination of additional locations.

Briefly describe any major differences between the intended implementation and/or the budgeted expenditures to implement the strategies/activities to meet the articulated goal.

2022-2023 will be first year RHD introducing a Goal 4 Safety Goals.

Describe any changes that will be made to this goal, the annual outcomes, metrics, or strategies/activities to achieve this goal as a result of this analysis. Identify where those changes can be found in the SPSA.

# Budget Summary

Complete the table below. Schools may include additional information. Adjust the table as needed. The Budget Summary is required for schools funded through the ConApp, and/or that receive funds from the LEA for Comprehensive Support and Improvement (CSI).

## Budget Summary

Description	Amount
Total Funds Provided to the School Through the Consolidated Application	\$
Total Federal Funds Provided to the School from the LEA for CSI	\$
Total Funds Budgeted for Strategies to Meet the Goals in the SPSA	\$38,011.00

## Other Federal, State, and Local Funds

List the additional Federal programs that the school is including in the schoolwide program. Adjust the table as needed. If the school is not operating a Title I schoolwide program this section is not applicable and may be deleted.

Federal Programs	Allocation (\$)
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Subtotal of additional federal funds included for this school: \$

List the State and local programs that the school is including in the schoolwide program. Duplicate the table as needed.

State or Local Programs	Allocation (\$)
Donations	\$9,041.00
Parent-Teacher Association (PTA)	\$1,000.00
Site Based Gifts and Donations	\$1,000.00
Site Formula Funds	\$26,970.00

Subtotal of state or local funds included for this school: \$38,011.00

Total of federal, state, and/or local funds for this school: \$38,011.00



# School Site Council Membership

California Education Code describes the required composition of the School Site Council (SSC). The SSC shall be composed of the principal and representatives of: teachers selected by teachers at the school; other school personnel selected by other school personnel at the school; parents of pupils attending the school selected by such parents; and, in secondary schools, pupils selected by pupils attending the school. The current make-up of the SSC is as follows:

- 1 School Principal
- 4 Classroom Teachers
- 1 Other School Staff
- 9 Parent or Community Members

Name of Members	Role
Valerie Anthony	Parent or Community Member
Eric Bell	Parent or Community Member
Stephan Kuegele	Parent or Community Member
Laura Ottmar	Parent or Community Member
Katie Whitman	Parent or Community Member
Tally Helfont	Parent or Community Member
Heloisa Junqueira	Parent or Community Member
Brittany Brubaker	Parent or Community Member
Daniel Esko	Parent or Community Member
Patty Bloomer	Classroom Teacher
Laura Smith	Classroom Teacher
Denise Johnson	Classroom Teacher
Chantelle Cafferata	Other School Staff
Steve Ibrahim	Classroom Teacher
Sean Keller	Principal

At elementary schools, the school site council must be constituted to ensure parity between (a) the principal, classroom teachers, and other school personnel, and (b) parents of students attending the school or other community members. Classroom teachers must comprise a majority of persons represented under section (a). At secondary schools there must be, in addition, equal numbers of parents or other community members selected by parents, and students. Members must be selected by their peer group.

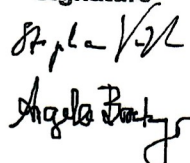
## Recommendations and Assurances

The School Site Council (SSC) recommends this school plan and proposed expenditures to the district governing board for approval and assures the board of the following:

The SSC is correctly constituted and was formed in accordance with district governing board policy and state law.

The SSC reviewed its responsibilities under state law and district governing board policies, including those board policies relating to material changes in the School Plan for Student Achievement (SPSA) requiring board approval.

The SSC sought and considered all recommendations from the following groups or committees before adopting this plan:

**Signature**  


**Committee or Advisory Group Name**

English Learner Advisory Committee

Departmental Advisory Committee

The SSC reviewed the content requirements for school plans of programs included in this SPSA and believes all such content requirements have been met, including those found in district governing board policies and in the local educational agency plan.

This SPSA is based on a thorough analysis of student academic performance. The actions proposed herein form a sound, comprehensive, coordinated plan to reach stated school goals to improve student academic performance.

This SPSA was adopted by the SSC at a public meeting on May 16, 2012.

Attested:


Principal, Sean Keller on May 24, 2022

SSC Chairperson, on May 24, 2022

☒ Student Learning and Achievement  
☒ Health and Safety of Students and Schools  
☐ Credibility and Communication  
☐ Fiscal Solvency, Accountability and Integrity

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

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**SUBJECT:** Forest Grove Elementary School Plan for Student Achievement 2022-23

**DATE:** June 2, 2022

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

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**RECOMMENDATION:**

The District Administration recommends the Board review and approve the Forest Grove Elementary School Plan for Student Achievement for 2022-23.

**BACKGROUND:**

At its May 17, 2021, meeting, the Forest Grove School Site Council reviewed and approved five school goals for our School Plan for Student Achievement 2022-23. Multiple data sources were used in developing the goals including our local diagnostic testing data, the California Healthy Kids Survey, CORE Social Emotional Learning student survey, feedback from Principal Check In meetings for Families meetings, student council feedback and staff meetings. Our goals align with Pacific Grove Unified School District goals as identified in our Local Control Accountability Plan.

**INFORMATION:**

Forest Grove has set five goals for the 2022-23 school year. The goals fall under similar categories as our 2021-22 goals, but have been updated to reflect the current state of our intervention efforts on behalf of students. Our goals continue to address the learning gaps that have been identified as a result of the pandemic and remote learning. The primary focus of our academic goals is addressing learning recovery in English Language Arts and Math. The feedback from parent meetings, staff meetings, and student emotional wellness surveys revealed that social emotional learning must remain a primary goal for our school. An important component of this goal will be the implementation of our cultural proficiency training to provide a learning environment where all students feel welcome. Forest Grove also continues to value the visual and performing arts as well as school safety, so those two goals remain part of our School Plan for Student Achievement.

Our five goals are:

1. Address student social emotional needs now that they have returned to school.
2. Assess and address learning gaps English Language Arts and regularly measure student progress.
3. Assess and address learning gaps in math and regularly measure student progress.
4. Implement the visual and performing arts in support of English Language Arts, Math, Science, and Social Studies.
5. Improve school safety by running a robust "See Something, Say Something" campaign.

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

**FISCAL IMPACT:**

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



School Year: **2022-23**

# School Plan for Student Achievement (SPSA) Template

Instructions and requirements for completing the SPSA template may be found in the SPSA Template Instructions.

School Name	County-District-School (CDS) Code	Schoolsite Council (SSC) Approval Date	Local Board Approval Date
Forest Grove Elementary School	27661346026470	*5/16/2022	

## Purpose and Description

Briefly describe the purpose of this plan (Select from Schoolwide Program, Comprehensive Support and Improvement, Targeted Support and Improvement, or Additional Targeted Support and Improvement)

Schoolwide Program

Briefly describe the school's plan for effectively meeting the ESSA requirements in alignment with the Local Control and Accountability Plan and other federal, state, and local programs.

Forest Grove Elementary School has developed goals designed to improve English Language Arts, mathematics, social emotional learning, visual and performing arts, and safety in alignment with the district goals as described in our Local Control Accountability Plan.

# Comprehensive Needs Assessment Components

## Data Analysis

Please refer to the School and Student Performance Data section where an analysis is provided.

## Surveys

This section provides a description of surveys (i.e., Student, Parent, Teacher) used during the school-year, and a summary of results from the survey(s).

Forest Grove administered the California Healthy Kids Survey 2021-22. The survey was given to our fifth grade students, our families, and our staff.

The following deductions were drawn from the student survey:

84% of students felt connected to our school. This is the highest percentage we have seen in the past five years.

88% of students reported high academic motivation which is higher than the previous two years surveyed.

71% of students responded favorably regarding school safety. This is 10% below the state average and the lowest percentage reported in the past five years.

Under the category of Other Climate Indicators

94% of students reported positive behavior at school. All of our percentages have been in the 90s over the past five years.

82% of students reported strong parent involvement in schooling which represents the second highest score in the past five years.

Areas of focus for our school in this category include

66% felt positively about rule clarity at Forest Grove. This represents our lowest score over the past five years.

67% felt positively about anti-bullying efforts at Forest Grove. This is the lowest score over the past five years.

To measure the social emotional growth of students, Forest Grove conducted the CORE Social Emotional Learning Survey in Fall 2021 and Spring 2022 with students in grades 3-5.

10 - Very healthy/favorable

79 - Healthy/favorable

32 - Moderately healthy/favorable

44 - Slightly unhealthy/unfavorable

10 - Unhealthy/unfavorable

Parent Survey - California Healthy Kids Survey

Strengths

90% report their students feel hopeful about the future

85% report their student feel motivated to complete schoolwork

99% school responds promptly to communications

96% school staff treats parents with respect

90% teachers communicate about what child is learning in class

97% the school treats all students with respect

90% provides high quality instruction for my child

94% has teachers who go out of their way to help my child learn

94% encourages students to care about how others feel

Concerns

75% school consults parents before making important decisions

75% providing information about why student is placed in certain groups

81% (15% didn't know) Importance of respecting different cultural beliefs and practices.

78% enforces school rules equally for my child and all students

Forest Grove also gathered parent input during several meeting opportunities throughout the school year.

The following meetings were held:

Parent Check Ins with the Principal- Monthly

School Site Council Meetings - Monthly

Parent Teacher Association general meetings - quarterly

## Classroom Observations



This section provides a description of types and frequency of classroom observations conducted during the school-year and a summary of findings.

Throughout the year, administration conducted 40 formal evaluations lasting 30-60 minutes. Every week, administration conducted 5-25 informal drop in observations into classrooms lasting 5-10 minutes. Administration found that teachers were using district adopted curriculum materials in a satisfactory manner to teach the California Content Standards.

## Analysis of Current Instructional Program

The following statements are derived from the Elementary and Secondary Education Act (ESEA) of 1965 and Essential Program Components (EPCs). In conjunction with the needs assessments, these categories may be used to discuss and develop critical findings that characterize current instructional practice for numerically significant subgroups as well as individual students who are:

- Not meeting performance goals
- Meeting performance goals
- Exceeding performance goals

Discussion of each of these statements should result in succinct and focused findings based on verifiable facts. Avoid vague or general descriptions. Each successive school plan should examine the status of these findings and note progress made. Special consideration should be given to any practices, policies, or procedures found to be noncompliant through ongoing monitoring of categorical programs.

## Standards, Assessment, and Accountability

Use of state and local assessments to modify instruction and improve student achievement (ESEA)

In 2022, the Smarter Balanced Assessment was administered in grades 3-5. The local data gathered were the Measurement of Academic Progress for all grade levels in reading and math, Dibels in all grades for reading fluency, SRI, and SMI data. The information from these assessments was used to place students into intervention groups and to measure student growth.

Use of data to monitor student progress on curriculum-embedded assessments and modify instruction (EPC)

In grades TK-2, the SuperKids language arts program provides both formative and summative assessments to monitor student progress and differentiate instruction. In grades 3-5, Benchmark Advance curriculum is aligned to the California Content Standards. All grades TK-5 used the Swun math curriculum in 2022-23. Included within the curriculum are formative and summative assessments aligned the California Content Standards in math. Additionally, Forest Grove uses the Measurement of Academic Progress in reading and math.

## Staffing and Professional Development

Status of meeting requirements for highly qualified staff (ESEA)

All certificated staff members at Forest Grove meet the NCLB requirements for Highly Qualified status.

Sufficiency of credentialed teachers and teacher professional development (e.g., access to instructional materials training on SBE-adopted instructional materials) (EPC)

All certificated teachers participate in mandatory district professional development programs lasting three work days in their contracted year. In addition, numerous teachers participate in individual professional development activities that are germane to their current assignment.

Alignment of staff development to content standards, assessed student performance, and professional needs (ESEA)

All staff development is aligned and supports the teaching of the California Content Standards. Data from multiple sources is used to identify areas of professional need. In 2022-23, local staff development focused on the social emotional learning needs of our students and how to support them.

Ongoing instructional assistance and support for teachers (e.g., use of content experts and instructional coaches) (EPC)  
Forest Grove did not use content experts and instructional coaches in 2022-23.

Teacher collaboration by grade level (kindergarten through grade eight [K–8]) and department (grades nine through twelve) (EPC)

Students are dismissed from school early each Thursday to provide collaboration time for teachers. Teachers follow a professional learning community model to review student data to set instructional goals, plan interventions for students who demonstrate a need, and monitor student progress.

## Teaching and Learning

Alignment of curriculum, instruction, and materials to content and performance standards (ESEA)

All curriculum, instruction, and materials are aligned to content and performance standards.

Adherence to recommended instructional minutes for reading/language arts and mathematics (K–8) (EPC)

All of our classes are providing the recommended instructional minutes for reading/language arts and mathematics.

Lesson pacing schedule (K–8) and master schedule flexibility for sufficient numbers of intervention courses (EPC)

Teachers use the SuperKids pacing guides in grades K-2. Grades 3-5 have pacing guides for English Language Arts that include Benchmark Advance and novel studies. Teachers followed the modified pacing scheduled of Swun math Intervention courses that serve our Title 1 and Title 3 students are offered before school, after school and embedded within the school day. Also, there is push in support available for our Title 1 reading intervention students in third grade as well as our fourth grade resource students.

Availability of standards-based instructional materials appropriate to all student groups (ESEA)

Forest Grove has sufficient instructional materials for all students in Language Arts and math.

Use of SBE-adopted and standards-aligned instructional materials, including intervention materials, and for high school students, access to standards-aligned core courses (EPC)

All of our instructional materials are SBE-adopted and standards-aligned including our intervention materials.

## Opportunity and Equal Educational Access

Services provided by the regular program that enable underperforming students to meet standards (ESEA)

Services are provided both inside and through pull out intervention to underperforming students in English Language Arts and Math.

Evidence-based educational practices to raise student achievement

Teachers use researched-based and time-tested teaching techniques to provide standards based instruction. Recently, professional development has focused on the implementation of small group instruction, the eight mathematical practices, and implementation of the next generation science standards.

## Parental Engagement

Resources available from family, school, district, and community to assist under-achieving students (ESEA)

Refer to school goals

Involvement of parents, community representatives, classroom teachers, other school personnel, and students in secondary schools, in the planning, implementation, and evaluation of ConApp programs (5 California Code of Regulations 3932)

Refer to school goals

## Funding

Services provided by categorical funds that enable underperforming students to meet standards (ESEA)

Title I funding supports a portion of a credentialed intervention teacher's contract as well as highly qualified instructional assistant support to assist underperforming students.

Fiscal support (EPC)

The Forest Grove Single Plan for Student Achievement provides analysis of student data to identify areas of academic need. Title I funds are used to provide personnel, staff development and solicit parent involvement as required.

## Stakeholder Involvement

How, when, and with whom did the school consult as part of the planning process for this SPSA/Annual Review and Update?

### **Involvement Process for the SPSA and Annual Review and Update**

Forest Grove involved multiple stakeholders in the review and update of our Single Plan for Student Achievement.

- At monthly meetings, our School Site Council reviewed progress we had made toward on goals.
- Forest Grove Principal Check Ins for families (monthly)
- Staff was consulted during monthly Site Leadership Team Meetings (10 total) and monthly Staff Meetings (9 total).

## Resource Inequities

Briefly identify and describe any resource inequities identified as a result of the required needs assessment, as applicable.

Not Applicable.

# School and Student Performance Data

## Student Enrollment Enrollment By Student Group

## Student Enrollment Enrollment By Grade Level

Student Enrollment by Grade Level			
Grade	Number of Students		
	18-19	19-20	20-21
Kindergarten	91	93	74
Grade 1	58	62	64
Grade 2	89	60	60
Grade3	63	84	59
Grade 4	73	55	75
Grade 5	70	68	59
Total Enrollment	444	422	391

### Conclusions based on this data:

1. Forest Grove enrollment and ethnic student groups have remained mostly stable over the past two years.



# School and Student Performance Data

## Student Enrollment English Learner (EL) Enrollment

English Learner (EL) Enrollment						
Student Group	Number of Students			Percent of Students		
	18-19	19-20	20-21	18-19	19-20	20-21
English Learners	44	41	44	9.9%	9.7%	11.3%
Fluent English Proficient (FEP)	38	39	31	8.6%	9.2%	7.9%
Reclassified Fluent English Proficient (RFEP)	4	8	0	7.5%	18.2%	0.0%

### Conclusions based on this data:

1. The number of EL has fluctuated over the past three years. Currently, there are 35 EL students at Forest Grove which represents a decrease.
2. This trend indicates that our students are making good progress toward fluent English proficiency.



# School and Student Performance Data

## Local Assessment Results: NWEA/MAP English Language Arts/Literacy

NWEA/MAP Student Groups	NWEA/MAP Total Enrollment	NWEA/MAP Number Tested	NWEA/MAP Percent Tested	NWEA/MAP Percent Not Tested	NWEA/MAP Percent At or Above Grade Level
All Students	198	190	96	4	67
Female	110	105	95	5	72
Male	88	85	97	3	61
American Indian or Alaska Native	3	3	100	0	67
Asian	30	30	100	0	67
Black or African American	3	3	100	0	33
Filipino	0	0	0	0	0
Hispanic or Latino	46	42	91	9	52
Native Hawaiian or Pacific Islander	2	2	100	0	0
Two or More Races	4	4	100	0	50
White	112	110	98	2	75
English Learners	21	21	100	0	33
Foster Youth	0	0	0	0	0
Homeless	0	0	0	0	0
Military	11	10	91	9	90
Socioeconomically Disadvantaged	45	45	100	0	49
Students Receiving Migrant Education	0	0	0	0	0
Students with Disabilities	32	30	94	6	23

# School and Student Performance Data

## Local Assessment Results: NWEA/MAP Mathematics

NWEA/MAP Student Groups	NWEA/MAP Total Enrollment	NWEA/MAP Number Tested	NWEA/MAP Percent Tested	NWEA/MAP Percent Not Tested	NWEA/MAP Percent At or Above Grade Level
All Students	198	190	96	4	56
Female	110	105	95	5	54
Male	88	85	96	4	58
American Indian or Alaska Native	3	3	100	0	100
Asian	30	30	100	0	60
Black or African American	3	3	100	0	67
Filipino	0	0	0	0	0
Hispanic or Latino	46	42	91	9	48
Native Hawaiian or Pacific Islander	2	2	100	0	0
Two or More Races	4	4	100	0	100
White	112	110	98	2	81
English Learners	21	21	100	0	14
Foster Youth	0	0	0	0	0
Homeless	0	0	0	0	0
Military	11	10	91	9	80
Socioeconomically Disadvantaged	45	45	100	0	38
Students Receiving Migrant Education	0	0	0	0	0
Students with Disabilities	32	30	94	6	13

# School and Student Performance Data

## CAASPP Results English Language Arts/Literacy (All Students)

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with			% of Enrolled Students		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
Grade 3	76	60	60	73	57	0	73	57	0	96.1	95	0.0
Grade 4	75	73	76	70	71	0	70	71	0	93.3	97.3	0.0
Grade 5	65	67	58	62	67	0	62	67	0	95.4	100	0.0
All Grades	216	200	194	205	195	0	205	195	0	94.9	97.5	0.0

The "% of Enrolled Students Tested" showing in this table is not the same as "Participation Rate" for federal accountability purposes.

### 2019-20 Data:

Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard			% Standard Met			% Standard Nearly			% Standard Not		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
Grade 3	2451.	2457.		39.73	33.33		23.29	29.82		13.70	22.81		23.29	14.04	
Grade 4	2494.	2517.		38.57	43.66		27.14	29.58		10.00	12.68		24.29	14.08	
Grade 5	2564.	2537.		43.55	31.34		35.48	38.81		9.68	13.43		11.29	16.42	
All Grades	N/A	N/A	N/A	40.49	36.41		28.29	32.82		11.22	15.90		20.00	14.87	

### 2019-20 Data:

Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

Reading Demonstrating understanding of literary and non-fictional texts									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
Grade 3	39.73	38.60		39.73	45.61		20.55	15.79	
Grade 4	40.00	40.85		41.43	46.48		18.57	12.68	
Grade 5	41.94	37.31		46.77	47.76		11.29	14.93	
All Grades	40.49	38.97		42.44	46.67		17.07	14.36	

### 2019-20 Data:

Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

Writing Producing clear and purposeful writing									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
Grade 3	31.51	28.07		43.84	57.89		24.66	14.04	
Grade 4	35.71	36.62		41.43	46.48		22.86	16.90	
Grade 5	54.84	35.82		33.87	49.25		11.29	14.93	
All Grades	40.00	33.85		40.00	50.77		20.00	15.38	

2019-20 Data:

Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

Listening Demonstrating effective communication skills									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
Grade 3	28.77	19.30		57.53	77.19		13.70	3.51	
Grade 4	27.14	33.80		62.86	59.15		10.00	7.04	
Grade 5	40.32	25.37		54.84	62.69		4.84	11.94	
All Grades	31.71	26.67		58.54	65.64		9.76	7.69	

2019-20 Data:

Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

Research/Inquiry Investigating, analyzing, and presenting information									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
Grade 3	43.84	36.84		38.36	49.12		17.81	14.04	
Grade 4	28.57	36.62		50.00	52.11		21.43	11.27	
Grade 5	54.84	32.84		37.10	49.25		8.06	17.91	
All Grades	41.95	35.38		41.95	50.26		16.10	14.36	

2019-20 Data:

Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

**Conclusions based on this data:**

1. In 2018, fourth grade showed cohort growth last year of 20.9%.
2. Our area of greatest need remains the listening portion of the English Language Arts test.
3. In 2018, our third and fifth grade scores were the highest recorded in the past three years.

# School and Student Performance Data

## CAASPP Results Mathematics (All Students)

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with			% of Enrolled Students		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
Grade 3	76	60	60	75	57	0	75	57	0	98.7	95	0.0
Grade 4	75	73	76	71	72	0	71	72	0	94.7	98.6	0.0
Grade 5	65	67	58	63	66	0	63	66	0	96.9	98.5	0.0
All Grades	216	200	194	209	195	0	209	195	0	96.8	97.5	0.0

\* The "% of Enrolled Students Tested" showing in this table is not the same as "Participation Rate" for federal accountability purposes.

2019-20 Data:

Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard			% Standard Met			% Standard Nearly			% Standard Not		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
Grade 3	2444.	2461.		26.67	28.07		32.00	35.09		18.67	26.32		22.67	10.53	
Grade 4	2481.	2504.		22.54	29.17		35.21	31.94		23.94	27.78		18.31	11.11	
Grade 5	2549.	2519.		38.10	30.30		22.22	21.21		25.40	25.76		14.29	22.73	
All Grades	N/A	N/A	N/A	28.71	29.23		30.14	29.23		22.49	26.67		18.66	14.87	

2019-20 Data:

Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

Concepts & Procedures Applying mathematical concepts and procedures									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
Grade 3	44.00	42.11		30.67	47.37		25.33	10.53	
Grade 4	36.62	43.06		32.39	36.11		30.99	20.83	
Grade 5	46.03	34.85		31.75	36.36		22.22	28.79	
All Grades	42.11	40.00		31.58	39.49		26.32	20.51	

2019-20 Data:

Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.



<b>Problem Solving &amp; Modeling/Data Analysis</b> <b>Using appropriate tools and strategies to solve real world and mathematical problems</b>									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
Grade 3	26.67	35.09		50.67	49.12		22.67	15.79	
Grade 4	29.58	29.17		46.48	52.78		23.94	18.06	
Grade 5	41.27	31.82		39.68	39.39		19.05	28.79	
All Grades	32.06	31.79		45.93	47.18		22.01	21.03	

2019-20 Data:

Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

<b>Communicating Reasoning</b> <b>Demonstrating ability to support mathematical conclusions</b>									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
Grade 3	41.33	29.82		37.33	57.89		21.33	12.28	
Grade 4	36.62	31.94		42.25	52.78		21.13	15.28	
Grade 5	41.27	24.24		34.92	51.52		23.81	24.24	
All Grades	39.71	28.72		38.28	53.85		22.01	17.44	

2019-20 Data:

Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

**Conclusions based on this data:**

1. In 2018, third and fifth grade had their highest number of students at grade level or above.
2. In 2018, the fourth grade cohort showed growth of 17.4%
3. Concepts and Procedures is our area of greatest need.

# School and Student Performance Data

## ELPAC Results

ELPAC Summative Assessment Data Number of Students and Mean Scale Scores for All Students												
Grade Level	Overall			Oral Language			Written Language			Number of Students Tested		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
K	*	1430.3	*	*	1445.5	*	*	1394.7	*	*	12	7
1	1483.5	*	*	1486.1	*	*	1480.3	*	*	11	7	9
2	*	*	*	*	*	*	*	*	*	*	7	7
3	*	*	*	*	*	*	*	*	*	*	5	7
4	*	*	*	*	*	*	*	*	*	*	*	9
5	*	*	*	*	*	*	*	*	*	*	6	8
All Grades										42	40	47

2019-20 Data:

Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

Overall Language Percentage of Students at Each Performance Level for All Students															
Grade Level	Level 4			Level 3			Level 2			Level 1			Total Number of Students		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
K	*	0.00	*		50.00	*	*	50.00	*		0.00	*	*	12	*
1	*	*	*	*	*	*		*	*		*	*	11	*	*
2	*	*	*		*	*		*	*	*	*	*	*	*	*
3	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
4	*	*	*		*	*	*	*	*	*	*	*	*	*	*
5	*	*	*	*	*	*	*	*	*		*	*	*	*	*
All Grades	54.76	22.50	29.79	*	50.00	46.81	*	22.50	8.51	*	5.00	14.89	42	40	47

2019-20 Data:

Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

Oral Language Percentage of Students at Each Performance Level for All Students															
Grade Level	Level 4			Level 3			Level 2			Level 1			Total Number of Students		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
K	*	33.33	*	*	33.33	*	*	25.00	*		8.33	*	*	12	*
1	*	*	*	*	*	*		*	*		*	*	11	*	*
2	*	*	*		*	*		*	*	*	*	*	*	*	*
3	*	*	*	*	*	*	*	*	*		*	*	*	*	*
4	*	*	*	*	*	*	*	*	*		*	*	*	*	*
5	*	*	*	*	*	*		*	*		*	*	*	*	*
All Grades	64.29	45.00	55.32	*	37.50	21.28	*	10.00	12.77	*	7.50	10.64	42	40	47

2019-20 Data:

Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

Written Language Percentage of Students at Each Performance Level for All Students															
Grade Level	Level 4			Level 3			Level 2			Level 1			Total Number of Students		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
K	*	0.00	*	*	25.00	*	*	66.67	*		8.33	*	*	12	*
1	*	*	*	*	*	*	*	*	*	*	*	*	11	*	*
2	*	*	*	*	*	*		*	*	*	*	*	*	*	*
3		*	*	*	*	*	*	*	*	*	*	*	*	*	*
4	*	*	*		*	*		*	*	*	*	*	*	*	*
5	*	*	*	*	*	*	*	*	*		*	*	*	*	*
All Grades	35.71	12.50	12.77	26.19	32.50	44.68	*	47.50	25.53	*	7.50	17.02	42	40	47

2019-20 Data:

Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

Listening Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
K	*	25.00	*	*	75.00	*		0.00	*	*	12	*
1	100.00	*	*		*	*		*	*	11	*	*
2	*	*	*	*	*	*	*	*	*	*	*	*
3	*	*	*	*	*	*	*	*	*	*	*	*
4	*	*	*	*	*	*		*	*	*	*	*
5	*	*	*	*	*	*		*	*	*	*	*
All Grades	57.14	35.00	43.48	38.10	60.00	45.65	*	5.00	10.87	42	40	46

2019-20 Data:

Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

Speaking Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
K	*	16.67	*	*	75.00	*		8.33	*	*	12	*
1	*	*	*	*	*	*		*	*	11	*	*
2	*	*	*		*	*	*	*	*	*	*	*
3	*	*	*	*	*	*		*	*	*	*	*
4	*	*	*	*	*	*		*	*	*	*	*
5	*	*	*		*	*		*	*	*	*	*
All Grades	66.67	45.00	55.32	30.95	47.50	31.91	*	7.50	12.77	42	40	47

2019-20 Data:

Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

Reading Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
K	*	0.00	*	*	100.00	*		0.00	*	*	12	*
1	*	*	*	*	*	*	*	*	*	11	*	*
2	*	*	*	*	*	*	*	*	*	*	*	*
3		*	*	*	*	*	*	*	*	*	*	*
4	*	*	*		*	*	*	*	*	*	*	*
5	*	*	*	*	*	*	*	*	*	*	*	*
All Grades	35.71	17.50	14.89	40.48	77.50	61.70	*	5.00	23.40	42	40	47

**2019-20 Data:**

Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

Writing Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
K	*	33.33	*	*	50.00	*		16.67	*	*	12	*
1	*	*	*	*	*	*		*	*	11	*	*
2	*	*	*	*	*	*	*	*	*	*	*	*
3	*	*	*	*	*	*	*	*	*	*	*	*
4	*	*	*	*	*	*	*	*	*	*	*	*
5	*	*	*	*	*	*		*	*	*	*	*
All Grades	42.86	25.00	26.09	50.00	65.00	54.35	*	10.00	19.57	42	40	46

**2019-20 Data:**

Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

**Conclusions based on this data:**

1. Not enough data to draw significant conclusions.



# School and Student Performance Data

## Student Population

Although both Senate Bill 98 and Assembly Bill 130 suspended the publication of state indicators on the 2020 and 2021 California School Dashboards, these bills also required the reporting of valid and reliable data that would have been included in these Dashboards.

To meet this requirement, CDE has made available the Enrollment, Graduation Rate Additional Report and the College/Career Measures Report data available. All other reports are not available for 2020 and 2021.

This section provides information about the school's student population.

2020-21 Student Population			
Total Enrollment	Socioeconomically Disadvantaged	English Learners	Foster Youth
391	22.8	11.3	0.3
This is the total number of students enrolled.	This is the percent of students who are eligible for free or reduced priced meals; or have parents/guardians who did not receive a high school diploma.	This is the percent of students who are learning to communicate effectively in English, typically requiring instruction in both the English Language and in their academic courses.	This is the percent of students whose well-being is the responsibility of a court.

2019-20 Enrollment for All Students/Student Group		
Student Group	Total	Percentage
English Learners	44	11.3
Foster Youth	1	0.3
Homeless		
Socioeconomically Disadvantaged	89	22.8
Students with Disabilities	53	13.6

Enrollment by Race/Ethnicity		
Student Group	Total	Percentage
African American	7	1.8
American Indian or Alaska Native	3	0.8
Asian	43	11.0
Filipino	10	2.6
Hispanic	99	25.3
Two or More Races	14	3.6
Native Hawaiian or Pacific Islander	2	0.5
White	213	54.5

### Conclusions based on this data:

1. Forest Grove continues to have the highest percentage of socioeconomically disadvantaged youth in the district.





2. Forest Grove has the highest percentage of English Learners in the district.

# School and Student Performance Data

## Overall Performance

Although both Senate Bill 98 and Assembly Bill 130 suspended the publication of state indicators on the 2020 and 2021 California School Dashboards, these bills also required the reporting of valid and reliable data that would have been included in these Dashboards.

To meet this requirement, CDE has made available the Enrollment, Graduation Rate Additional Report and the College/Career Measures Report data available. All other reports are not available for 2020 and 2021, thus the most recent data (2019 Fall) is provided here.

2019 Fall Dashboard Overall Performance for All Students		
Academic Performance	Academic Engagement	Conditions & Climate
<b>English Language Arts</b>  Green	<b>Chronic Absenteeism</b>  Orange	<b>Suspension Rate</b>  Yellow
<b>Mathematics</b>  Green		

### Conclusions based on this data:

1. Our area of greatest need is chronic absenteeism.
2. As a school, Forest Grove performs well in English Language Arts and mathematics, while maintaining a low suspension rate.

# School and Student Performance Data

## Academic Performance English Language Arts

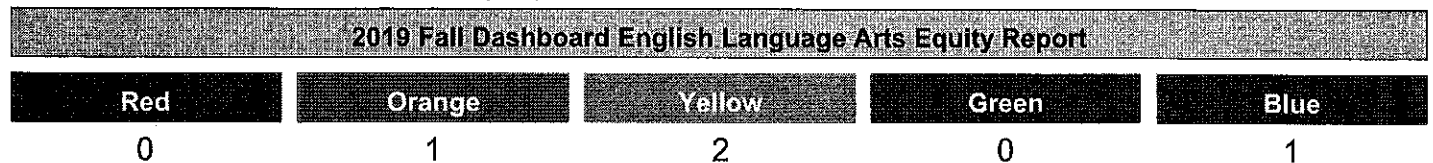
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The performance levels are color-coded and range from lowest-to-highest performance in the following order:











This section provides number of student groups in each color.



This section provides a view of Student Assessment Results and other aspects of this school's performance, specifically how well students are meeting grade-level standards on the English Language Arts assessment. This measure is based on student performance on the Smarter Balanced Summative Assessment, which is taken annually by students in grades 3–8 and grade 11.

2019 Fall Dashboard English Language Arts Performance for All Students/Student Group					
All Students	English Learners	Foster Youth	Homeless	Socioeconomically Disadvantaged	Students with Disabilities
 Green 38.3 points above standard Increased ++5.8 points 191	 No Performance Color 2.4 points above standard Declined -5.9 points 23	 No Performance Color 0 Students	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 1	 Yellow 6.1 points below standard Increased Significantly ++17.1 points 57	 Yellow 46.8 points below standard Increased Significantly ++20 points 40

2019 Fall Dashboard English Language Arts Performance by Race/Ethnicity			
<b>African American</b>  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 6	<b>American Indian</b>  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 3	<b>Asian</b>  No Performance Color 66.3 points above standard Increased ++10.2 points 24	<b>Filipino</b>  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 2
<b>Hispanic</b>  Orange 11.8 points below standard Maintained -0.3 points 36	<b>Two or More Races</b>  No Performance Color 0 Students	<b>Pacific Islander</b>  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 2	<b>White</b>  Blue 51.2 points above standard Increased ++3.8 points 118

This section provides a view of Student Assessment Results and other aspects of this school's performance, specifically how well students are meeting grade-level standards on the English Language Arts assessment. This measure is based on student performance on the Smarter Balanced Summative Assessment, which is taken annually by students in grades 3–8 and grade 11.

2019 Fall Dashboard English Language Arts Data Comparisons for English Learners		
<b>Current English Learner</b> 27.2 points below standard Declined Significantly -25.4 points 13	<b>Reclassified English Learners</b> Less than 11 Students - Data Not Displayed for Privacy 10	<b>English Only</b> 43.2 points above standard Increased ++5.8 points 153

#### Conclusions based on this data:

1. Forest Grove should focus its efforts on improving the performance of our socioeconomically disadvantaged youth and our Hispanic students.



# School and Student Performance Data

## Academic Performance Mathematics

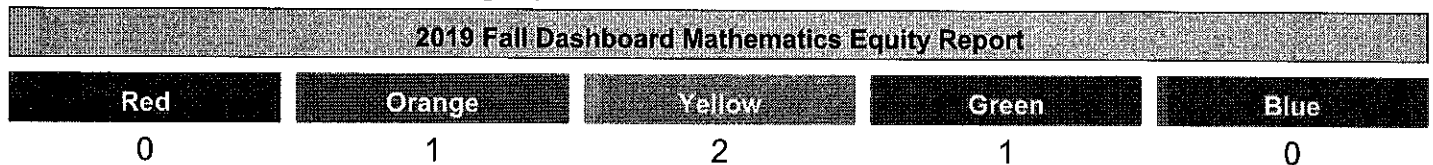
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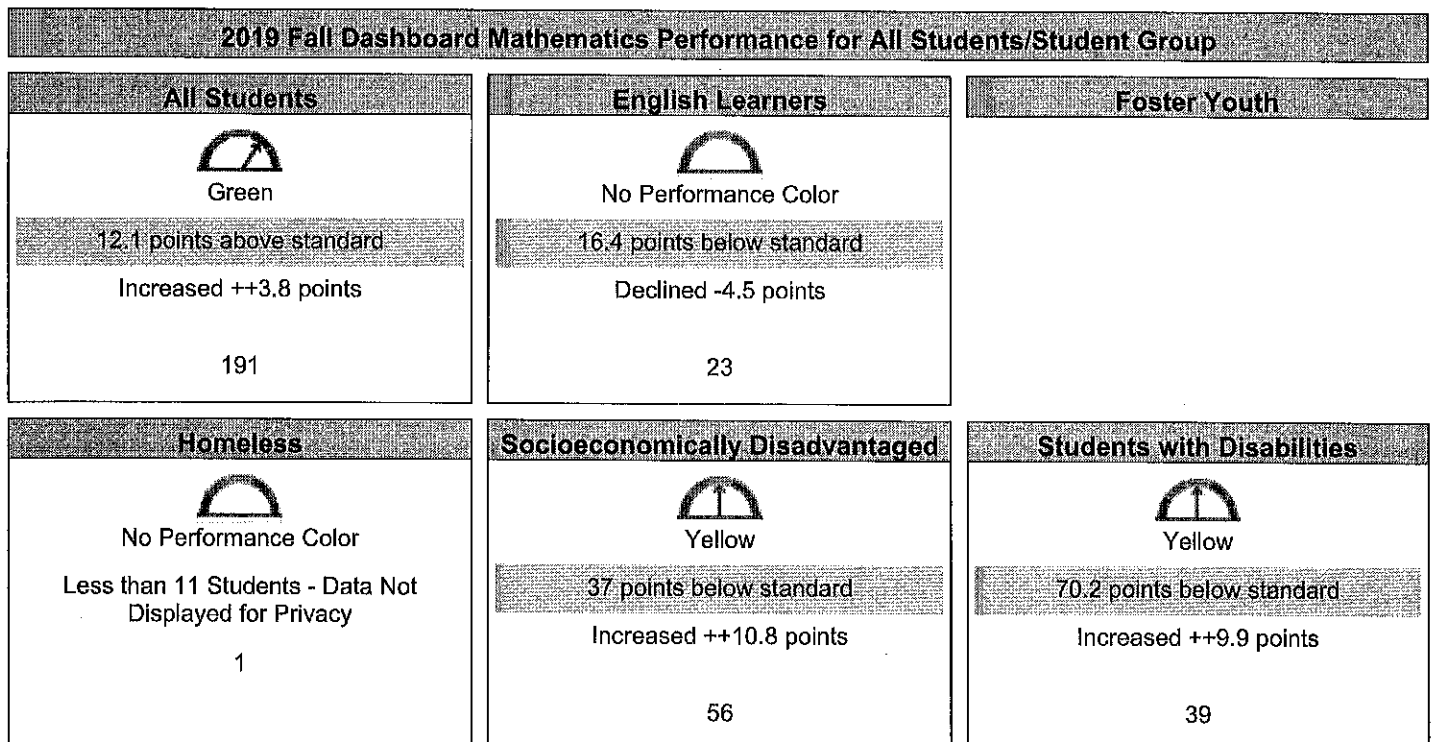
The performance levels are color-coded and range from lowest-to-highest performance in the following order:










This section provides number of student groups in each color.



This section provides a view of Student Assessment Results and other aspects of this school's performance, specifically how well students are meeting grade-level standards on the Mathematics assessment. This measure is based on student performance on the Smarter Balanced Summative Assessment, which is taken annually by students in grades 3–8 and grade 11.



2019 Fall Dashboard Mathematics Performance by Race/Ethnicity			
<b>African American</b>  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 5	<b>American Indian</b>  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 3	<b>Asian</b>  No Performance Color 24.5 points above standard Declined Significantly -18.4 points 24	<b>Filipino</b>  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 2
<b>Hispanic</b>  Orange 37.8 points below standard Maintained -1.7 points 36	<b>Two or More Races</b> 	<b>Pacific Islander</b>  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 2	<b>White</b>  Green 25.6 points above standard Maintained ++0.3 points 119

This section provides a view of Student Assessment Results and other aspects of this school's performance, specifically how well students are meeting grade-level standards on the Mathematics assessment. This measure is based on student performance on the Smarter Balanced Summative Assessment, which is taken annually by students in grades 3–8 and grade 11.

2019 Fall Dashboard Mathematics Data Comparisons for English Learners		
<b>Current English Learner</b> 59.4 points below standard Declined Significantly -28.8 points 13	<b>Reclassified English Learners</b> Less than 11 Students - Data Not Displayed for Privacy 10	<b>English Only</b> 15.5 points above standard Increased ++3.6 points 153

#### Conclusions based on this data:

1. Forest Grove should focus its efforts on improving the performance of its socioeconomically disadvantaged students and our Hispanic students.

# School and Student Performance Data

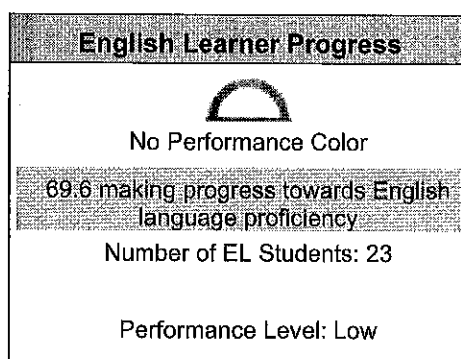
## Academic Performance English Learner Progress

Although both Senate Bill 98 and Assembly Bill 130 suspended the publication of state indicators on the 2020 and 2021 California School Dashboards, these bills also required the reporting of valid and reliable data that would have been included in these Dashboards.

To meet this requirement, CDE has made available the Enrollment, Graduation Rate Additional Report and the College/Career Measures Report data available. All other reports are not available for 2020 and 2021, thus the most recent data (2019 Fall) is provided here.

This section provides a view of the percentage of current EL students making progress towards English language proficiency or maintaining the highest level.

### 2019 Fall Dashboard English Learner Progress Indicator



This section provides a view of the percentage of current EL students who progressed at least one ELPI level, maintained ELPI level 4, maintained lower ELPI levels (i.e, levels 1, 2L, 2H, 3L, or 3H), or decreased at least one ELPI Level.

### 2019 Fall Dashboard Student English Language Acquisition Results

Decreased One ELPI Level	Maintained ELPI Level 1, 2L, 2H, 3L, or 3H	Maintained ELPI Level 4	Progressed At Least One ELPI Level
4.3	26.0	13.0	56.5

#### Conclusions based on this data:

1. Forest Grove's English Learner's are making adequate progress toward proficiency.

# School and Student Performance Data

## Academic Performance College/Career Measures Only Report

Although both Senate Bill 98 and Assembly Bill 130 suspended the publication of state indicators on the 2020 and 2021 California School Dashboards, these bills also required the reporting of valid and reliable data that would have been included in these Dashboards.

To meet this requirement, CDE has made available the Enrollment, Graduation Rate Additional Report and the College/Career Measures Report data available. All other reports are not available for 2020 and 2021.

Number and Percentage of Students in the Combined Graduation Rate and/or Dashboard Alternative School Status (DASS) Graduation Rate by Student Group		
Student Group	Cohort Totals	Cohort Percent
All Students		
African American		
American Indian or Alaska Native		
Asian		
Filipino		
Hispanic		
Native Hawaiian or Pacific Islander		
White		
Two or More Races		
English Learners		
Socioeconomically Disadvantaged		
Students with Disabilities		
Foster Youth		
Homeless		

Advanced Placement Exams – Number and Percentage of Four-Year Graduation Rate Cohort Students		
Student Group	Cohort Totals	Cohort Percent
All Students		
African American		
American Indian or Alaska Native		
Asian		
Filipino		
Hispanic		
Native Hawaiian or Pacific Islander		
White		
Two or More Races		
English Learners		
Socioeconomically Disadvantaged		
Students with Disabilities		
Foster Youth		
Homeless		

\* This table shows students in the four-year graduation rate cohort by student group who scored 3 or higher on at least two Advanced Placement exams.

International Baccalaureate Exams – Number and Percentage of Four-Year Graduation Rate Cohort		
Student Group	Cohort Totals	Cohort Percent
All Students		
African American		
American Indian or Alaska Native		
Asian		
Filipino		
Hispanic		
Native Hawaiian or Pacific Islander		
White		
Two or More Races		
English Learners		
Socioeconomically Disadvantaged		
Students with Disabilities		
Foster Youth		
Homeless		

\* This table shows students in the four-year graduation rate cohort by student group who scored 4 or higher on at least two International Baccalaureate Exams.



Completed at Least One Career Technical Education (CTE) Pathway – Number and Percentage of All Students		
Student Group	Cohort Totals	Cohort Percent
All Students		
African American		
American Indian or Alaska Native		
Asian		
Filipino		
Hispanic		
Native Hawaiian or Pacific Islander		
White		
Two or More Races		
English Learners		
Socioeconomically Disadvantaged		
Students with Disabilities		
Foster Youth		
Homeless		

\* This table shows students in the combined graduation rate and/or DASS graduation rate by student group who completed at least one CTE Pathway with a grade of C- or better (or Pass) in the capstone course.

Completed a-g Requirements – Number and Percentage of All Students		
Student Group	Cohort Totals	Cohort Percent
All Students		
African American		
American Indian or Alaska Native		
Asian		
Filipino		
Hispanic		
Native Hawaiian or Pacific Islander		
White		
Two or More Races		
English Learners		
Socioeconomically Disadvantaged		
Students with Disabilities		
Foster Youth		
Homeless		

\* This table shows students in the combined graduation rate and/or DASS graduation rate by student group who met the University of California (UC) or California State University (CSU) a-g criteria with a grade of C or better (or Pass).

Completed a-g Requirements AND at Least One CTE Pathway – Number and Percentage of All Students		
Student Group	Cohort Totals	Cohort Percent
All Students		
African American		
American Indian or Alaska Native		
Asian		
Filipino		
Hispanic		
Native Hawaiian or Pacific Islander		
White		
Two or More Races		
English Learners		
Socioeconomically Disadvantaged		
Students with Disabilities		
Foster Youth		
Homeless		

\* This table shows students in the combined graduation rate and/or DASS graduation rate by student group who met the UC or CSU a-g criteria with a grade of C or better (or Pass) AND completed at least one CTE Pathway with a grade of C- or better (or Pass) in the capstone course.

Completed College Credit Courses – Number and Percentage of All Student Students Completing One Semester, Two Quarters, or Two Trimesters of College Credit Courses		
Student Group	Number of Students	Percent of Students
All Students		
African American		
American Indian or Alaska Native		
Asian		
Filipino		
Hispanic		
Native Hawaiian or Pacific Islander		
White		
Two or More Races		
English Learners		
Socioeconomically Disadvantaged		
Students with Disabilities		
Foster Youth		
Homeless		

\* This table shows students in the combined graduation rate and/or DASS graduation rate by student group who completed Academic or CTE subject college credit courses with a grade of C- or better (or Pass).

Completed College Credit Courses – Number and Percentage of All Student Students Completing Two Semesters, Three Quarters, or Three Trimesters of College Credit Courses		
Student Group	Number of Students	Percent of Students

All Students

African American

American Indian or Alaska Native

Asian

Filipino

Hispanic

Native Hawaiian or Pacific Islander

White

Two or More Races

English Learners

Socioeconomically Disadvantaged

Students with Disabilities

Foster Youth

Homeless

\* This table shows students in the combined graduation rate and/or DASS graduation rate by student group who completed Academic or CTE subject college credit courses with a grade of C- or better (or Pass).

Earned the State Seal of Biliteracy – Number and Percentage of All Students		
Student Group	Cohort Totals	Cohort Percent

All Students

African American

American Indian or Alaska Native

Asian

Filipino

Hispanic

Native Hawaiian or Pacific Islander

White

Two or More Races

English Learners

Socioeconomically Disadvantaged

Students with Disabilities

Foster Youth

Homeless

\* This table shows students in the combined graduation rate and/or DASS graduation rate by student group who earned the State Seal of Biliteracy.

**Conclusions based on this data:**

**1.**

# School and Student Performance Data

## Academic Engagement Chronic Absenteeism

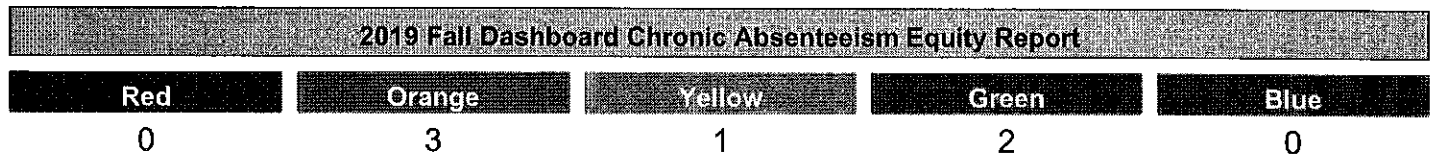
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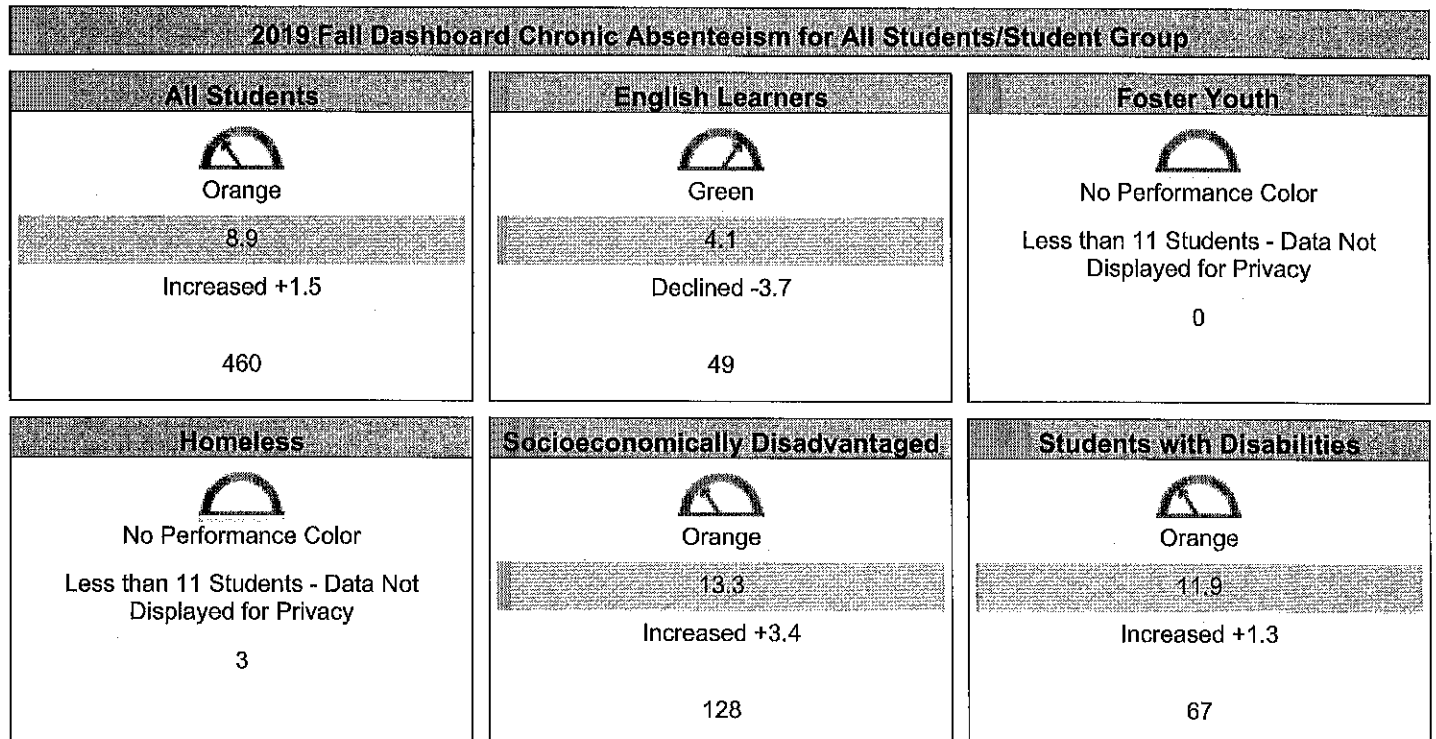
The performance levels are color-coded and range from lowest-to-highest performance in the following order:



This section provides number of student groups in each color.











This section provides information about the percentage of students in kindergarten through grade 8 who are absent 10 percent or more of the instructional days they were enrolled.





2019 Fall Dashboard Chronic Absenteeism by Race/Ethnicity

<b>African American</b>  No Performance Color 21.4 14	<b>American Indian</b>  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 6	<b>Asian</b>  Green 7.1 Declined -3.7 56	<b>Filipino</b>  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 7
<b>Hispanic</b>  Yellow 7.1 Maintained -0.4 99	<b>Two or More Races</b>  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 2	<b>Pacific Islander</b>  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 5	<b>White</b>  Orange 9.2 Increased +3 271

Conclusions based on this data:

1. We need to show improvement among all student groups regarding chronic absenteeism.

# School and Student Performance Data

## Academic Engagement Graduation Rate Additional Report

Although both Senate Bill 98 and Assembly Bill 130 suspended the publication of state indicators on the 2020 and 2021 California School Dashboards, these bills also required the reporting of valid and reliable data that would have been included in these Dashboards.

To meet this requirement, CDE has made available the Enrollment, Graduation Rate Additional Report and the College/Career Measures Report data available. All other reports are not available for 2020 and 2021.

2021 Graduation Rate by Student Group				
Student Group	Number of Students in the Graduation Rate	Number of Graduates	Number of Fifth Year Graduates	Graduation Rate
All Students				
English Learners				
Foster Youth				
Homeless				
Socioeconomically Disadvantaged				
Students with Disabilities				
African American				
American Indian or Alaska Native				
Asian				
Filipino				
Hispanic				
Native Hawaiian or Pacific Islander				
White				
Two or More Races				

Conclusions based on this data:

1.

# School and Student Performance Data

## Conditions & Climate Suspension Rate

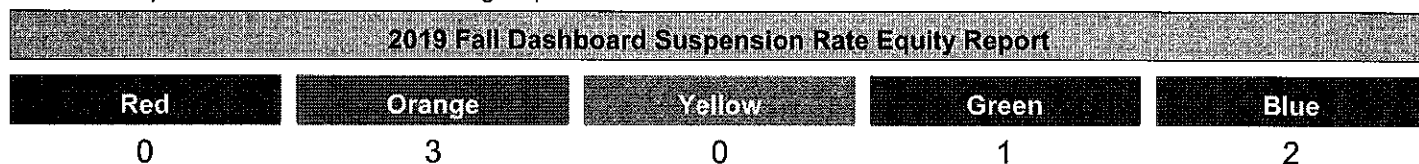
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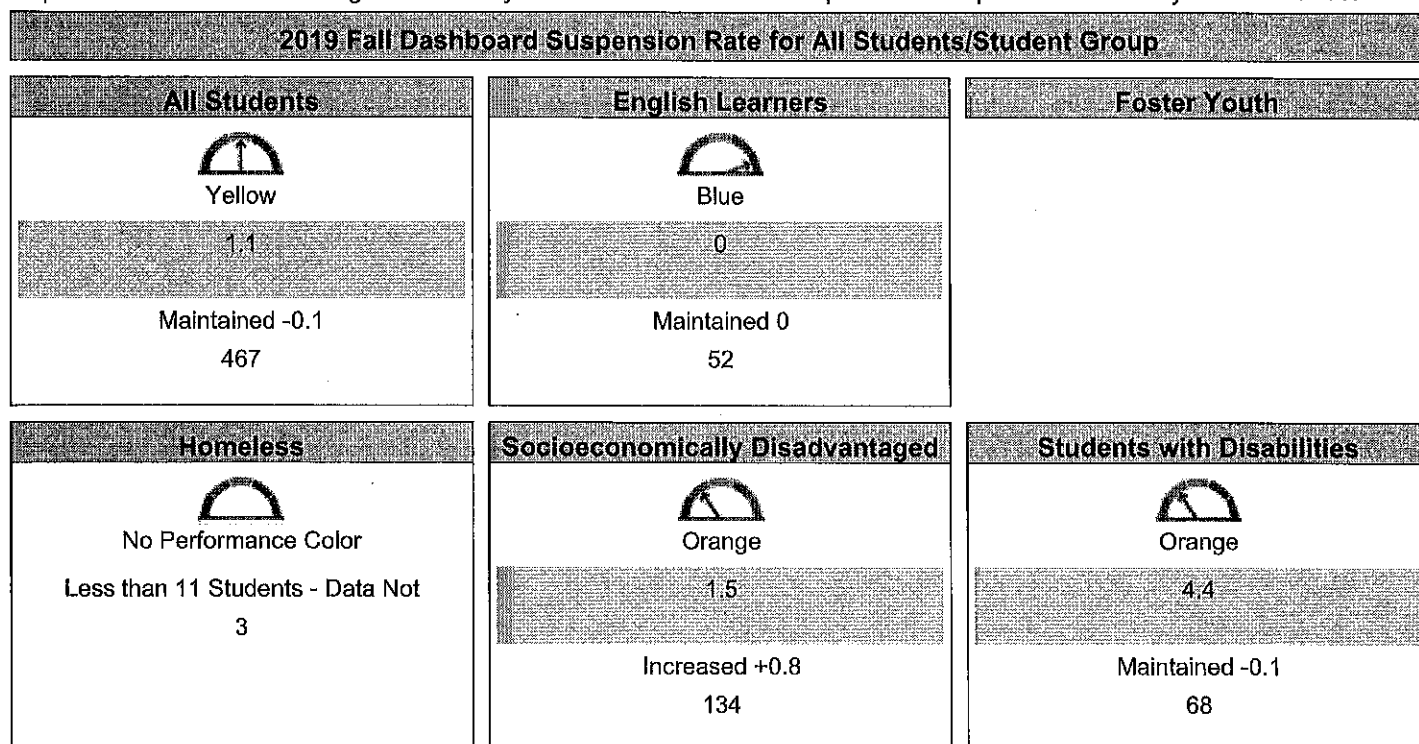
The performance levels are color-coded and range from lowest-to-highest performance in the following order:

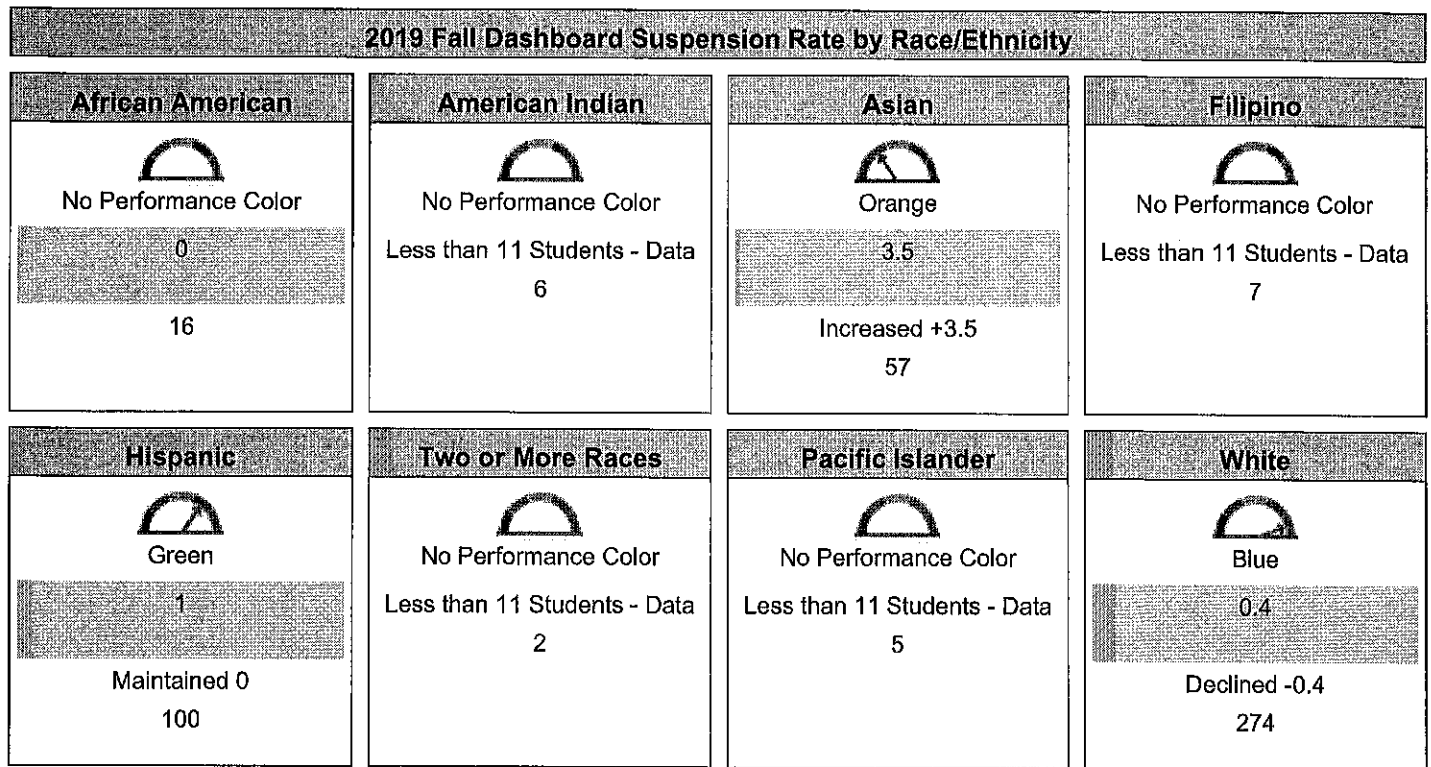


This section provides number of student groups in each color.



This section provides information about the percentage of students in kindergarten through grade 12 who have been suspended at least once in a given school year. Students who are suspended multiple times are only counted once.





This section provides a view of the percentage of students who were suspended.

2019 Fall Dashboard Suspension Rate by Year		
2017	2018	2019
	1.2	1.1

**Conclusions based on this data:**

1. Only are students with disabilities are suspended at a rate that places them in orange.

# Goals, Strategies, & Proposed Expenditures

Complete a copy of the following table for each of the school's goals. Duplicate the table as needed.

## LEA/LCAP Goal

All English Learners (EL), Socioeconomically Disadvantaged Students (SED), Foster Youth (FY), Students With Disabilities (SWD), and Hispanic will show a measurable increase in achieving grade level standards in mathematics and English Language Arts each year as measured by Smarter Balanced Assessments and local valid assessments.

## Goal 1

Forest Grove will implement an English Language Arts learning recovery program for all students (including English Learners, socio-economically disadvantaged youth, foster youth, students with disabilities, and Hispanic). Progress will be measured by using an ELA diagnostic test that will drive a multi-tiered system of intervention support using research based programs that provide growth measures to monitor student learning for those who demonstrate a need.

## Identified Need

Forest Grove Socioeconomically disadvantaged students and Hispanic students showed a decrease in their distance from proficiency in the SBAC English Language Arts test

## Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
2018 SBAC ELA Socioeconomically disadvantaged youth	23.2 points below standard; decrease of 3.3 points	13.2 points below standard; increase of 10 points
2018 SBAC ELA Hispanic students	11.5 points below standard; decrease of 4.4 points	.5 points below standard; increase of 10 points
2018 SBAC ELA - Whole School	32.9 points above standard; increased 6.9 points	35.9 points above standard; increase of 3 points

Complete a copy of the Strategy/Activity table for each of the school's strategies/activities. Duplicate the table, including Proposed Expenditures, as needed.

## Strategy/Activity 1

### Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All students

### Strategy/Activity

All teachers will incorporate daily writing into their English Language Arts lesson using district adopted curriculum - Super Kids for grades TK-2 and Benchmark Advanced 3-5.

### Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.



Amount(s)

Source(s)

English Language Arts adoption for grades renewals for consumable products. Amount to be determined from the district's textbook fund

## Strategy/Activity 2

### Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All EL students (including EL Hispanic and socioeconomically disadvantaged youth)

### Strategy/Activity

All EL will be instructed in the ELD classroom and in the General Educational Setting using proven methods to ensure access to the standards.

### Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

Source(s)

General Fund

## Strategy/Activity 3

### Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

Students who require intervention services based on local assessments

### Strategy/Activity

Before and/or after school tutoring provided to students targeted to the grade level standards in Language Arts and Math in which the student is under-performing.

### Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

Source(s)

Title III (amount to be determined) and Covid-19 relief funds

## Strategy/Activity 4

### Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

Socioeconomically disadvantaged youth

### Strategy/Activity

Title I reading intervention for students who qualify

### Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

Source(s)

Title I funds

### Strategy/Activity 5

#### Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

4/5 grade resource students and general education students who require reading intervention.

### Strategy/Activity

Read 180/System 44 intervention for students who qualify will be moved to before school to increase access to general education curriculum

### Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

Source(s)

General fund amount to be determined, Measure A technology fund for renewal of subscriptions

### Strategy/Activity 6

#### Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All students

### Strategy/Activity

All teachers will incorporate small group instruction in their classes to increase the quality of differentiation in instruction

### Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

Source(s)

## Annual Review

### SPSA Year Reviewed: 2021-22

Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal, an analysis is not required and this section may be deleted.

## ANALYSIS

Describe the overall implementation of the strategies/activities and the overall effectiveness of the strategies/activities to achieve the articulated goal.

In 2017-18 our primary focus was on the implementation of professional learning communities to guide our instructional program and adjust our teaching strategies based on evidence from student work. This resulted in English Language Arts growth for our general population and English Learners; however, achievement levels decreased in our socioeconomically disadvantaged youth and Hispanic students. In 2018-19, we responded by placing an emphasis on the implementation of small group instruction and having teachers identify and focus on the progress of six students in their classes from our targeted groups. In 2019-20, the SBAC testing was canceled due to the global pandemic. This year we reviewed local diagnostic data to drive our intervention program. In Spring 2021 and continuing into the 2021-2022 school year, Forest Grove will give students the Measure of Academic Progress (MAP) test to identify learning gaps and drive our intervention efforts. When returned to in-person learning, MAP data revealed that our youngest students - kindergarten and first grade showed the greatest need. The MAP growth report showed their progress lagging behind that of the upper grade level students. Our summer program will emphasize reading intervention in all grade levels including kindergarten and first grade. In 2022-2023, our focus remains on filling learning gaps that exist from the pandemic.

Briefly describe any major differences between the intended implementation and/or the budgeted expenditures to implement the strategies/activities to meet the articulated goal.

We executed the goal well in 2020-21. We identified students who needed reading intervention early in the year and provided service. The students enrolled in the program showed growth as measured by the MAP and dibels assessments although many remain below grade level because the starting point was so low.

Describe any changes that will be made to this goal, the annual outcomes, metrics, or strategies/activities to achieve this goal as a result of this analysis. Identify where those changes can be found in the SPSA.

We will continue to focus on socioeconomically disadvantaged students and Hispanic students as studies have shown that they have suffered the greatest learning loss during the global pandemic. We will compare the MAP data to our CaASPP data to see if it was a reliable predictor of success on the SBAC, thus being a reliable identification tool for intervention programs.

# Goals, Strategies, & Proposed Expenditures

Complete a copy of the following table for each of the school's goals. Duplicate the table as needed.

## LEA/LCAP Goal

All English Learners (EL), Socioeconomically Disadvantaged Students (SED), Foster Youth (FY), Students With Disabilities (SWD), and Hispanic will show a measurable increase in achieving grade level standards in mathematics and English Language Arts each year as measured by Smarter Balanced Assessments and local valid assessments.

## Goal 2

Forest Grove will implement a Math learning recovery program for all students (including English Learners, socio-economically disadvantaged youth, foster youth, students with disabilities, and Hispanic). Progress will be measured by using a math diagnostic test that will drive a multi-tiered system of intervention support using research based programs that provide growth measures to monitor student learning for those who demonstrate a need.

## Identified Need

Our socioeconomically disadvantaged youth and Hispanic students scored much lower on the SBAC mathematics test the most recent year it was administered.

## Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
2018 SBAC Mathematics results - socioeconomically disadvantaged youth	47.9 points below standard; increased 3.8 points	37.9 points below standard; increase 10 points
2018 SBAC Mathematics results - Hispanic students	36.0 points below standard; decreased 4.9 points	26 points below standard; increase 10 points
2018 SBAC Mathematics results - whole school	9.1 points above standard; increased 7.9 points	12.1 points above standard; increase 3 points

Complete a copy of the Strategy/Activity table for each of the school's strategies/activities. Duplicate the table, including Proposed Expenditures, as needed.

## Strategy/Activity 1

### Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All Students

### Strategy/Activity

The Measure of Academic Progress (MAP) test will be administered to monitor student progress and identify areas where students demonstrate a need for intervention.

### Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.



Amount(s)

Source(s)

Covid relief funds

## Strategy/Activity 2

### Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

English Learners, Hispanic students, socioeconomically disadvantaged youth

Strategy/Activity

Tier 2 math intervention services will be delivered during the school day.

### Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

Source(s)

Covid-19 relief funds

## Strategy/Activity 3

### Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

English Learners, Hispanic students, socioeconomically disadvantaged youth

Strategy/Activity

Before and/or after school tutoring was provided to students targeted to the grade level standards in Language Arts and Math in which the student is under-performing.

### Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

Source(s)

Title III (amount to be determined) and Covid-19 relief funds

# Annual Review

**SPSA Year Reviewed: 2021-22**

Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal, an analysis is not required and this section may be deleted.



## ANALYSIS

Describe the overall implementation of the strategies/activities and the overall effectiveness of the strategies/activities to achieve the articulated goal.

The effectiveness of this year's strategies will be measured by the MAP results that will become available in June 2021. Forest Grove implemented the math coaching strategy by setting a regular meeting schedule and consulting the Swun math coach math coach to adjust and align pacing guides. Grade level teams met every Monday to review formative assessment data and adjust instruction.

Briefly describe any major differences between the intended implementation and/or the budgeted expenditures to implement the strategies/activities to meet the articulated goal.

Our return from the pandemic revealed many learning gaps that needed to be filled. The Measurement of Academic Progress has been used to measure growth and identify students for intervention programs.

Describe any changes that will be made to this goal, the annual outcomes, metrics, or strategies/activities to achieve this goal as a result of this analysis. Identify where those changes can be found in the SPSA.

We will continue to focus on socioeconomically disadvantaged students and Hispanic students as studies have shown that they have suffered the greatest learning loss during the global pandemic. We have used MAP math data to identify students for intervention services. When SBAC results are available, we compare those results with pre-pandemic performance to judge the amount of learning loss that remains.

# Goals, Strategies, & Proposed Expenditures

Complete a copy of the following table for each of the school's goals. Duplicate the table as needed.

## LEA/LCAP Goal

Pacific Grove Unified, in partnership with Students, parents, staff, and the community, will challenge all students by providing a quality instructional program in a positive, safe and stimulating environment, providing differentiated pathways for all students to be college and career ready upon graduation.

## Goal 3

Teachers will implement the use of visual and performing arts in support of English Language Arts, math, social studies, and/or science on a twice-monthly basis to allow students to access multiple learning modalities to demonstrate an understanding of subject matter with an emphasis on increasing engagement for educationally disadvantaged youth and English Language Learners.

## Identified Need

Stakeholder feedback has consistently valued the visual and performing arts as integral to well rounded instructional program at Forest Grove.

## Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Teacher self-reports of using VAPA in class.	Teachers use VAPA a minimum of two times per month in core academic instruction.	Maintenance of this implementation rate.

Complete a copy of the Strategy/Activity table for each of the school's strategies/activities. Duplicate the table, including Proposed Expenditures, as needed.

## Strategy/Activity 1

### Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All Students

### Strategy/Activity

Teachers will receive access to the supplies necessary to implement project based learning that incorporates the visual and performing arts.

### Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
	Site Allocation - \$6,000

## Strategy/Activity 2

### Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

### Strategy/Activity

The school will convert our assessment room back into an art project room which was its previous use when a shift in safety protocol allows this to occur.

### Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

Source(s)

None needed

## Annual Review

**SPSA Year Reviewed: 2021-22**

Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal, an analysis is not required and this section may be deleted.

## ANALYSIS

Describe the overall implementation of the strategies/activities and the overall effectiveness of the strategies/activities to achieve the articulated goal.

With our return to school for instruction, our teachers had access to the art materials necessary for projects. We also had an instructional aide with art experience who assisted with art projects in classes.

Briefly describe any major differences between the intended implementation and/or the budgeted expenditures to implement the strategies/activities to meet the articulated goal.

The goal has been implemented as planned and reported.

Describe any changes that will be made to this goal, the annual outcomes, metrics, or strategies/activities to achieve this goal as a result of this analysis. Identify where those changes can be found in the SPSA.

Forest Grove will maintain the goal as stated and support it accordingly.

# Goals, Strategies, & Proposed Expenditures

Complete a copy of the following table for each of the school's goals. Duplicate the table as needed.

## LEA/LCAP Goal

Pacific Grove Unified, in partnership with Students, parents, staff, and the community, will challenge all students by providing a quality instructional program in a positive, safe and stimulating environment, providing differentiated pathways for all students to be college and career ready upon graduation.

## Goal 4

Forest Grove will implement school-wide social-emotional educational efforts in all grades to help students cope with stress/anxiety resulting from the global pandemic, adjust to re-entering school, and build better peer relationships as measured by the DESSA.

## Identified Need

Our stakeholders identified social emotional learning as a need in our Principal Check Ins for Families, California Healthy Kids Survey, and in staff meetings throughout the year.

## Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
CHKS - parents	18% reported bullying as somewhat of a problem or a large problem.	15% report bullying as somewhat of a problem or a large problem.
CHKS - students	40% reported experiencing meaningful participation at school.	50% report having meaningful participation at school.

Complete a copy of the Strategy/Activity table for each of the school's strategies/activities. Duplicate the table, including Proposed Expenditures, as needed.

## Strategy/Activity 1

### Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All student

### Strategy/Activity

Implement the Toolbox by Dovetail Learning to teach students how to manage their emotional, social, and academic lives.

### Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

Source(s)

6,000	Site Fund
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## Strategy/Activity 2

### Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All Students
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### Strategy/Activity

Counselors will meet weekly with classes to conduct Caring Circles
--

### Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
1,000	Site Fund

## Strategy/Activity 3

### Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All students
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### Strategy/Activity

Teachers will participate in professional development designed specifically to help them address the ongoing social emotional needs of school children returning to school after spending a year in distance learning.
--

### Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
5,000	ESSER III

## Strategy/Activity 4

### Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All Students
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### Strategy/Activity



Hire an additional mental health professional (.50) to assist with the implementation of SEL training and provide counseling services to students who qualify.

### Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

Source(s)

100,000

ESSER III

### Strategy/Activity 5

#### Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All students

Strategy/Activity

Forest Grove staff will engage in ongoing cultural proficiency training to bring greater equity to our instructional practice.

### Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

Source(s)

2,000

Site Fund

### Strategy/Activity 6

#### Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All Students

Strategy/Activity

Teachers will participate in professional development to increase cultural proficiency at Forest Grove.

### Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

Source(s)

### Strategy/Activity 7

### Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All students

### Strategy/Activity

Implement and communicate an anti-bullying program that clarifies school rules and supports the Toolbox social emotional learning program.

### Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

3000

Source(s)

Site Fund

## Annual Review

**SPSA Year Reviewed: 2021-22**

Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal, an analysis is not required and this section may be deleted.

### ANALYSIS

Describe the overall implementation of the strategies/activities and the overall effectiveness of the strategies/activities to achieve the articulated goal.

Forest Grove staff received social emotional learning training; however, it's effectiveness was limited because we did not have support to implement the techniques learned in the classroom.

Briefly describe any major differences between the intended implementation and/or the budgeted expenditures to implement the strategies/activities to meet the articulated goal.

Our counselor caring circles provided emotional support as did classroom teachers throughout the day when students encountered challenges.

Describe any changes that will be made to this goal, the annual outcomes, metrics, or strategies/activities to achieve this goal as a result of this analysis. Identify where those changes can be found in the SPSA.

In 2022-23, Forest Grove will have a part time mental health professional available to assist classroom teachers in the implementation of the SEL training. We will also make better use of our CORE SEL data to identify our three greatest areas of need based on student responses.

# Goals, Strategies, & Proposed Expenditures

Complete a copy of the following table for each of the school's goals. Duplicate the table as needed.

## LEA/LCAP Goal

Pacific Grove Unified, in partnership with Students, parents, staff, and the community, will challenge all students by providing a quality instructional program in a positive, safe and stimulating environment, providing differentiated pathways for all students to be college and career ready upon graduation.

## Goal 5

Forest Grove will implement a "See Something, Say Something" campaign with the goal of increasing the safety for the students, staff, and visitors on campus.

## Identified Need

All stakeholders emphasize safety as a priority in meetings and on surveys.

## Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
School Goals Survey	98% of parents responded that Forest Grove is a safe place for their child	98% of parents responded that Forest Grove is a safe place for their child

Complete a copy of the Strategy/Activity table for each of the school's strategies/activities. Duplicate the table, including Proposed Expenditures, as needed.

## Strategy/Activity 1

### Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All Students

### Strategy/Activity

Publicize the See Something, Say Something campaign using posters, newsletter communication, handbook information, verbal communication, etc.

### Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

#### Amount(s)

#### Source(s)

No cost.

## Strategy/Activity 2

### Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

**Strategy/Activity**

Increase staff safety protocol training

**Proposed Expenditures for this Strategy/Activity**

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

Source(s)

TBA

## Annual Review

**SPSA Year Reviewed: 2021-22**

Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal, an analysis is not required and this section may be deleted.

## ANALYSIS

Describe the overall implementation of the strategies/activities and the overall effectiveness of the strategies/activities to achieve the articulated goal.

The program has been implemented effectively primarily through school to parent communication in newsletters, school events, and committee meetings.

Briefly describe any major differences between the intended implementation and/or the budgeted expenditures to implement the strategies/activities to meet the articulated goal.

As we shift back to in person instruction, retrain our students, staff, and parents in our Big 5 Safety Protocol and our See Something, Say Something safety campaign.

Describe any changes that will be made to this goal, the annual outcomes, metrics, or strategies/activities to achieve this goal as a result of this analysis. Identify where those changes can be found in the SPSA.

Forest Grove will continue to promote and support our district's "see something, say something" campaign and seek facility upgrades that will increase campus safety.

# Budget Summary

Complete the table below. Schools may include additional information. Adjust the table as needed. The Budget Summary is required for schools funded through the ConApp, and/or that receive funds from the LEA for Comprehensive Support and Improvement (CSI).

## Budget Summary

Description	Amount
Total Funds Provided to the School Through the Consolidated Application	\$
Total Federal Funds Provided to the School from the LEA for CSI	\$
Total Funds Budgeted for Strategies to Meet the Goals in the SPSA	\$117,000.00

## Other Federal, State, and Local Funds

List the additional Federal programs that the school is including in the schoolwide program. Adjust the table as needed. If the school is not operating a Title I schoolwide program this section is not applicable and may be deleted.

Federal Programs	Allocation (\$)
------------------	-----------------

Subtotal of additional federal funds included for this school: \$

List the State and local programs that the school is including in the schoolwide program. Duplicate the table as needed.

State or Local Programs	Allocation (\$)
	\$12,000.00
ESSER III	\$105,000.00

Subtotal of state or local funds included for this school: \$117,000.00

Total of federal, state, and/or local funds for this school: \$117,000.00



# School Site Council Membership

California Education Code describes the required composition of the School Site Council (SSC). The SSC shall be composed of the principal and representatives of: teachers selected by teachers at the school; other school personnel selected by other school personnel at the school; parents of pupils attending the school selected by such parents; and, in secondary schools, pupils selected by pupils attending the school. The current make-up of the SSC is as follows:

- 1 School Principal
- 3 Classroom Teachers
- 1 Other School Staff
- 6 Parent or Community Members

Name of Members	Role
Buck Roggeman	Principal
Theresa McDaniel	Classroom Teacher
Beth Cina	Classroom Teacher
Melissa Andersen	Parent or Community Member
Desiree Babas	Other School Staff
Audrey Lorca	Parent or Community Member
Claudia Gutierrez	Parent or Community Member
Jennifer McNary	Parent or Community Member
Edwin Marticorena	Parent or Community Member
Robin Pelc	Parent or Community Member
Michael Loomis	Classroom Teacher
Jennifer Hatton	Parent or Community Member

At elementary schools, the school site council must be constituted to ensure parity between (a) the principal, classroom teachers, and other school personnel, and (b) parents of students attending the school or other community members. Classroom teachers must comprise a majority of persons represented under section (a). At secondary schools there must be, in addition, equal numbers of parents or other community members selected by parents, and students. Members must be selected by their peer group.

## Recommendations and Assurances

The School Site Council (SSC) recommends this school plan and proposed expenditures to the district governing board for approval and assures the board of the following:

The SSC is correctly constituted and was formed in accordance with district governing board policy and state law.

The SSC reviewed its responsibilities under state law and district governing board policies, including those board policies relating to material changes in the School Plan for Student Achievement (SPSA) requiring board approval.

The SSC sought and considered all recommendations from the following groups or committees before adopting this plan:

**Signature**

**Committee or Advisory Group Name**

Other: Site Leadership Team

The SSC reviewed the content requirements for school plans of programs included in this SPSA and believes all such content requirements have been met, including those found in district governing board policies and in the local educational agency plan.

This SPSA is based on a thorough analysis of student academic performance. The actions proposed herein form a sound, comprehensive, coordinated plan to reach stated school goals to improve student academic performance.

This SPSA was adopted by the SSC at a public meeting on March 9, 2021.

Attested:

*Buck Roggeman*  
*Edwin Marticorena*

Principal, Buck Roggeman on 5/16/20223

SSC Chairperson, Edwin Marticorena on 5/16/2022

# Instructions

The School Plan for Student Achievement (SPSA) is a strategic plan that maximizes the resources available to the school while minimizing duplication of effort with the ultimate goal of increasing student achievement. SPSA development should be aligned with and inform the Local Control and Accountability Plan process.

The SPSA consolidates all school-level planning efforts into one plan for programs funded through the consolidated application (ConApp), and for federal school improvement programs, including schoolwide programs, Comprehensive Support and Improvement (CSI), Targeted Support and Improvement (TSI), and Additional Targeted Support and Improvement (ATSI), pursuant to California Education Code (EC) Section 64001 and the Elementary and Secondary Education Act as amended by the Every Student Succeeds Act (ESSA). This template is designed to meet schoolwide program planning requirements. It also notes how to meet CSI, TSI, or ATSI requirements, as applicable.

California's ESSA State Plan supports the state's approach to improving student group performance through the utilization of federal resources. Schools use the SPSA to document their approach to maximizing the impact of federal investments in support of underserved students. The implementation of ESSA in California presents an opportunity for schools to innovate with their federally-funded programs and align them with the priority goals of the school and the LEA that are being realized under the state's Local Control Funding Formula (LCFF).

The LCFF provides schools and LEAs flexibility to design programs and provide services that meet the needs of students in order to achieve readiness for college, career, and lifelong learning. The SPSA planning process supports continuous cycles of action, reflection, and improvement. Consistent with EC 65001, the Schoolsite Council (SSC) is required to develop and annually review the SPSA, establish an annual budget, and make modifications to the plan that reflect changing needs and priorities, as applicable.

For questions related to specific sections of the template, please see instructions below:

## Instructions: Linked Table of Contents

**The SPSA template meets the requirements of schoolwide planning (SWP). Each section also contains a notation of how to meet CSI, TSI, or ATSI requirements.**

Stakeholder Involvement

Goals, Strategies, & Proposed Expenditures

Planned Strategies/Activities

Annual Review and Update

Budget Summary

Appendix A: Plan Requirements for Title I Schoolwide Programs

Appendix B: Plan Requirements for Schools to Meet Federal School Improvement Planning Requirements

Appendix C: Select State and Federal Programs

For additional questions or technical assistance related to LEA and school planning, please contact the Local Agency Systems Support Office, at [LCFF@cde.ca.gov](mailto:LCFF@cde.ca.gov).

For programmatic or policy questions regarding Title I schoolwide planning, please contact the local educational agency, or the CDE's Title I Policy and Program Guidance Office at [TITLEI@cde.ca.gov](mailto:TITLEI@cde.ca.gov).

For questions or technical assistance related to meeting federal school improvement planning requirements (for CSI, TSI, and ATSI), please contact the CDE's School Improvement and Support Office at [SISO@cde.ca.gov](mailto:SISO@cde.ca.gov).

## Purpose and Description

Schools identified for Comprehensive Support and Improvement (CSI), Targeted Support and Improvement (TSI), or Additional Targeted Support and Improvement (ATSI) must respond to the following prompts. A school that has not been identified for CSI, TSI, or ATSI may delete the Purpose and Description prompts.

### Purpose

Briefly describe the purpose of this plan by selecting from Schoolwide Program, Comprehensive Support and Improvement, Targeted Support and Improvement, or Additional Targeted Support and Improvement)

### Description

Briefly describe the school's plan for effectively meeting ESSA requirements in alignment with the Local Control and Accountability Plan and other federal, state, and local programs.

## Stakeholder Involvement

Meaningful involvement of parents, students, and other stakeholders is critical to the development of the SPSA and the budget process. Schools must share the SPSA with school site-level advisory groups, as applicable (e.g., English Learner Advisory committee, student advisory groups, tribes and tribal organizations present in the community, as appropriate, etc.) and seek input from these advisory groups in the development of the SPSA.

The Stakeholder Engagement process is an ongoing, annual process. Describe the process used to involve advisory committees, parents, students, school faculty and staff, and the community in the development of the SPSA and the annual review and update.

*[This section meets the requirements for TSI and ATSI.]*

*[When completing this section for CSI, the LEA shall partner with the school in the development and implementation of this plan.]*

## Resource Inequities

Schools eligible for CSI or ATSI must identify resource inequities, which may include a review of LEA- and school-level budgeting as a part of the required needs assessment. Identified resource inequities must be addressed through implementation of the CSI or ATSI plan. Briefly identify and describe any resource inequities identified as a result of the required needs assessment and summarize how the identified resource inequities are addressed in the SPSA.

*[This section meets the requirements for CSI and ATSI. If the school is not identified for CSI or ATSI this section is not applicable and may be deleted.]*

## Goals, Strategies, Expenditures, & Annual Review

In this section a school provides a description of the annual goals to be achieved by the school. This section also includes descriptions of the specific planned strategies/activities a school will take to meet the identified goals, and a description of the expenditures required to implement the specific strategies and activities.

### Goal

State the goal. A goal is a broad statement that describes the desired result to which all strategies/activities are directed. A goal answers the question: What is the school seeking to achieve?

It can be helpful to use a framework for writing goals such as the S.M.A.R.T. approach. A S.M.A.R.T. goal is one that is **S**pecific, **M**easurable, **A**chievable, **R**ealistic, and **T**ime-bound. A level of specificity is needed in order to measure performance relative to the goal as well as to assess whether it is reasonably achievable. Including time constraints, such as milestone dates, ensures a realistic approach that supports student success.

A school may number the goals using the "Goal #" for ease of reference.

*[When completing this section for CSI, TSI, and ATSI, improvement goals shall align to the goals, actions, and services in the LEA LCAP.]*

### Identified Need

Describe the basis for establishing the goal. The goal should be based upon an analysis of verifiable state data, including local and state indicator data from the California School Dashboard (Dashboard) and data from the School Accountability Report Card, including local data voluntarily collected by districts to measure pupil achievement.

*[Completing this section fully addresses all relevant federal planning requirements]*

### Annual Measurable Outcomes

Identify the metric(s) and/or state indicator(s) that the school will use as a means of evaluating progress toward accomplishing the goal. A school may identify metrics for specific student groups. Include in the baseline column the most recent data associated with the metric or indicator available at the time of adoption of the SPSA. The most recent data associated with a metric or indicator includes data reported in the annual update of the SPSA. In the subsequent Expected Outcome column, identify the progress the school intends to make in the coming year.

*[When completing this section for CSI the school must include school-level metrics related to the metrics that led to the school's identification.]*

*[When completing this section for TSI/ATSI the school must include metrics related to the specific student group(s) that led to the school's identification.]*

### Strategies/Activities

Describe the strategies and activities being provided to meet the described goal. A school may number the strategy/activity using the "Strategy/Activity #" for ease of reference.



Planned strategies/activities address the findings of the needs assessment consistent with state priorities and resource inequities, which may have been identified through a review of the local educational agency's budgeting, its local control and accountability plan, and school-level budgeting, if applicable.

*[When completing this section for CSI, TSI, and ATSI, this plan shall include evidence-based interventions and align to the goals, actions, and services in the LEA LCAP.]*

*[When completing this section for CSI and ATSI, this plan shall address through implementation, identified resource inequities, which may have been identified through a review of LEA- and school-level budgeting.]*

## **Students to be Served by this Strategy/Activity**

Indicate in this box which students will benefit from the strategies/activities by indicating "All Students" or listing one or more specific student group(s) to be served.

*[This section meets the requirements for CSI.]*

*[When completing this section for TSI and ATSI, at a minimum, the student groups to be served shall include the student groups that are consistently underperforming, for which the school received the TSI or ATSI designation. For TSI, a school may focus on all students or the student group(s) that led to identification based on the evidence-based interventions selected.]*

## **Proposed Expenditures for this Strategy/Activity**

For each strategy/activity, list the amount(s) and funding source(s) for the proposed expenditures for the school year to implement these strategies/activities. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal, identify the Title and Part, as applicable), Other State, and/or Local.

Proposed expenditures that are included more than once in a SPSA should be indicated as a duplicated expenditure and include a reference to the goal and strategy/activity where the expenditure first appears in the SPSA. Pursuant to Education Code, Section 64001(g)(3)(C), proposed expenditures, based on the projected resource allocation from the governing board or governing body of the LEA, to address the findings of the needs assessment consistent with the state priorities including identifying resource inequities which may include a review of the LEA's budgeting, its LCAP, and school-level budgeting, if applicable.

*[This section meets the requirements for CSI, TSI, and ATSI.]*

*[NOTE: Federal funds for CSI shall not be used in schools identified for TSI or ATSI. In addition, funds for CSI shall not be used to hire additional permanent staff.]*

## **Annual Review**

In the following Analysis prompts, identify any material differences between what was planned and what actually occurred as well as significant changes in strategies/activities and/ or expenditures from the prior year. This annual review and analysis should be the basis for decision-making and updates to the plan.

## Analysis

Using actual outcome data, including state indicator data from the Dashboard, analyze whether the planned strategies/activities were effective in achieving the goal. Respond to the prompts as instructed. Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal the Annual Review section is not required and this section may be deleted.

- Describe the overall implementation of the strategies/activities and the overall effectiveness of the strategies/activities to achieve the articulated goal.
- Briefly describe any major differences between either/or the intended implementation or the budgeted expenditures to implement the strategies/activities to meet the articulated goal.
- Describe any changes that will be made to the goal, expected annual measurable outcomes, metrics/indicators, or strategies/activities to achieve this goal as a result of this analysis and analysis of the data provided in the Dashboard, as applicable. Identify where those changes can be found in the SPSA.

*[When completing this section for CSI, TSI, or ATSI, any changes made to the goals, annual measurable outcomes, metrics/indicators, or strategies/activities, shall meet the CSI, TSI, or ATSI planning requirements. CSI, TSI, and ATSI planning requirements are listed under each section of the Instructions. For example, as a result of the Annual Review and Update, if changes are made to a goal(s), see the Goal section for CSI, TSI, and ATSI planning requirements.]*

## Budget Summary

In this section a school provides a brief summary of the funding allocated to the school through the ConApp and/or other funding sources as well as the total amount of funds for proposed expenditures described in the SPSA. The Budget Summary is required for schools funded through the ConApp and that receive federal funds for CSI. If the school is not operating a Title I schoolwide program this section is not applicable and may be deleted.

*From its total allocation for CSI, the LEA may distribute funds across its schools that meet the criteria for CSI to support implementation of this plan. In addition, the LEA may retain a portion of its total allocation to support LEA-level expenditures that are directly related to serving schools eligible for CSI.*

## Budget Summary

A school receiving funds allocated through the ConApp should complete the Budget Summary as follows:

- **Total Funds Provided to the School Through the Consolidated Application:** This amount is the total amount of funding provided to the school through the ConApp for the school year. The school year means the fiscal year for which a SPSA is adopted or updated.
- **Total Funds Budgeted for Strategies to Meet the Goals in the SPSA:** This amount is the total of the proposed expenditures from all sources of funds associated with the strategies/activities reflected in the SPSA. To the extent strategies/activities and/or proposed expenditures are listed in the SPSA under more than one goal, the expenditures should be counted only once.

A school receiving federal funds for CSI should complete the Budget Summary as follows:

- Total Federal Funds Provided to the School from the LEA for CSI: This amount is the total amount of funding provided to the school from the LEA. .

*[NOTE: Federal funds for CSI shall not be used in schools eligible for TSI or ATSI. In addition, funds for CSI shall not be used to hire additional permanent staff.]*

# Appendix A: Plan Requirements

## Schoolwide Program Requirements

This School Plan for Student Achievement (SPSA) template meets the requirements of a schoolwide program plan. The requirements below are for planning reference.

A school that operates a schoolwide program and receives funds allocated through the ConApp is required to develop a SPSA. The SPSA, including proposed expenditures of funds allocated to the school through the ConApp, must be reviewed annually and updated by the SSC. The content of a SPSA must be aligned with school goals for improving student achievement.

### Requirements for Development of the Plan

- I. The development of the SPSA shall include both of the following actions:
  - A. Administration of a comprehensive needs assessment that forms the basis of the school's goals contained in the SPSA.
    1. The comprehensive needs assessment of the entire school shall:
      - a. Include an analysis of verifiable state data, consistent with all state priorities as noted in Sections 52060 and 52066, and informed by all indicators described in Section 1111(c)(4)(B) of the federal Every Student Succeeds Act, including pupil performance against state-determined long-term goals. The school may include data voluntarily developed by districts to measure pupil outcomes (described in the Identified Need); and
      - b. Be based on academic achievement information about all students in the school, including all groups under §200.13(b)(7) and migratory children as defined in section 1309(2) of the ESEA, relative to the State's academic standards under §200.1 to—
        - i. Help the school understand the subjects and skills for which teaching and learning need to be improved; and
        - ii. Identify the specific academic needs of students and groups of students who are not yet achieving the State's academic standards; and
        - iii. Assess the needs of the school relative to each of the components of the schoolwide program under §200.28.
        - iv. Develop the comprehensive needs assessment with the participation of individuals who will carry out the schoolwide program plan.
        - v. Document how it conducted the needs assessment, the results it obtained, and the conclusions it drew from those results.
  - B. Identification of the process for evaluating and monitoring the implementation of the SPSA and progress towards accomplishing the goals set forth in the SPSA (described in the Expected Annual Measurable Outcomes and Annual Review and Update).

### Requirements for the Plan

- II. The SPSA shall include the following:
  - A. Goals set to improve pupil outcomes, including addressing the needs of student groups as identified through the needs assessment.

- B. Evidence-based strategies, actions, or services (described in Strategies and Activities)
1. A description of the strategies that the school will be implementing to address school needs, including a description of how such strategies will--
    - a. provide opportunities for all children including each of the subgroups of students to meet the challenging state academic standards
    - b. use methods and instructional strategies that:
      - i. strengthen the academic program in the school,
      - ii. increase the amount and quality of learning time, and
      - iii. provide an enriched and accelerated curriculum, which may include programs, activities, and courses necessary to provide a well-rounded education.
    - c. Address the needs of all children in the school, but particularly the needs of those at risk of not meeting the challenging State academic standards, so that all students demonstrate at least proficiency on the State's academic standards through activities which may include:
      - i. strategies to improve students' skills outside the academic subject areas;
      - ii. preparation for and awareness of opportunities for postsecondary education and the workforce;
      - iii. implementation of a schoolwide tiered model to prevent and address problem behavior;
      - iv. professional development and other activities for teachers, paraprofessionals, and other school personnel to improve instruction and use of data; and
      - v. strategies for assisting preschool children in the transition from early childhood education programs to local elementary school programs.
- C. Proposed expenditures, based on the projected resource allocation from the governing board or body of the local educational agency (may include funds allocated via the ConApp, federal funds for CSI, any other state or local funds allocated to the school), to address the findings of the needs assessment consistent with the state priorities, including identifying resource inequities, which may include a review of the LEAs budgeting, it's LCAP, and school-level budgeting, if applicable (described in Proposed Expenditures and Budget Summary). Employees of the schoolwide program may be deemed funded by a single cost objective.
- D. A description of how the school will determine if school needs have been met (described in the Expected Annual Measurable Outcomes and the Annual Review and Update).
1. Annually evaluate the implementation of, and results achieved by, the schoolwide program, using data from the State's annual assessments and other indicators of academic achievement;
  2. Determine whether the schoolwide program has been effective in increasing the achievement of students in meeting the State's academic standards, particularly for those students who had been furthest from achieving the standards; and
  3. Revise the plan, as necessary, based on the results of the evaluation, to ensure continuous improvement of students in the schoolwide program.



- E. A description of how the school will ensure parental involvement in the planning, review, and improvement of the schoolwide program plan (described in Stakeholder Involvement and/or Strategies/Activities).
- F. A description of the activities the school will include to ensure that students who experience difficulty attaining proficient or advanced levels of academic achievement standards will be provided with effective, timely additional support, including measures to
  - 1. Ensure that those students' difficulties are identified on a timely basis; and
  - 2. Provide sufficient information on which to base effective assistance to those students.
- G. For an elementary school, a description of how the school will assist preschool students in the successful transition from early childhood programs to the school.
- H. A description of how the school will use resources to carry out these components (described in the Proposed Expenditures for Strategies/Activities).
- I. A description of any other activities and objectives as established by the SSC (described in the Strategies/Activities).

Authority Cited: S Title 34 of the Code of Federal Regulations (34 CFR), sections 200.25-26, and 200.29, and sections-1114(b)(7)(A)(i)-(iii) and 1118(b) of the ESEA. EC sections 6400 et. seq.

## Appendix B:

### Plan Requirements for School to Meet Federal School Improvement Planning Requirements

For questions or technical assistance related to meeting Federal School Improvement Planning Requirements, please contact the CDE's School Improvement and Support Office at [SISO@cde.ca.gov](mailto:SISO@cde.ca.gov).

### Comprehensive Support and Improvement

The LEA shall partner with stakeholders (including principals and other school leaders, teachers, and parents) to locally develop and implement the CSI plan for the school to improve student outcomes, and specifically address the metrics that led to eligibility for CSI (Stakeholder Involvement).

The CSI plan shall:

1. Be informed by all state indicators, including student performance against state-determined long-term goals (Goal, Identified Need, Expected Annual Measurable Outcomes, Annual Review and Update, as applicable);
2. Include evidence-based interventions (Strategies/Activities, Annual Review and Update, as applicable) (For resources related to evidence-based interventions, see the U.S. Department of Education's "Using Evidence to Strengthen Education Investments" at <https://www2.ed.gov/policy/elsec/leg/essa/guidanceuseseseinvestment.pdf>);
3. Be based on a school-level needs assessment (Goal, Identified Need, Expected Annual Measurable Outcomes, Annual Review and Update, as applicable); and
4. Identify resource inequities, which may include a review of LEA- and school-level budgeting, to be addressed through implementation of the CSI plan (Goal, Identified Need, Expected Annual Measurable Outcomes, Planned Strategies/Activities; and Annual Review and Update, as applicable).

Authority Cited: Sections 1003(e)(1)(A), 1003(i), 1111(c)(4)(B), and 1111(d)(1) of the ESSA.

### Targeted Support and Improvement

In partnership with stakeholders (including principals and other school leaders, teachers, and parents) the school shall develop and implement a school-level TSI plan to improve student outcomes for each subgroup of students that was the subject of identification (Stakeholder Involvement).

The TSI plan shall:

1. Be informed by all state indicators, including student performance against state-determined long-term goals (Goal, Identified Need, Expected Annual Measurable Outcomes, Annual Review and Update, as applicable); and
2. Include evidence-based interventions (Planned Strategies/Activities, Annual Review and Update, as applicable). (For resources related to evidence-based interventions, see the U.S. Department of Education's "Using Evidence to Strengthen Education Investments" <https://www2.ed.gov/policy/elsec/leg/essa/guidanceuseseseinvestment.pdf>.)

Authority Cited: Sections 1003(e)(1)(B), 1003(i), 1111(c)(4)(B) and 1111(d)(2) of the ESSA.

## **Additional Targeted Support and Improvement**

A school identified for ATSI shall:

1. Identify resource inequities, which may include a review of LEA- and school-level budgeting, which will be addressed through implementation of its TSI plan (Goal, Identified Need, Expected Annual Measurable Outcomes, Planned Strategies/Activities, and Annual Review and Update, as applicable).

Authority Cited: Sections 1003(e)(1)(B), 1003(i), 1111(c)(4)(B), and 1111(d)(2)(c) of the ESSA.

## **Single School Districts and Charter Schools Identified for School Improvement**

Single school districts (SSDs) or charter schools that are identified for CSI, TSI, or ATSI, shall develop a SPSA that addresses the applicable requirements above as a condition of receiving funds (EC Section 64001[a] as amended by Assembly Bill [AB] 716, effective January 1, 2019).

However, a SSD or a charter school may streamline the process by combining state and federal requirements into one document which may include the local control and accountability plan (LCAP) and all federal planning requirements, provided that the combined plan is able to demonstrate that the legal requirements for each of the plans is met (EC Section 52062[a] as amended by AB 716, effective January 1, 2019).

Planning requirements for single school districts and charter schools choosing to exercise this option are available in the LCAP Instructions.

Authority Cited: EC sections 52062(a) and 64001(a), both as amended by AB 716, effective January 1, 2019.

## **Appendix C: Select State and Federal Programs**

**For a list of active programs, please see the following links:**

Programs included on the Consolidated Application: <https://www.cde.ca.gov/fq/aa/co/>

ESSA Title I, Part A: School Improvement: <https://www.cde.ca.gov/sp/sw/t1/schoolsupport.asp>

Available Funding: <https://www.cde.ca.gov/fq/fo/af/>

Developed by the California Department of Education, January 2019

- ☒ Student Learning and Achievement
- ☐ Health and Safety of Students and Schools
- ☐ Credibility and Communication
- ☐ Fiscal Solvency, Accountability and Integrity

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

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**SUBJECT:** Pacific Grove Middle School Single Plan for Student Achievement for 2022-23

**DATE:** June 2, 2022

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

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**RECOMMENDATION:**

The District Administration recommends that the Board review and approve the Pacific Grove Middle School Single Plan for Student Achievement (SPSA) for the 2022-23 school year.

**BACKGROUND:**

Pacific Grove Middle School's Single School Plan for Student Achievement identifies four main focuses for 2022-23. The areas of emphasis are continuing to address and mitigate the achievement gap in English Language Arts among our students on an IEP and English Learners, while maintaining positive growth for our Low Income student populations, and Latino students. Our other academic focus is to reduce the achievement gap in Math for our English Learners and our students on an IEP. We will continue to implement and track the progress of students taking Math 180, our Transitional ELA/Math Support classes and our Learning Center 6-8, class while continuing to maintain a school culture emphasizing quality relationships and service to others.

Our data analysis has shown that our Students with Disabilities, Hispanic, White, Asian, Low Income students all made strong gains and reduced the achievement gap on the Smarter Balanced Summative Assessments in ELA and Math. Data analysis has shown that the widest achievement gap of any student group continues to be our students on an IEP, though solid gains have been made in both Math and ELA. Further data analysis shows the continued need to monitor and support our Intervention programs as we implement the Common Core State Standards at PGMS. We will continue directing funds to support our intervention program(s), which we expanded by adding an additional section of Math support at the 6<sup>th</sup> grade level. Because many of our technology needs and innovations are being met through Measure A funds, PGMS is able to redirect more of its site allocation to classroom supplies. All our site allocation funds will be directed toward supporting the four goals identified in our plan. We will also leverage our Chapman Grant and our CalHope grants to expand the opportunities for outreach, counseling, school wide programs, and parent outreach in the area of Social Emotional Learning.

**INFORMATION:**

The School Site Council has a budget of \$59,655 for 2022-23. Funds have been allocated to support our four areas of emphasis- closing the achievement gap for English Learners and students on an IEP, and maintaining positive growth for our Low Income students, white students, Asian students, and our Latino students in monitoring the success of our Intervention classes (Math 180, Read 180, Learning Center 6-8,



Transitional ELA and Math Support grades 6-8), while maintaining a positive culture and reducing chronic absenteeism at PGMS.

**FISCAL IMPACT:**

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

School Year: **2022-23**

# School Plan for Student Achievement (SPSA) Template

Instructions and requirements for completing the SPSA template may be found in the SPSA Template Instructions.

School Name	County-District-School (CDS) Code	Schoolsite Council (SSC) Approval Date	Local Board Approval Date
Pacific Grove Middle School	27-66134-6058754	5/10/22	6/2/22

## Purpose and Description

Briefly describe the purpose of this plan (Select from Schoolwide Program, Comprehensive Support and Improvement, Targeted Support and Improvement, or Additional Targeted Support and Improvement)

Schoolwide Program

Briefly describe the school's plan for effectively meeting the ESSA requirements in alignment with the Local Control and Accountability Plan and other federal, state, and local programs.

Pacific Grove Middle School has developed goals designed to improve English Language Arts, mathematics, social emotional learning, visual and performing arts, school attendance, and safety in alignment with the district goals as described in our Local Control Accountability Plan.

# Comprehensive Needs Assessment Components

## Data Analysis

Please refer to the School and Student Performance Data section where an analysis is provided.

## Surveys

This section provides a description of surveys (i.e., Student, Parent, Teacher) used during the school-year, and a summary of results from the survey(s).

Pacific Grove Middle School's 7th grade students, families and staff took the California Healthy Kids Survey.  
Parent Survey Summary:

- Parent involvement: PGMS scored high in nearly all areas of parent involvement with scores ranging from 75%-98% agreeing to the questions. One area of focus and an area of great improvement is the school actively seeking the input of parents before making important decisions - previously 54% of parents agreed with this statement, this year 87% answered in the affirmative.
- School Keeps Parents Well Informed: PGMS scored high in all areas of this category as well with scores ranging from 72%-91%. One area of need surfaced in the area of "Teachers communicate with parents about what students are expected to learn in class" which was the lowest rated at 71% of parents responding agreement with that statement.
- Information Dissemination to Parents: PGMS scores improved over last year to 98% of parents responding in the affirmative. Last year's goal of "Providing information on why your child is placed in particular classes or groups" where parents last year responded in agreement with the statement 60% of the time, this year that number rose to 83%.
- Student Learning Environment: PGMS scores ranged from 72% to 92% of parents agreeing with the statement.
- Student Developmental Supports and Opportunities: PGMS scored high in nearly all areas of this category, with scores ranging from 68%-94% agreeing to the questions. One area of need surfaced in the area of "School provides quality programs for my child's talents, gifts, or special needs" in which 68% of parents responded that they agreed with the statement.

Summary of Other Indicators from Parent survey (concerns):

- School Safety: 11% responded Quite or Extremely Concerned
- Falling Behind Academically: 12% of parents responded they were Quite or Extremely Concerned
- Mental Health Wellbeing: 13% of parents responded that they are Quite or Extremely Concerned
- Student Academic Motivation: 9% of parents responded that they are Quite or Extremely Concerned

Summary of Other Indicators from Parent survey (positives):

- School Promptly Responds to Parents: 98% Agree/Strongly Agree
- School Encourages Active Parent Participation: 87% Agree/Strongly Agree
- School Actively Seeks Input of Parents: 82% Agree/Strongly Agree
- School Welcomes Parent Participation: 84% Agree/Strongly Agree
- School Takes Parent Concerns Seriously: 94% Agree/Strongly Agree
- School Notifies Parents how their Child is doing between grading periods: 83% Agree/Strongly Agree
- Discipline- PGMS scored high in these three categories, with 4% disagreeing with clearly stated consequences; 10% disagreeing with school rules enforcement and 12% disagreeing that the school provides social emotional counseling.
- Facilities- PGMS scored 85% for our facilities being well maintained.
- Nutrition: PGMS scored 54% for schools providing healthy food choices

Staff Survey Summary

- Staff Collaboration Happens Frequently- 100% responded Agree/Strongly Agree
- Students are academically motivated- 100% responded Agree/Strongly Agree. Incongruent with student survey response from California Healthy Kids Survey, but in line with student response in the Core Sel Survey (pre/post).
- Teacher Professional Development Top Need: Trauma Informed Practices/Supporting Students in trauma (39% indicated this as a PD need)

This School...

- Motivates Students to Learn: 100%
- Is Safe for Students: 100%

- Has Disruptive Student Behavior: 90% of teachers report this as an Insignificant/Mild Problem
- Teachers feel a responsibility to improve school: 100%
- Staff use data drive decision making: 100%
- Believe Every Student will Succeed: 100%
- Welcomes Parental Involvement: 98%
- Encourages Students to Understand how other students think and feel: 100%
- School Handles Discipline Fairly: 97%

#### 7th grade student survey: Summary of Key Indicators

##### Miscellaneous Indicators:

- 29% of students don't eat breakfast
- 9% of students missed a day of school in the past 12 months due to feeling sad, hopeless, anxious, stressed or angry

##### High Expectations 76% Pretty True/Very Much True Aggregate

- Students believe they'll be successful: 73% Pretty True/Very Much True
- Teachers tell me when I do a good job: 71% Pretty True/Very Much True
- Teachers want me to do my best: 83% Pretty True/Very Much True

##### Meaningful Student Participation:

- I help decide classroom activities: 22% True/Very Much True
- I have a say in how things work: 23% True/Very Much True

##### School Connectedness Students Aggregate 67% responded Agree/ Strongly Agree

- I feel close to people at school: 8% disagree/strongly disagree
- Feel happy at this school: 13% disagree/strongly disagree
- Feel a part of this school: 19% disagree/strongly disagree
- Feel Safe at this school: 7% disagree/strongly disagree

##### Academic Motivation Students Aggregate 68% responded Agree/ Strongly Agree

##### Students:

- Try hard on school work: 5% disagree/strongly disagree
- Try hard because I'm interested in the work: 27% disagree/strongly disagree
- Always trying to improve: 5% disagree/strongly disagree
- I focus on my school work: 32% disagree/strongly disagree

##### SEL

- 36% have felt sad/hopeless in the past 12 months
- 19% don't expect to have a good day

Olweus Bullying Survey: Given in the fall and spring to the entire student body as a baseline for comparison. This year's numbers are better than last years in that less students are reporting getting bullied, however, those that responded in the affirmative indicate they are experiencing more frequently that last years data indicates. The results of these data reported that:

##### Pre Assessment (bullying or being bullied):

Low Risk 91%

Moderate Risk 8%

High Risk 2%

##### Post Assessment (bullying or being bullied):

Low Risk 91%

Moderate Risk 7%

High Risk 2%

## Classroom Observations

This section provides a description of types and frequency of classroom observations conducted during the school-year and a summary of findings.

Throughout the 2021-2022 school year, PGMS administration conducted 42 formal evaluations lasting between 45-60 minutes in length. Administration conducted learning walks on a weekly basis. These observations were informal and ranged in purpose from viewing new instructional techniques to follow ups from a formal observation. Administration found that teachers were using district adopted curriculum materials satisfactorily in teaching common core aligned content. Administration also found teachers were planning and implementing strategies identify and mediate learning loss as a result of distance learning during the 20/21 school year. PGMS completed several whole staff trainings, specifically in Universal Design for Learning (UDL) through the Monterey County Office of Education. Administrative learning walks say teachers already implementing some of the high impact lessons learned from UDL. Additionally, we are satisfied with our new science curriculum for the 21/22 school year and there continues be a need for targeted professional development in implementing this curriculum.

## Analysis of Current Instructional Program

The following statements are derived from the Elementary and Secondary Education Act (ESEA) of 1965 and Essential Program Components (EPCs). In conjunction with the needs assessments, these categories may be used to discuss and develop critical findings that characterize current instructional practice for numerically significant subgroups as well as individual students who are:

- Not meeting performance goals
- Meeting performance goals
- Exceeding performance goals

Discussion of each of these statements should result in succinct and focused findings based on verifiable facts. Avoid vague or general descriptions. Each successive school plan should examine the status of these findings and note progress made. Special consideration should be given to any practices, policies, or procedures found to be noncompliant through ongoing monitoring of categorical programs.

## Standards, Assessment, and Accountability

Use of state and local assessments to modify instruction and improve student achievement (ESEA)

2019/20 Smarter Balanced Assessment data was analyzed as was our content area benchmarks, formative assessments, SRI/SMI data and PGMS. 98% of PGMS students completed the state assessments and this data was used to help inform placement of students along with district and site assessments. During the 2022/22 school year, PGMS PLC teams focused mainly on data provided from our three Measures of Academic Performance (MAP) and formative assessment data, and looked at student placement for next year.

Use of data to monitor student progress on curriculum-embedded assessments and modify instruction (EPC)

During the 2021/22 school year in grades 6-8, all content areas utilized both district assessments or local (content specific) assessments to monitor student learning. Both English Language Arts and Math utilized the Measures of Academic Performance (MAP) assessments three times this year to gauge progress and adjust instruction. In addition, Math utilized assessments from the Math Diagnostics Testing Project as well as the Silicon Valley Math Initiative for measuring student growth. History, Science, PE and Electives used in house common formative assessments to gauge student learning and mitigate learning loss. During the 2021/22 school year, the majority of assessment data was formative, completed by the history, science, PE and Elective departments. ELA also conducted three essay benchmarks (inform/explain, argumentative, narrative), to gauge student writing progress. In addition, PGMS will continue to utilize three tests (2 ELA, 1 Math) called the Measures of Academic Progress, which is a nationally normed assessment to gauge student learning for the 2022/23 school year.

## Staffing and Professional Development

Status of meeting requirements for highly qualified staff (ESEA)

All certificated staff members at PGMS meet the NCLB requirements for Highly Qualified status.



Sufficiency of credentialed teachers and teacher professional development (e.g., access to instructional materials training on SBE-adopted instructional materials) (EPC)

All certificated teachers participate in mandatory district professional development programs lasting two work days in the contracted year. In addition, numerous teachers participate in a wide range of individual voluntary professional development activities specific to their content area, and shared with their departments/site wide. Our staff participated in a three part study of Universal Design for Learning (UDL) delivered by the Monterey County Office of Education. In addition, administration and the Leadership team delivered professional learnings on Equity and Doable Differentiation practices, to be continued during the 2022/23 school year.

Alignment of staff development to content standards, assessed student performance, and professional needs (ESEA)

All staff development is aligned and supports the teaching of the California Content Standards. Multiple data sources are used to identify areas of professional growth. In addition, our site participates in a school wide professional study, which for PGMS was the Universal Design for Learning. Survey data from 21/22 indicated that the staff wanted and received professional development in the area of teaching English Learners as well as generally how to attack the achievement gap. Staff California Healthy Kids Survey data indicates that staff would like training in Trauma Informed Practices. Our intent is to begin the 2021/22 school year with professional development topics to include: Equity, UDL, Doable Differentiation, Response to Intervention and Data Driven instruction within Professional Learning Communities.

Ongoing instructional assistance and support for teachers (e.g., use of content experts and instructional coaches) (EPC)

During the 19/20 school year, PGMS participated in multiple training opportunities that targeted using data to drive instruction (school wide), how to model academic language for English Learners (whole staff), modeling break out groups for peer to peer learning (Math department), how to access and interpret data provided from Measures of Academic Progress (MAP), Avid strategies (school wide). Site wide professional learning topic: Universal Design for Learning and Doable Differentiation and Trauma Informed Practices.

Teacher collaboration by grade level (kindergarten through grade eight [K–8]) and department (grades nine through twelve) (EPC)

During the 2021/22 school year, PGMS has Tides which is our school wide collaboration time. We practice Professional Learning Communities (PLC's) looking at student achievement data, grade level and departmental collaboration time for planning/aligning instruction, whole staff PD (Universal Design for Learning), Students of Concern (grade level and whole staff). During PLC's, we look at student data and closely monitor our at-risk students to monitor the effectiveness of interventions and the need to alter these plans. We continued our focus on data during the 2021/22 school year, but in addition, our departments focused on pacing, yearly alignment, technology use and needs, and the social emotional needs of our students during our Thursday Tides collaborations.

## Teaching and Learning

Alignment of curriculum, instruction, and materials to content and performance standards (ESEA)

All curriculum, instruction, and materials are aligned to content and performance standards.

Adherence to recommended instructional minutes for reading/language arts and mathematics (K–8) (EPC)

All of our classes are providing the recommended instructional minutes for reading/language arts and mathematics.

Lesson pacing schedule (K–8) and master schedule flexibility for sufficient numbers of intervention courses (EPC)

ELA (Study Sync), Math (Big Ideas), History (TCI) have pacing guides provided by the publisher and altered to fit our school year. Science (Savvas), Electives and PE have internally created pacing guides. Our master schedule has the flexibility to offer three grade level math support classes, a transitional ELA class, Math and Read 180 courses, a Learning Center for students on an iep and 504.

Availability of standards-based instructional materials appropriate to all student groups (ESEA)

PGMS has sufficient instructional materials for all students in Language Arts and Math.

Use of SBE-adopted and standards-aligned instructional materials, including intervention materials, and for high school students, access to standards-aligned core courses (EPC)

All of our instructional materials are SBE-adopted and standards aligned as are our intervention materials.

## Opportunity and Equal Educational Access

Services provided by the regular program that enable underperforming students to meet standards (ESEA)

Services are provided both within and outside the school day. In the 21/22 school year, PGMS added an additional 6th grade Math Support class (based on data) during the school day. Again in 21/22 school year, we revamped our Math support classes from response to intervention (RTI) to direct grade level support classes in math classes grade 6-8. During this school year, PGMS was awarded the California Distinguished School award in part due to the gains made in our underperforming students as well as overall academic achievement.

Evidence-based educational practices to raise student achievement

In addition to research based instructional strategies that our teachers employ, PGMS has studied and fully embraced Dufour's 4 Questions, a series of tiered interventions to help support struggling students. Our professional developments have been conducted with and by the entire staff and involve high impact teaching strategies such as Universal Design for Learning, Doable Differentiation and Equity. This is our 7th year as a PLC school, which involves co planning of a lesson, delivery, evidence/data to support student achievement, and the ability to intervene when students have not mastered the standards. During the 21/22 school year, our use and implementation of educational technologies rose dramatically as we focus on expanding student choice in showing mastery. Many of these new technologies (Edpuzzle, Peardeck) will continue to be used in 2022/23 instruction.

## Parental Engagement

Resources available from family, school, district, and community to assist under-achieving students (ESEA)

During the 2021/22 school year, parents were able to engage with PGMS by attending: Principal office hours, Principal Chats, School Site Council, PTSA meetings, Back to School/Open House, parent survey's, individual conferences, bi-weekly/monthly principal communications and newsletters.

Involvement of parents, community representatives, classroom teachers, other school personnel, and students in secondary schools, in the planning, implementation, and evaluation of ConApp programs (5 California Code of Regulations 3932)

Not Applicable!

## Funding

Services provided by categorical funds that enable underperforming students to meet standards (ESEA)

Title I funding supports a portion of a credentialed intervention teacher's contract as well as highly qualified instructional assistant support to assist underperforming students.

Fiscal support (EPC)

The PGMS Single Plan for Student Achievement provides analysis of student data to identify areas of academic need. Title I funds are used to provide personnel, staff development and solicit parent involvement as required.

# Stakeholder Involvement

How, when, and with whom did the school consult as part of the planning process for this SPSA/Annual Review and Update?

## Involvement Process for the SPSA and Annual Review and Update

PGMS involved multiple stakeholders in the review and update of our Single Plan for Student Achievement. Principal Roach presented the overall data, then the specific data that pertained to the prior years school site goals. As a team, we determined that we must maintain some of our goals and alter others to include additional student populations who were struggling, but the academic goals will largely remain the same. Upon completion and agreement of the new goals using the latest data, Principal Roach shared this information with the school staff, PTSA, Leadership team, and the School Climate Committee. The discussion with the Leadership team yielded additions to the site goals and a call for continuing training in Equity, UDL and Trauma Informed Practices. The dates of the meetings are listed below:

Discussed with Staff, PTSA, School Site Council, CoreSEL and Olweus Bullying Survey: Administered Quarter 1 and quarter 4. California Healthy Kids Survey quarter 3.

PGMS Site Leadership: Instructional Leadership Team (meets monthly): 8/23/21, 9/27/21, 1/24/22, 3/21/22: were the dates of Discussion, input, presentation and modes of progress monitoring of site goals. The team looked at Map assessment data, Olweus student survey data and CoreSEL Student survey data.

Principal Check Ins: PGMS SEL Night- 9/20/2021; feedback consisted of asking how the school can find additional counselors to fill in the days that PGMS has none. Rectified by the Chapman Grant which pays for an additional three days a week counselor. Grant is annual, so we must reapply and hope.

Staff Meetings: Discussed on 10/5/21, 4/25/22. Staff members were presented with the site goals, the at risk student populations

PTSA: PTSA: 9/22/21, 1/19/22, and 4/20/22: were the dates of Discussion, presentation and input on the site goals. PTSA members were asked to provide input on these goals based on the data and discussions. Interest centered around improving family participation in school events (honors night, tech night, How to raise a teenager). One strong suggestion was to combine events (all four schools participate) to improve parent participation. Less “one and done” events and more series based opportunities.

PGMS Staff Meetings: Teacher feedback indicated a focus on students survey data which included the following areas of concern; areas to monitor:

Academic Motivation

Caring Adult Relationships

Meaningful Participation

School connectedness

In the areas above, there were either minimal gains or slight declines compared to the prior year.

School Site Council met on the following dates to discuss and provide input regarding site goals 10/1/22, 11/1/22, 2/8/22, 4/5/22, 5/10/22. Committee members were tasked with comparing the data with the school goals to ensure that adequate emphasis is placed in the greatest area(s) of need. The council recommended that PGMS utilize the Chapman Grant to continue the additional

counseling at PGMS for three days a week. Currently the award is set to run out, Mr. Roach will appeal to the Chapman Board of Directors to fund for several years more. The Council also recommends that the new CalHope Grant have a parent outreach component, assemblies that raise awareness on topics like anxiety, being an Upstander and Race. This is now part of our SPSA plan.

## Resource Inequities

Briefly identify and describe any resource inequities identified as a result of the required needs assessment, as applicable.

Not identified

# School and Student Performance Data

## Student Enrollment Enrollment By Student Group

## Student Enrollment Enrollment By Grade Level

Student Enrollment by Grade Level			
Grade	Number of Students		
	18-19	19-20	20-21
Grade 6	175	131	151
Grade 7	144	180	133
Grade 8	168	140	181
Total Enrollment	487	451	465

### Conclusions based on this data:

1. Our subgroup proportions remain fairly consistent year over year.
2. Our "bubble" class of 7th grade students will be moving to 8th grade. We must shift sections to the 8th grade level to accommodate the larger class and maintain contract levels for daily student contacts.
3. Very small 6th grade class



# School and Student Performance Data

## Student Enrollment English Learner (EL) Enrollment

English Learner (EL) Enrollment						
Student Group	Number of Students			Percent of Students		
	18-19	19-20	20-21	18-19	19-20	20-21
English Learners	12	15	14	2.5%	3.3%	3.0%
Fluent English Proficient (FEP)	84	76	71	17.2%	16.9%	15.3%
Reclassified Fluent English Proficient (RFEP)	5	4	1	35.7%	33.3%	6.7%

### Conclusions based on this data:

1. Slight rise in the percentage of English Learners.
2. Slight decline in the percentage of Fluent English Proficient students.
3. Steep decline in the percentage of Reclassified Fluent English Proficient students

# School and Student Performance Data

## Local Assessment Results: NWEA/MAP English Language Arts/Literacy

NWEA/MAP Student Groups	NWEA/MAP Total Enrollment	NWEA/MAP Number Tested	NWEA/MAP Percent Tested	NWEA/MAP Percent Not Tested	NWEA/MAP Percent At or Above Grade Level
All Students	450	401	89	11	83
Female	228	173	76	24	86
Male	221	199	90	10	79
American Indian or Alaska Native	4	3	75	25	67
Asian	61	56	92	8	88
Black or African American	11	10	91	9	80
Filipino	0	0	0	0	0
Hispanic or Latino	88	81	92	8	69
Native Hawaiian or Pacific Islander	9	9	100	0	67
Two or More Races	16	15	94	6	87
White	259	242	93	7	87
English Learners	12	12	100	0	33
Foster Youth	3	3	100	0	67
Homeless	0	0	0	0	0
Military	33	31	94	6	90
Socioeconomically Disadvantaged	96	86	90	10	70
Students Receiving Migrant Education	0	0	0	0	0
Students with Disabilities	61	52	85	15	42

# School and Student Performance Data

## Local Assessment Results: NWEA/MAP Mathematics

NWEA/MAP Student Groups	NWEA/MAP Total Enrollment	NWEA/MAP Number Tested	NWEA/MAP Percent Tested	NWEA/MAP Percent Not Tested	NWEA/MAP Percent At or Above Grade Level
All Students	450	408	91	9	67
Female	228	210	98	8	69
Male	221	198	90	10	69
American Indian or Alaska Native	4	3	75	25	33
Asian	61	59	97	3	73
Black or African American	11	10	91	9	50
Filipino	0	0	0	0	0
Hispanic or Latino	88	83	94	6	49
Native Hawaiian or Pacific Islander	9	9	100	0	44
Two or More Races	16	16	100	0	69
White	259	244	94	6	77
English Learners	12	9	75	25	22
Foster Youth	3	3	100	0	33
Homeless	0	0	0	0	0
Military	33	32	97	3	91
Socioeconomically Disadvantaged	96	86	90	10	47
Students Receiving Migrant Education	0	0	0	0	0
Students with Disabilities	61	50	82	18	26

# School and Student Performance Data

## CAASPP Results English Language Arts/Literacy (All Students)

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with			% of Enrolled Students		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
Grade 6	151	176	149	150	174	0	150	174	0	99.3	98.9	0.0
Grade 7	160	143	129	155	140	0	155	140	0	96.9	97.9	0.0
Grade 8	187	162	171	180	159	0	180	159	0	96.3	98.1	0.0
All Grades	498	481	449	485	473	0	485	473	0	97.4	98.3	0.0

The “% of Enrolled Students Tested” showing in this table is not the same as “Participation Rate” for federal accountability purposes.

### 2019-20 Data:

Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard			% Standard Met			% Standard Nearly			% Standard Not		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
Grade 6	2591.	2602.		38.67	44.25		36.00	40.80		21.33	12.07		4.00	2.87	
Grade 7	2600.	2625.		30.32	40.00		47.10	45.00		14.19	11.43		8.39	3.57	
Grade 8	2615.	2632.		30.56	38.99		41.67	37.74		19.44	18.87		8.33	4.40	
All Grades	N/A	N/A	N/A	32.99	41.23		41.65	41.01		18.35	14.16		7.01	3.59	

### 2019-20 Data:

Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

Reading Demonstrating understanding of literary and non-fictional texts									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
Grade 6	47.33	48.28		40.67	42.53		12.00	9.20	
Grade 7	44.52	49.29		43.23	42.86		12.26	7.86	
Grade 8	40.00	52.20		43.33	38.36		16.67	9.43	
All Grades	43.71	49.89		42.47	41.23		13.81	8.88	

### 2019-20 Data:

Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

<b>Writing</b> <b>Producing clear and purposeful writing</b>									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
Grade 6	49.66	57.47		40.27	38.51		10.07	4.02	
Grade 7	47.74	52.14		45.81	44.29		6.45	3.57	
Grade 8	42.22	44.65		49.44	47.17		8.33	8.18	
All Grades	46.28	51.59		45.45	43.13		8.26	5.29	

2019-20 Data:

Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

<b>Listening</b> <b>Demonstrating effective communication skills</b>									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
Grade 6	38.67	33.91		55.33	63.79		6.00	2.30	
Grade 7	17.42	30.00		74.84	65.71		7.74	4.29	
Grade 8	28.33	30.19		64.44	63.52		7.22	6.29	
All Grades	28.04	31.50		64.95	64.27		7.01	4.23	

2019-20 Data:

Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

<b>Research/Inquiry</b> <b>Investigating, analyzing, and presenting information</b>									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
Grade 6	50.00	47.13		47.33	48.28		2.67	4.60	
Grade 7	39.35	47.86		52.26	47.14		8.39	5.00	
Grade 8	42.78	47.17		51.11	48.43		6.11	4.40	
All Grades	43.92	47.36		50.31	47.99		5.77	4.65	

2019-20 Data:

Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

**Conclusions based on this data:**

1. Our school wide overall mean score grew year over year across all three grade levels.
2. PGMS students scoring in the Below Standard fell dramatically in all areas of the ELA summative test (Reading, writing, listening, and research/inquiry)
3. The domain with the most students in the Below Standard category continues to be the Reading domain.



# School and Student Performance Data

## CAASPP Results Mathematics (All Students)

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with			% of Enrolled Students		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
Grade 6	151	176	149	150	173	0	150	173	0	99.3	98.3	0.0
Grade 7	160	143	129	157	141	0	157	141	0	98.1	98.6	0.0
Grade 8	187	162	171	180	157	0	180	157	0	96.3	96.9	0.0
All Grades	498	481	449	487	471	0	487	471	0	97.8	97.9	0.0

\* The “% of Enrolled Students Tested” showing in this table is not the same as “Participation Rate” for federal accountability purposes.

### 2019-20 Data:

Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard			% Standard Met			% Standard Nearly			% Standard Not		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
Grade 6	2574.	2585.		40.67	38.15		21.33	27.75		24.00	21.97		14.00	12.14	
Grade 7	2605.	2597.		44.59	34.75		24.20	25.53		19.11	29.08		12.10	10.64	
Grade 8	2626.	2628.		45.56	44.59		16.67	18.47		22.78	22.93		15.00	14.01	
All Grades	N/A	N/A	N/A	43.74	39.28		20.53	23.99		21.97	24.42		13.76	12.31	

### 2019-20 Data:

Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

Concepts & Procedures Applying mathematical concepts and procedures									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
Grade 6	46.67	49.13		30.00	34.10		23.33	16.76	
Grade 7	54.78	47.52		27.39	34.04		17.83	18.44	
Grade 8	51.11	50.32		32.22	27.39		16.67	22.29	
All Grades	50.92	49.04		29.98	31.85		19.10	19.11	

### 2019-20 Data:

Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

<b>Problem Solving &amp; Modeling/Data Analysis</b> <b>Using appropriate tools and strategies to solve real world and mathematical problems</b>									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
Grade 6	38.67	36.99		45.33	46.24		16.00	16.76	
Grade 7	42.04	38.30		42.04	46.81		15.92	14.89	
Grade 8	45.56	50.32		40.56	36.31		13.89	13.38	
All Grades	42.30	41.83		42.51	43.10		15.20	15.07	

2019-20 Data:

Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

<b>Communicating Reasoning</b> <b>Demonstrating ability to support mathematical conclusions</b>									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
Grade 6	41.33	38.15		37.33	50.29		21.33	11.56	
Grade 7	43.95	36.17		45.22	53.90		10.83	9.93	
Grade 8	40.56	46.50		44.44	41.40		15.00	12.10	
All Grades	41.89	40.34		42.51	48.41		15.61	11.25	

2019-20 Data:

Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

**Conclusions based on this data:**

1. Overall Math SBAC scores rose across the board, with 6th and 7th grade math showing the most improvement.
2. Minimal to no progress on students scoring below standard in Concepts/Reasoning and Problem Solving domains, however, good progress made in lessening below standard students in the communicating reasoning domain (department emphasis).
3. Result for 8th grade Concepts/Procedures domain saw a sizeable increase in the percentage of students scoring in the below standard range.

# School and Student Performance Data

## ELPAC Results

ELPAC Summative Assessment Data Number of Students and Mean Scale Scores for All Students												
Grade Level	Overall			Oral Language			Written Language			Number of Students Tested		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
6	*	*	*	*	*	*	*	*	*	*	6	*
7	*	*	*	*	*	*	*	*	*	*	4	*
8	*	*	*	*	*	*	*	*	*	*	*	6
All Grades										*	13	12

### 2019-20 Data:

Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

Overall Language Percentage of Students at Each Performance Level for All Students															
Grade Level	Level 4			Level 3			Level 2			Level 1			Total Number of Students		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
6	*	*	*		*	*		*	*		*	*	*	*	*
7	*	*	*	*	*	*		*	*	*	*	*	*	*	*
8	*	*	*		*	*		*	*		*	*	*	*	*
All Grades	*	30.77	41.67	*	53.85	33.33		7.69	25.00	*	7.69	0.00	*	13	12

### 2019-20 Data:

Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

Oral Language Percentage of Students at Each Performance Level for All Students															
Grade Level	Level 4			Level 3			Level 2			Level 1			Total Number of Students		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
6	*	*	*	*	*	*		*	*		*	*	*	*	*
7	*	*	*		*	*	*	*	*	*	*	*	*	*	*
8	*	*	*		*	*		*	*		*	*	*	*	*
All Grades	*	46.15	58.33	*	38.46	33.33	*	7.69	8.33	*	7.69	0.00	*	13	12

### 2019-20 Data:

Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

<b>Written Language</b> <b>Percentage of Students at Each Performance Level for All Students</b>															
Grade Level	Level 4			Level 3			Level 2			Level 1			Total Number of Students		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
6	*	*	*		*	*		*	*		*	*	*	*	*
7	*	*	*		*	*	*	*	*	*	*	*	*	*	*
8	*	*	*	*	*	*		*	*		*	*	*	*	*
All Grades	*	46.15	16.67	*	15.38	33.33	*	30.77	33.33	*	7.69	16.67	*	13	12

2019-20 Data:

Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

<b>Listening Domain</b> <b>Percentage of Students by Domain Performance Level for All Students</b>												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
6	*	*	*	*	*	*		*	*	*	*	*
7	*	*	*	*	*	*	*	*	*	*	*	*
8	*	*	*	*	*	*		*	*	*	*	*
All Grades	*	15.38	33.33	*	76.92	58.33	*	7.69	8.33	*	13	12

2019-20 Data:

Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

<b>Speaking Domain</b> <b>Percentage of Students by Domain Performance Level for All Students</b>												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
6	*	*	*		*	*		*	*	*	*	*
7	*	*	*	*	*	*	*	*	*	*	*	*
8	*	*	*		*	*		*	*	*	*	*
All Grades	*	69.23	83.33	*	23.08	16.67	*	7.69	0.00	*	13	12

2019-20 Data:

Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

<b>Reading Domain</b> <b>Percentage of Students by Domain Performance Level for All Students</b>												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
6	*	*	*		*	*		*	*	*	*	*
7	*	*	*		*	*	*	*	*	*	*	*
8	*	*	*	*	*	*		*	*	*	*	*
All Grades	*	46.15	25.00	*	30.77	33.33	*	23.08	41.67	*	13	12

2019-20 Data:

Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

<b>Writing Domain</b> <b>Percentage of Students by Domain Performance Level for All Students</b>												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
6	*	*	*	*	*	*		*	*	*	*	*
7	*	*	*	*	*	*	*	*	*	*	*	*
8		*	*	*	*	*		*	*	*	*	*
All Grades	*	7.69	16.67	*	84.62	83.33	*	7.69	0.00	*	13	12

2019-20 Data:

Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

**Conclusions based on this data:**

1. None currently, the data presented is a baseline for growth.



# School and Student Performance Data

## Student Population

Although both Senate Bill 98 and Assembly Bill 130 suspended the publication of state indicators on the 2020 and 2021 California School Dashboards, these bills also required the reporting of valid and reliable data that would have been included in these Dashboards.

To meet this requirement, CDE has made available the Enrollment, Graduation Rate Additional Report and the College/Career Measures Report data available. All other reports are not available for 2020 and 2021.

This section provides information about the school's student population.

2020-21 Student Population			
Total Enrollment	Socioeconomically Disadvantaged	English Learners	Foster Youth
465	21.7	3.0	0.4
This is the total number of students enrolled.	This is the percent of students who are eligible for free or reduced priced meals; or have parents/guardians who did not receive a high school diploma.	This is the percent of students who are learning to communicate effectively in English, typically requiring instruction in both the English Language and in their academic courses.	This is the percent of students whose well-being is the responsibility of a court.

2019-20 Enrollment for All Students/Student Group		
Student Group	Total	Percentage
English Learners	14	3.0
Foster Youth	2	0.4
Homeless		
Socioeconomically Disadvantaged	101	21.7
Students with Disabilities	62	13.3

Enrollment by Race/Ethnicity		
Student Group	Total	Percentage
African American	10	2.2
American Indian or Alaska Native	4	0.9
Asian	50	10.8
Filipino	9	1.9
Hispanic	90	19.4
Two or More Races	17	3.7
Native Hawaiian or Pacific Islander	6	1.3
White	268	57.6

### Conclusions based on this data:

1. Schoolwide enrollment increased by 35 students year over year.

2. Our students on free and reduced lunch percentage continues to grow slightly year over year.
3. There is an increase in Hispanic students enrolled at PGMS.


# School and Student Performance Data

## Overall Performance

Although both Senate Bill 98 and Assembly Bill 130 suspended the publication of state indicators on the 2020 and 2021 California School Dashboards, these bills also required the reporting of valid and reliable data that would have been included in these Dashboards.

To meet this requirement, CDE has made available the Enrollment, Graduation Rate Additional Report and the College/Career Measures Report data available. All other reports are not available for 2020 and 2021, thus the most recent data (2019 Fall) is provided here.

### 2019 Fall Dashboard Overall Performance for All Students

Academic Performance	Academic Engagement	Conditions & Climate
<b>English Language Arts</b>  Blue	<b>Chronic Absenteeism</b>  Green	<b>Suspension Rate</b>  Green
<b>Mathematics</b>  Blue		

### Conclusions based on this data:

1. PGMS showed a solid reduction (green) in Suspension Rate which was a school wide area of emphasis.
2. PGMS showed a solid reduction (green) in Chronic Absenteeism which was also a school wide area of emphasis , outreach and counseling.
3. PGMS scored in the highest achievement band in both ELA and Math achievement scores.

# School and Student Performance Data

## Academic Performance English Language Arts

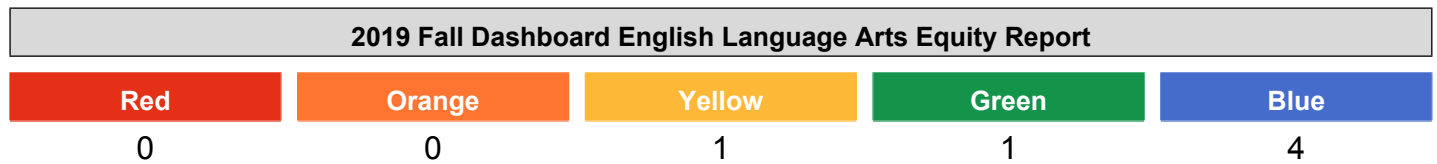
Although both Senate Bill 98 and Assembly Bill 130 suspended the publication of state indicators on the 2020 and 2021 California School Dashboards, these bills also required the reporting of valid and reliable data that would have been included in these Dashboards.

To meet this requirement, CDE has made available the Enrollment, Graduation Rate Additional Report and the College/Career Measures Report data available. All other reports are not available for 2020 and 2021, thus the most recent data (2019 Fall) is provided here.







The performance levels are color-coded and range from lowest-to-highest performance in the following order:











This section provides number of student groups in each color.



This section provides a view of Student Assessment Results and other aspects of this school's performance, specifically how well students are meeting grade-level standards on the English Language Arts assessment. This measure is based on student performance on the Smarter Balanced Summative Assessment, which is taken annually by students in grades 3–8 and grade 11.

2019 Fall Dashboard English Language Arts Performance for All Students/Student Group					
All Students	English Learners	Foster Youth	Homeless	Socioeconomically Disadvantaged	Students with Disabilities
 Blue 69.5 points above standard Increased Significantly ++16.4 points 458	 Green 6.2 points above standard Increased ++14.4 points 42	 No Performance Color 0 Students	 No Performance Color 0 Students	 Blue 32.1 points above standard Increased Significantly ++18.2 points 120	 Yellow 24.7 points below standard Increased ++9.8 points 55

**2019 Fall Dashboard English Language Arts Performance by Race/Ethnicity**

<b>African American</b>  No Performance Color 37.8 points above standard 16	<b>American Indian</b>  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 5	<b>Asian</b>  Blue 80.1 points above standard Maintained -2.5 points 41	<b>Filipino</b>  No Performance Color 98 points above standard 12
<b>Hispanic</b>  Blue 46.1 points above standard Increased Significantly ++22.8 points 86	<b>Two or More Races</b>  No Performance Color 0 Students	<b>Pacific Islander</b>  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 6	<b>White</b>  Blue 73.9 points above standard Increased ++13.2 points 273

This section provides a view of Student Assessment Results and other aspects of this school's performance, specifically how well students are meeting grade-level standards on the English Language Arts assessment. This measure is based on student performance on the Smarter Balanced Summative Assessment, which is taken annually by students in grades 3–8 and grade 11.

**2019 Fall Dashboard English Language Arts Data Comparisons for English Learners**

<b>Current English Learner</b> Less than 11 Students - Data Not Displayed for Privacy 9	<b>Reclassified English Learners</b> 14 points above standard Increased Significantly ++20.2 points 33	<b>English Only</b> 71.4 points above standard Increased ++12.4 points 367
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**Conclusions based on this data:**

- Overall ELA scored increased 16.4 points, and remain in the highest achievement category (blue).
- Students with disabilities increased by 9.8 points, however they are still in the yellow category, and are 24.7 points below standard. Must continue to maintain a collaborative relationship between general and special educators.
- Our largest at-promise population-socio economically disadvantaged students increased significantly by 18.2 points and are in the highest category of blue.



# School and Student Performance Data

## Academic Performance Mathematics

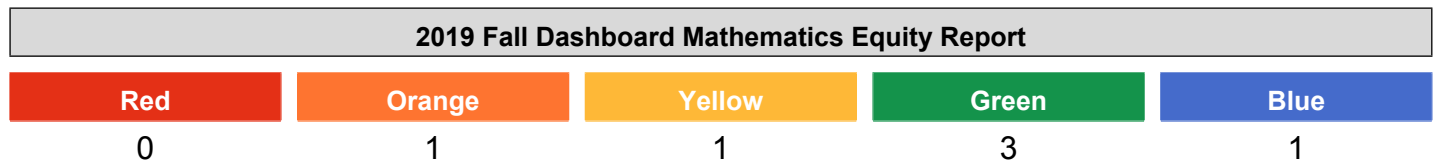
Although both Senate Bill 98 and Assembly Bill 130 suspended the publication of state indicators on the 2020 and 2021 California School Dashboards, these bills also required the reporting of valid and reliable data that would have been included in these Dashboards.

To meet this requirement, CDE has made available the Enrollment, Graduation Rate Additional Report and the College/Career Measures Report data available. All other reports are not available for 2020 and 2021, thus the most recent data (2019 Fall) is provided here.





The performance levels are color-coded and range from lowest-to-highest performance in the following order:










This section provides number of student groups in each color.



This section provides a view of Student Assessment Results and other aspects of this school's performance, specifically how well students are meeting grade-level standards on the Mathematics assessment. This measure is based on student performance on the Smarter Balanced Summative Assessment, which is taken annually by students in grades 3–8 and grade 11.

2019 Fall Dashboard Mathematics Performance for All Students/Student Group		
<b>All Students</b>  Blue 35.3 points above standard Maintained ++0.2 points 455	<b>English Learners</b>  Orange 31.9 points below standard Maintained -1.9 points 42	<b>Foster Youth</b>
<b>Homeless</b>	<b>Socioeconomically Disadvantaged</b>  Green 22.4 points below standard Increased ++4.6 points 118	<b>Students with Disabilities</b>  Yellow 78.1 points below standard Increased ++5.9 points 54

**2019 Fall Dashboard Mathematics Performance by Race/Ethnicity**

<b>African American</b>  No Performance Color 31.3 points below standard 16	<b>American Indian</b>  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 5	<b>Asian</b>  Green 56.1 points above standard Declined Significantly -46.7 points 41	<b>Filipino</b>  No Performance Color 77.8 points above standard 12
<b>Hispanic</b>  Green 7.4 points below standard Increased ++5.3 points 85	<b>Two or More Races</b> 	<b>Pacific Islander</b>  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 6	<b>White</b>  Blue 44.2 points above standard Maintained ++0.9 points 271

This section provides a view of Student Assessment Results and other aspects of this school's performance, specifically how well students are meeting grade-level standards on the Mathematics assessment. This measure is based on student performance on the Smarter Balanced Summative Assessment, which is taken annually by students in grades 3–8 and grade 11.

**2019 Fall Dashboard Mathematics Data Comparisons for English Learners**

<b>Current English Learner</b> Less than 11 Students - Data Not Displayed for Privacy 9	<b>Reclassified English Learners</b> 25.3 points below standard Increased Significantly ++21.3 points 33	<b>English Only</b> 37.7 points above standard Maintained -2.4 points 364
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**Conclusions based on this data:**

1. Our overall Math achievement scores increased slightly, and remain in the highest category (blue).
2. Our reclassified English Learners increased significantly (21.3 point increase) and closed the achievement gap to 25.3 points below standard.
3. Our Asian students declined significantly (-46.7 points) and fell to the second highest category of Green.

# School and Student Performance Data

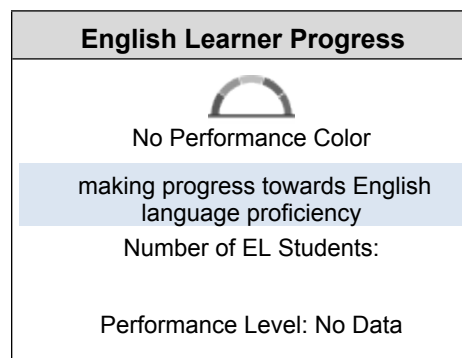
## Academic Performance English Learner Progress

Although both Senate Bill 98 and Assembly Bill 130 suspended the publication of state indicators on the 2020 and 2021 California School Dashboards, these bills also required the reporting of valid and reliable data that would have been included in these Dashboards.

To meet this requirement, CDE has made available the Enrollment, Graduation Rate Additional Report and the College/Career Measures Report data available. All other reports are not available for 2020 and 2021, thus the most recent data (2019 Fall) is provided here.

This section provides a view of the percentage of current EL students making progress towards English language proficiency or maintaining the highest level.

### 2019 Fall Dashboard English Learner Progress Indicator



This section provides a view of the percentage of current EL students who progressed at least one ELPI level, maintained ELPI level 4, maintained lower ELPI levels (i.e, levels 1, 2L, 2H, 3L, or 3H), or decreased at least one ELPI Level.

### 2019 Fall Dashboard Student English Language Acquisition Results

Decreased One ELPI Level	Maintained ELPI Level 1, 2L, 2H, 3L, or 3H	Maintained ELPI Level 4	Progressed At Least One ELPI Level
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#### Conclusions based on this data:

1. None

# School and Student Performance Data

## Academic Performance College/Career Measures Only Report

Although both Senate Bill 98 and Assembly Bill 130 suspended the publication of state indicators on the 2020 and 2021 California School Dashboards, these bills also required the reporting of valid and reliable data that would have been included in these Dashboards.

To meet this requirement, CDE has made available the Enrollment, Graduation Rate Additional Report and the College/Career Measures Report data available. All other reports are not available for 2020 and 2021.

Number and Percentage of Students in the Combined Graduation Rate and/or Dashboard Alternative School Status (DASS) Graduation Rate by Student Group		
Student Group	Cohort Totals	Cohort Percent
All Students		
African American		
American Indian or Alaska Native		
Asian		
Filipino		
Hispanic		
Native Hawaiian or Pacific Islander		
White		
Two or More Races		
English Learners		
Socioeconomically Disadvantaged		
Students with Disabilities		
Foster Youth		
Homeless		

Advanced Placement Exams – Number and Percentage of Four-Year Graduation Rate Cohort Students		
Student Group	Cohort Totals	Cohort Percent
All Students		
African American		
American Indian or Alaska Native		
Asian		
Filipino		
Hispanic		
Native Hawaiian or Pacific Islander		
White		
Two or More Races		
English Learners		
Socioeconomically Disadvantaged		
Students with Disabilities		
Foster Youth		
Homeless		

\* This table shows students in the four-year graduation rate cohort by student group who scored 3 or higher on at least two Advanced Placement exams.

International Baccalaureate Exams – Number and Percentage of Four-Year Graduation Rate Cohort		
Student Group	Cohort Totals	Cohort Percent
All Students		
African American		
American Indian or Alaska Native		
Asian		
Filipino		
Hispanic		
Native Hawaiian or Pacific Islander		
White		
Two or More Races		
English Learners		
Socioeconomically Disadvantaged		
Students with Disabilities		
Foster Youth		
Homeless		

\* This table shows students in the four-year graduation rate cohort by student group who scored 4 or higher on at least two International Baccalaureate Exams.



Completed at Least One Career Technical Education (CTE) Pathway – Number and Percentage of All Students		
Student Group	Cohort Totals	Cohort Percent
All Students		
African American		
American Indian or Alaska Native		
Asian		
Filipino		
Hispanic		
Native Hawaiian or Pacific Islander		
White		
Two or More Races		
English Learners		
Socioeconomically Disadvantaged		
Students with Disabilities		
Foster Youth		
Homeless		

\* This table shows students in the combined graduation rate and/or DASS graduation rate by student group who completed at least one CTE Pathway with a grade of C- or better (or Pass) in the capstone course.

Completed a-g Requirements – Number and Percentage of All Students		
Student Group	Cohort Totals	Cohort Percent
All Students		
African American		
American Indian or Alaska Native		
Asian		
Filipino		
Hispanic		
Native Hawaiian or Pacific Islander		
White		
Two or More Races		
English Learners		
Socioeconomically Disadvantaged		
Students with Disabilities		
Foster Youth		
Homeless		

\* This table shows students in the combined graduation rate and/or DASS graduation rate by student group who met the University of California (UC) or California State University (CSU) a-g criteria with a grade of C or better (or Pass).

Completed a-g Requirements AND at Least One CTE Pathway – Number and Percentage of All Students		
Student Group	Cohort Totals	Cohort Percent
All Students		
African American		
American Indian or Alaska Native		
Asian		
Filipino		
Hispanic		
Native Hawaiian or Pacific Islander		
White		
Two or More Races		
English Learners		
Socioeconomically Disadvantaged		
Students with Disabilities		
Foster Youth		
Homeless		

\* This table shows students in the combined graduation rate and/or DASS graduation rate by student group who met the UC or CSU a-g criteria with a grade of C or better (or Pass) AND completed at least one CTE Pathway with a grade of C- or better (or Pass) in the capstone course.

Completed College Credit Courses – Number and Percentage of All Student Students Completing One Semester, Two Quarters, or Two Trimesters of College Credit Courses		
Student Group	Number of Students	Percent of Students
All Students		
African American		
American Indian or Alaska Native		
Asian		
Filipino		
Hispanic		
Native Hawaiian or Pacific Islander		
White		
Two or More Races		
English Learners		
Socioeconomically Disadvantaged		
Students with Disabilities		
Foster Youth		
Homeless		

\* This table shows students in the combined graduation rate and/or DASS graduation rate by student group who completed Academic or CTE subject college credit courses with a grade of C- or better (or Pass).

Completed College Credit Courses – Number and Percentage of All Student Students Completing Two Semesters, Three Quarters, or Three Trimesters of College Credit Courses		
Student Group	Number of Students	Percent of Students
All Students		
African American		
American Indian or Alaska Native		
Asian		
Filipino		
Hispanic		
Native Hawaiian or Pacific Islander		
White		
Two or More Races		
English Learners		
Socioeconomically Disadvantaged		
Students with Disabilities		
Foster Youth		
Homeless		

\* This table shows students in the combined graduation rate and/or DASS graduation rate by student group who completed Academic or CTE subject college credit courses with a grade of C- or better (or Pass).

Earned the State Seal of Biliteracy – Number and Percentage of All Students		
Student Group	Cohort Totals	Cohort Percent
All Students		
African American		
American Indian or Alaska Native		
Asian		
Filipino		
Hispanic		
Native Hawaiian or Pacific Islander		
White		
Two or More Races		
English Learners		
Socioeconomically Disadvantaged		
Students with Disabilities		
Foster Youth		
Homeless		

\* This table shows students in the combined graduation rate and/or DASS graduation rate by student group who earned the State Seal of Biliteracy.

**Conclusions based on this data:**

**1.**

# School and Student Performance Data

## Academic Engagement Chronic Absenteeism

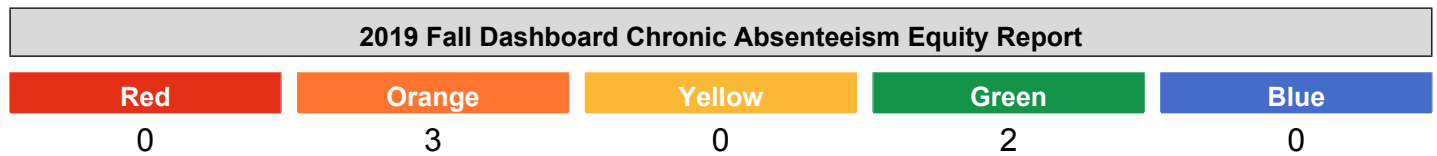
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To meet this requirement, CDE has made available the Enrollment, Graduation Rate Additional Report and the College/Career Measures Report data available. All other reports are not available for 2020 and 2021, thus the most recent data (2019 Fall) is provided here.







The performance levels are color-coded and range from lowest-to-highest performance in the following order:



This section provides number of student groups in each color.











This section provides information about the percentage of students in kindergarten through grade 8 who are absent 10 percent or more of the instructional days they were enrolled.

2019 Fall Dashboard Chronic Absenteeism for All Students/Student Group					
All Students	English Learners	Foster Youth	Homeless	Socioeconomically Disadvantaged	Students with Disabilities
 Green 6.5 Declined -1 504	 No Performance Color 5 Increased +0.8 20	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 0	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 2	 Orange 11.5 Increased +4.6 131	 Orange 19.3 Increased +2.3 57



**2019 Fall Dashboard Chronic Absenteeism by Race/Ethnicity**

<p><b>African American</b></p>  <p>No Performance Color</p> <p>5.6</p> <p>18</p>	<p><b>American Indian</b></p>  <p>No Performance Color</p> <p>Less than 11 Students - Data Not Displayed for Privacy</p> <p>5</p>	<p><b>Asian</b></p>  <p>Green</p> <p>4.3</p> <p>Declined -6.3</p> <p>47</p>	<p><b>Filipino</b></p>  <p>No Performance Color</p> <p>8.3</p> <p>12</p>
<p><b>Hispanic</b></p>  <p>Green</p> <p>7.7</p> <p>Declined -1.6</p> <p>91</p>	<p><b>Two or More Races</b></p>  <p>No Performance Color</p> <p>0</p> <p>Declined -10</p> <p>23</p>	<p><b>Pacific Islander</b></p>  <p>No Performance Color</p> <p>Less than 11 Students - Data Not Displayed for Privacy</p> <p>7</p>	<p><b>White</b></p>  <p>Orange</p> <p>7</p> <p>Increased +0.7</p> <p>301</p>

**Conclusions based on this data:**

1. Our overall Chronic Absenteeism rate has declined, placing us in the green category.
2. Emphasis and outreach for our students with disabilities, our socio economically disadvantaged and white students must continue based on both groups increase in chronic absenteeism rates.

# School and Student Performance Data

## Academic Engagement Graduation Rate Additional Report

Although both Senate Bill 98 and Assembly Bill 130 suspended the publication of state indicators on the 2020 and 2021 California School Dashboards, these bills also required the reporting of valid and reliable data that would have been included in these Dashboards.

To meet this requirement, CDE has made available the Enrollment, Graduation Rate Additional Report and the College/Career Measures Report data available. All other reports are not available for 2020 and 2021.

2021 Graduation Rate by Student Group				
Student Group	Number of Students in the Graduation Rate	Number of Graduates	Number of Fifth Year Graduates	Graduation Rate
All Students				
English Learners				
Foster Youth				
Homeless				
Socioeconomically Disadvantaged				
Students with Disabilities				
African American				
American Indian or Alaska Native				
Asian				
Filipino				
Hispanic				
Native Hawaiian or Pacific Islander				
White				
Two or More Races				

Conclusions based on this data:

1.

# School and Student Performance Data

## Conditions & Climate Suspension Rate

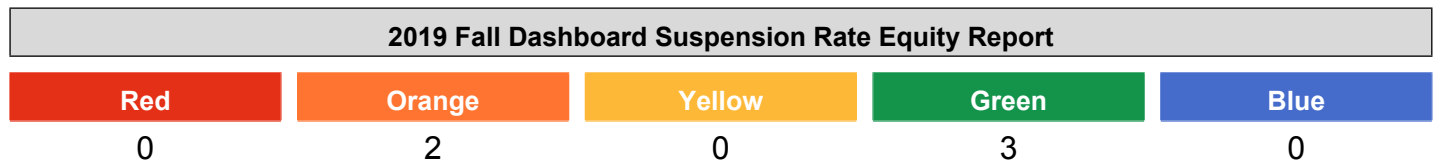
Although both Senate Bill 98 and Assembly Bill 130 suspended the publication of state indicators on the 2020 and 2021 California School Dashboards, these bills also required the reporting of valid and reliable data that would have been included in these Dashboards.

To meet this requirement, CDE has made available the Enrollment, Graduation Rate Additional Report and the College/Career Measures Report data available. All other reports are not available for 2020 and 2021, thus the most recent data (2019 Fall) is provided here.






The performance levels are color-coded and range from lowest-to-highest performance in the following order:











This section provides number of student groups in each color.



This section provides information about the percentage of students in kindergarten through grade 12 who have been suspended at least once in a given school year. Students who are suspended multiple times are only counted once.

2019 Fall Dashboard Suspension Rate for All Students/Student Group		
<b>All Students</b>  Green 2.9 Declined -1.1 511	<b>English Learners</b>  No Performance Color 0 Maintained 0 21	<b>Foster Youth</b>
<b>Homeless</b>  No Performance Color Less than 11 Students - Data Not 2	<b>Socioeconomically Disadvantaged</b>  Orange 6.8 Increased +0.7 132	<b>Students with Disabilities</b>  Green 3.3 Declined -1.8 60

**2019 Fall Dashboard Suspension Rate by Race/Ethnicity**

<b>African American</b>  No Performance Color 0 18	<b>American Indian</b>  No Performance Color Less than 11 Students - Data 5	<b>Asian</b>  Orange 6.3 Increased +1 48	<b>Filipino</b>  No Performance Color 0 12
<b>Hispanic</b>  Green 4.3 Declined -1.9 93	<b>Two or More Races</b>  No Performance Color 0 Maintained 0 24	<b>Pacific Islander</b>  No Performance Color Less than 11 Students - Data 7	<b>White</b>  Green 2.6 Declined -1.1 304

This section provides a view of the percentage of students who were suspended.

**2019 Fall Dashboard Suspension Rate by Year**

2017	2018	2019
	4	2.9

**Conclusions based on this data:**

1. Our overall suspension rate at PGMS declined placing us in the green category.
2. Hispanic and students with disabilities groups both showed declines in suspension rates and both reside in the green category.
3. Slight increase in Asian students and socio economically disadvantaged students, bears targeting and counseling.

# Goals, Strategies, & Proposed Expenditures

Complete a copy of the following table for each of the school's goals. Duplicate the table as needed.

## LEA/LCAP Goal

Goal 3: Mathematics and English Language Arts

All English Learners (EL), Socioeconomically Disadvantaged Students (SED), Foster Youth (FY), Students With Disabilities (SWD), and Hispanic will show a measurable increase in achieving grade level standards in mathematics and English Language Arts each year as measured by Smarter Balanced Assessments and local valid assessments.

## Goal 1

Decrease the achievement gap experienced by students with disabilities and English Language Learners in English Language Arts by 10% and continue to increase achievement overall as measured on the ELA Smarter Balanced summative assessments for the 2021-2022 school year. Continue to make positive gains for Asian, White, English Learners, socio-economically disadvantaged students, and Hispanic students.

## Identified Need

This goal will remain in place. Previously we have identified our students with disabilities and our English Language Learners as the two sub group still experiencing an achievement gap in English Language Arts. We will have Smarter Balanced Assessment data this year, which will serve as baseline for comparison.

## Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
2019/20 SBAC ELA summative assessment for students with disabilities and English Language Learners.	Students with disabilities scored 17 points below standard on the 2019 ELA Sbac test. That number is an improvement, as the 2018 results had this group 28 points below standard. English Language Learners scored 6.2 points above standard which was an improvement of 14.4 points during the same time period.	Students with disabilities should see 10 points below standard, an improvement of 7 points. English Language Learners would see an improvement of 3 points to increase their achievement to 9.2 points above standard

Complete a copy of the Strategy/Activity table for each of the school's strategies/activities. Duplicate the table, including Proposed Expenditures, as needed.

## Strategy/Activity 1

### Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

Students with Disabilities and English Language Learners.

Strategy/Activity

Dedicated schedule co teaching and co planning time for Sped and General education teachers weekly on Thursday's to plan lessons with accommodations embedded within the lesson. This is under the direction of and to include the Principal. English Language Development (ELD)Teacher to co-plan lessons with ELA teachers to promote and support ELD strategies embedded within lessons/assessments.

### **Proposed Expenditures for this Strategy/Activity**

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

Source(s)

None Specified

### **Strategy/Activity 2**

#### **Students to be Served by this Strategy/Activity**

(Identify either All Students or one or more specific student groups)

Students with disabilities

Strategy/Activity

Push in support in English Language Arts class to support students on an iep for private check for understanding, direct assistance, clarification of expectations/accommodations. Coverage will be assigned within the master schedule to support these students to the greatest extent possible.

### **Proposed Expenditures for this Strategy/Activity**

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

Source(s)

### **Strategy/Activity 3**

#### **Students to be Served by this Strategy/Activity**

(Identify either All Students or one or more specific student groups)

Students with disabilities and English Language Learners

Strategy/Activity

General education and special education teacher release time to plan implementation of classroom lessons and strategies students with disabilities a minimum of each quarter. Collaboration with high school Sped department to share best practices, immediate and ongoing (would entail additional release time). Monthly collaboration with ELD teachers from the elementary schools and the high school to share best practices and coordinate a districtwide plan of support for our English Language Learners.

### **Proposed Expenditures for this Strategy/Activity**



List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

1400

Source(s)

Site Budget (\$1400- Sub Coverage)

## Strategy/Activity 4

### Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

Students with disabilities and English Language Learners

### Strategy/Activity

Middle School Professional Learning Communities (PLC's) will closely monitor the academic progress of our students with disabilities and English Language Learners using common formative assessments four times a year and provide interventions when necessary. This group will consist of both general education, special education, and English Language Development teachers familiar with the students, their accommodations and their learning challenges.

### Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

Source(s)

General Fund: No additional costs

## Strategy/Activity 5

### Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

Students with disabilities

### Strategy/Activity

Academic Intervention Class: Targeted intervention for our struggling students with disabilities. This placement would be the result of the general education, special education and Language Review Team data review teams recommendation as to the amount of support needed. The data will come from the Fall of 2022 Measures of Academic Progress reading and language assessment.

### Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

Source(s)

6000

Site Funds (\$6,000)

## Strategy/Activity 6

### Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

Students with disabilities and English Learners

### Strategy/Activity

Continue to offer specialized support classes for Sped students in English Language Arts. Current offerings for 2022/23 school year are: Transitional ELA (1 section) , Read 180 (one section) and Learning Center (2 sections) English Language Development Class (1 section0.

### Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

130,000

Source(s)

General Fund: \$130,000 (5 sections)

## Strategy/Activity 7

### Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

Students with disabilities and English Learners

### Strategy/Activity

Implement strategies learned from our all staff training on Universal Design for Learning (TOSA/Admin), Resume whole staff professional development” Doable Differentiation” to improve scaffolding and differentiation of instruction.

### Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

380

Source(s)

Free Training via MCOE/ Doable Differentiation books \$380 (for all staff members)

## Strategy/Activity 8

### Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

Students with disabilities and English Learners

### Strategy/Activity

Continue to promote and publicize PAPER.co as an at home/in school instant resource for one on one tutorials across all subject areas. PGMS has one of the highest user rates in the state of California.

### Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

Source(s)

General Fund- district wide license \$48,240 annually

### Strategy/Activity 9

#### Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

Students with disabilities and English Language Learners

### Strategy/Activity

TOSA (teacher on special assignment)to spearhead Intervention programs to include: Academic Intervention Class, weekly scheduled meetings with students with disabilities and English Learners who are identified as at risk. Parent conferences quarterly to make sure intervention strategies prove successful. TOSA to liaison between families of struggling students and the teachers of record.

### Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

Source(s)

## Annual Review

### SPSA Year Reviewed: 2021-22

Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal, an analysis is not required and this section may be deleted.

## ANALYSIS

Describe the overall implementation of the strategies/activities and the overall effectiveness of the strategies/activities to achieve the articulated goal.

In the 2018-2019 school year, we continued our focus on looking at our at-promise student populations during our Professional Learning Communities to find ways to reduce and/or eliminate

the achievement gaps experienced by these groups in ELA and Math. Our focus on sped/general education/ELD planning, and co teaching will continue and has shown improvement. The data suggests that our support classes embedded within the school day (Transitional ELA, Learning Center, ELD, 504 Learning Center, and Read 180) are showing gains for those cohorts. The additional of professional development in the area of co-teaching and co-planning for students with disabilities will help support these students in the general education classes. We will review the results of our 2022 SBAC results to evaluate the success of these efforts as well as our district benchmarks and Measures of Academic Support formative assessment data.

Briefly describe any major differences between the intended implementation and/or the budgeted expenditures to implement the strategies/activities to meet the articulated goal.

None

Describe any changes that will be made to this goal, the annual outcomes, metrics, or strategies/activities to achieve this goal as a result of this analysis. Identify where those changes can be found in the SPSA.

Data Analysis of our student achievement scores from the 17/18 school year, our students with disabilities group has the greatest achievement gap of all student populations. Our emphasis on supporting and intervening this group of students found some success. The achievement gap for students with disabilities ELA fell from 28 points below standard in 17/18 to 17 points below standard in 18/19. Though this group had higher achievement results and the achievement gap was reduced, they remain the group with the highest gap in achievement. A group we are adding this year (21/22) are our Language Learner students. We found that our Measures of Academic Performance (MAP) assessments identified this group as struggling post pandemic, thus we add them as a population of focus.

# Goals, Strategies, & Proposed Expenditures

Complete a copy of the following table for each of the school's goals. Duplicate the table as needed.

## LEA/LCAP Goal

Goal 3: Mathematics and English Language Arts

All English Learners (EL), Socioeconomically Disadvantaged Students (SED), Foster Youth (FY), Students With Disabilities (SWD), and Hispanic will show a measurable increase in achieving grade level standards in mathematics and English Language Arts each year as measured by Smarter Balanced Assessments and local valid assessments.

## Goal 2

Decrease the achievement gap experienced by students with disabilities and English Learners by 10% in Math and continue to increase achievement overall as measured on the Math Smarter Balanced summative assessments for the 2022-2023 school year. Continue to make positive gains for Asian, White, socio-economically disadvantaged students, and Hispanic students.

## Identified Need

Our students with disabilities as well as our English Learners continue to experience a gap in achievement as measured by the Sbac summative math scores. Though improvement for each group has been made, they are our two lowest performing at-promise student populations.

## Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
2020 Sbac Math Summative: Students with disabilities.	79 points below standard (an improvement of 4 points)	10% improvement: 71 points below standard
2020 Sbac Math Summative: English Learners	31.9 points below standard (a regression of 1.9 points)	20% improvement: 25 points below standard

Complete a copy of the Strategy/Activity table for each of the school's strategies/activities. Duplicate the table, including Proposed Expenditures, as needed.

## Strategy/Activity 1

### Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All students

### Strategy/Activity

All students will be evaluated to see if they qualify for placement in Math 180 or our embedded Math intervention class via the Scholastic Math Intervention assessment. Additionally, students will be given the Measures of Academic Performance assessment at the beginning, middle and end of the 2021/22 school year to assess and address deficits.

### Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

Source(s)

## Strategy/Activity 2

### Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

Students with disabilities and English Learners

### Strategy/Activity

Both at-promise student populations Math assessment data (Scholastic Math Inventory and Measures of Academic Progress assessments) will be monitored to ensure proper placement and program effectiveness. These student groups will be monitored and discussed separately from the entire school to ensure that we are monitoring progress and applying interventions if necessary.

### Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

Source(s)

## Strategy/Activity 3

### Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

6th grade students

### Strategy/Activity

Expand 6th grade math support from one section to two sections per elementary school data provided.

### Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

Source(s)

35000

General fund

## Strategy/Activity 4

### Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All students

### Strategy/Activity

Students identified as academically at-risk (via Map assessment data, common formative assessments, D/F list) will attend Academic Intervention Class (AIC) for additional math support



(taught by a certificated Math teacher). These students will be identified in August of 2021 via the Measures of Academic Progress math assessment.

### **Proposed Expenditures for this Strategy/Activity**

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

6,000

Source(s)

Site Funds: \$6,000

### **Strategy/Activity 5**

#### **Students to be Served by this Strategy/Activity**

(Identify either All Students or one or more specific student groups)

All Students

Strategy/Activity

Implement strategies learned from our all staff training on Universal Design for Learning (TOSA/Admin), Resume whole staff professional development around "Doable Differentiation" to improve scaffolding and differentiation of instruction.

### **Proposed Expenditures for this Strategy/Activity**

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

380

Source(s)

No funding necessary for the UDL training- \$380 for staff wide Doable Differentiation books

### **Strategy/Activity 6**

#### **Students to be Served by this Strategy/Activity**

(Identify either All Students or one or more specific student groups)

All students

Strategy/Activity

Continue to promote and publicize PAPER.co as an at home/in school instant resource for one on one tutorials across all subject areas. PGMS has one of the highest user rates in the state of California.

### **Proposed Expenditures for this Strategy/Activity**

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

48,240

Source(s)

General Fund 48,240 annual district license

## Strategy/Activity 7

### Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All students

### Strategy/Activity

Increase in grade level Math support classes from three to four, each taught by a credentialed math teacher to provide direct support to students who struggle in Math. We anticipate that we will serve between 60-75 students (roughly 14% of our enrollment) who identified in May of 2022 for placement in this support class. Math support is a class provided during the day, and is a companion class to the grade level math class.

### Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

108,000

Source(s)

General Fund \$108,000 (three dedicated sections)

## Annual Review

### SPSA Year Reviewed: 2021-22

Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal, an analysis is not required and this section may be deleted.

## ANALYSIS

Describe the overall implementation of the strategies/activities and the overall effectiveness of the strategies/activities to achieve the articulated goal.

In the 2018-2019 school year, we continued our focus on looking at our at-promise student populations during our Professional Learning Communities to find ways to reduce and/or eliminate the achievement gaps experienced by these groups in ELA and Math. Our focus on sped/general education planning, and co teaching will continue to/and has shown improvement as PGMS was awarded the honor of a California Distinguished School in part due to our work on reducing the achievement gap. The data suggests that our support classes embedded within the school day (Math Support 6-8, Learning Center/504 Learning Center and Math 180) are showing gains for those cohorts. The additional of professional development in the area of co-teaching and co-planning for students with disabilities will help support these students in the general education

classes. In addition, much like our Language Review Team, PGMS has instituted a collaborative team consisting of the Math Intervention teachers, counselor, administration, the English Language Development teacher to monitor our language learners in math, and to track the effectiveness of these support programs. We will look to our three 2021 Measures of Academic Progress Math results to evaluate the success of this approach.

Briefly describe any major differences between the intended implementation and/or the budgeted expenditures to implement the strategies/activities to meet the articulated goal.

None currently

Describe any changes that will be made to this goal, the annual outcomes, metrics, or strategies/activities to achieve this goal as a result of this analysis. Identify where those changes can be found in the SPSA.

Data Analysis of our student achievement scores from the 18/19 school year show our students with disabilities and English Learner groups to have the greatest achievement gap of all student populations in the area of math. Our emphasis on supporting and intervening this group of students found some success. The achievement gap for students with disabilities Math fell 4 points from from 83 points below standard in 17/18 to 79 points below standard in 18/19. The achievement gap for English Learners actually rose 1.9 points to 31.9 points below standard in 18/19. Though our students with disabilities saw improvement achievement results, they remain the group with the highest gap in achievement. We will continue to monitor the Smarter Balanced Math summative assessment data to begin the 2022/23 school year, and gather further actionable data from the three MAP math assessments delivered quarterly during the school year.

# Goals, Strategies, & Proposed Expenditures

Complete a copy of the following table for each of the school's goals. Duplicate the table as needed.

## LEA/LCAP Goal

Goal 2: Social Emotional learning Goal :To advance educational equity and excellence by focusing on the social, emotional, and mental health of our school community by creating a safe and affirming school environment and culture that supports and encourages school connectedness and resiliency

## Goal 3

Increase the level of school connectedness by 20 points as measured on the California Healthy Kids Survey by providing a variety of programs, special events, and activities that provide motivation and support for academics, climate, and culture of the school. Continue using the Character Strong program to embed within our school the 8 Essentials of: honesty, humility, forgiveness, kindness, selflessness, respect, commitment, and patience. Calendar events at the beginning of the year in particular for parent function(s) to increase involvement and participation. Leverage the CalHope Grant (\$55,000 over two years) to emphasize students' emotional wellbeing, train staff on current SEL best practice and involve community groups to partner with PGMS families for training and support.

## Identified Need

Continue to expand student opportunity for involvement in a variety of activities of interest, utilize the Character Strong social-emotional program and include students, staff and parents in a continuing discussion regarding school safety.

## Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
California Healthy Kids Survey Students	Overall School Climate score was comfortably higher than the state average (PGMS 67%-State Average 62%). The data did yield two areas of focus for this goal: Academic Motivation 68% (State average 2017-2019 75%) Caring Adult Relationships 62% (State average 2017-2019 61%)	10% Increase in Overall Student Academic Motivation from 68% to 75%. 20% increase in Overall Caring Adult Relationships from 61% to 73%.
California Healthy Kids Survey Parents		
California Healthy Kids Survey Staff		
Olweus Bullying Survey	California Healthy Kids Survey results within the Overall Low Violence and Substance Abuse domain had positive growth	10% increase in Low Violence/Substance abuse score from 301 to 331.

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
	from a score of 281 in 2019 to 301 in 2020.	
PGMS SEL Student Survey	SEL Student Survey indicated comparable positive responses between pre and post administration.	

Complete a copy of the Strategy/Activity table for each of the school's strategies/activities. Duplicate the table, including Proposed Expenditures, as needed.

## Strategy/Activity 1

### Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All students

### Strategy/Activity

Staff wide Character Strong training in support of creating a safe and nurturing school environment. Plan to begin 2021/22 motivational activities - Guest Speaker assemblies, CHILL (Courage, Honor, Integrity, Lasting Loyalty) days and events. Continue to work with our Leadership students to support quarterly Heart and Mind traits. Establishing and supporting a Health and Wellness Club (run by Counselor/community partner) with open enrollment (lunchtime activity). Explore partnering with Blue Zones Project of Monterey County

### Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

### Amount(s)

2000.00

### Source(s)

CalHope Grant - \$2,000

## Strategy/Activity 2

### Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All students

### Strategy/Activity

Student Voice- Students input will be sought regarding educational decisions/changes (example- homework) on an bi annual basis. Students will be surveyed both quarter 1 and quarter 3 to gauge their insights and recommendations regarding their education. Results of which are to be shared and discussed with staff and families.

### Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

Source(s)

N/A

### Strategy/Activity 3

#### Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All students

#### Strategy/Activity

Staff wide presentation by Sean Roach and Jason Tovani of 2020/2021 California Healthy Kids Survey to monitor and identify levels of satisfaction students feel about our school. Maintain our Advisory period class on a weekly basis, continue the paid subscription (\$500 annually), and host a trainer of Character Strong program (\$2000) to achieve a "tipping point" at PGMS for those who did not attend the launch training. Continue to utilize bi-annual Olweus Survey on Bullying.

Once again this year, eight staff members will identify and attend a training at the Monterey County Office of Education geared towards Social Emotional Learning

#### Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

Source(s)

2500

Site Funds \$500; One time funds \$2000

### Strategy/Activity 4

#### Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All students

#### Strategy/Activity

Implement activities, themes, lessons, and/or events that teach tolerance and celebrate diversity through our Character Strong program, assemblies, movies/reflections (Angst series) and public speakers. Assemble a diverse group of students, staff members and parents to utilize as an SEL Team whose charge is to create opportunities and activities to teach tolerance and celebrate our shared diversity. Site funded for food, speakers, materials and release time for members of this group

#### Proposed Expenditures for this Strategy/Activity



List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

2000

Source(s)

CalHope Grant \$2000

## Strategy/Activity 5

### Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All students

Strategy/Activity

Continue our advisory period class on a weekly basis, continue the paid subscription, and send additional staff to Character Strong training to achieve a "tipping point" at PGMS. Continue to utilize bi-annual Olweus Survey on Bullying. Continue to share results with staff and devise a Social Emotional Mission Statement. Teacher agreement, no additional cost.

### Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

500

Source(s)

Site funds: \$500

## Strategy/Activity 6

### Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All students

Strategy/Activity

Continue with Mind Up social-emotional-academic program to be run out of PE classes. Collaborate with the elementary school 5th grade team to consider lesson planning this curriculum for 5th and 6th grade seamlessly.

### Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

200

Source(s)

Site Funds: \$200 Continuing License

## Strategy/Activity 7

### Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All Students

### Strategy/Activity

Establishing and supporting a Health and Wellness Club (run by Counselor/community partner) with open enrollment (lunchtime activity). Explore partnering with Blue Zones Project of Monterey County

### Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

1000

Source(s)

CalHope: \$1000

## Strategy/Activity 8

### Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All students

### Strategy/Activity

Expand opportunities for parent engagement/input by extending more opportunities for meaningful involvement. Hosting parent nights and morning topics: Safety, Health, Social Media, Connecting with your Teen by Ohana group, Dr. Bonnie Bufkin, Josh Ochs, Officer Hanks and PGMS counseling and staff members. This outreach will be paid for entirely by CalHope Grant (first installment of \$11,000).

### Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

1,200

Source(s)

Site Funds: \$1200

## Strategy/Activity 9

### Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All students

### Strategy/Activity

Student Voice- Students input will be sought regarding educational decisions/changes (example- homework) on an annual basis via Google Forms. In addition to our California Healthy Kids Survey and Olweis Bullying Survey, we will continue to survey quarter 1 and 3 to seek student input on changes or initiatives.

### Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

Source(s)

No cost.

### Strategy/Activity 10

#### Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All students

Strategy/Activity

Olweis Student Bullying survey instituted quarterly beginning with the end of quarter 1. Results will be analyzed to take appropriate action(s), and to utilize Character Strong topics to support empathy and compassion. Share the survey and results with parent groups for input.

### Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

Source(s)

No cost

## Annual Review

### SPSA Year Reviewed: 2021-22

Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal, an analysis is not required and this section may be deleted.

## ANALYSIS

Describe the overall implementation of the strategies/activities and the overall effectiveness of the strategies/activities to achieve the articulated goal.

As a staff, we theorized that the scores for PGMS California Healthy Kids Survey would decline significantly due to the pandemic. The overall score is comprised of both the Overall Supports and Engagement domains were not as low, especially in relation to the state averages. We studied

these data with staff, school site counsel, PTSA and management teams. We found within the School Climate report card, that PGMS showed growth in almost all areas:

Perceived School Safety 69% (State average 2017-2019 61%)\*  
 School Connectedness 67% (State average 2017-2019 62%)  
 Academic Motivation 68% (State average 2017-2019 75%)  
 Caring Adult Relationships 62% (State average 2017-2019 61%)  
 Promotion of Parental Involvement 63% (State average 2017-2019 59%)  
 No Substance Use at School 97% (State average 2017-2019 95%)

Our site goal in years past targeted school connectedness, the main reason for our purchase of the Character Strong character program. We can see from the data that school connectedness is above the state average. Solid gains were made in every single subscale area, except Academic Motivation which fell 7% and Caring Adult Relationships which only exceeds the state average by 1%. Fortunately, we referenced these data versus the Olweus Bullying Survey, the CoreSel and the PGMS Sel Student Survey and found some of the "loses" to be refuted in local assessments.

Briefly describe any major differences between the intended implementation and/or the budgeted expenditures to implement the strategies/activities to meet the articulated goal.

None, we continue to offer our Character program, we continue to look at data from the California Healthy Kids Survey (Students, Staff, Parents) and the Olweus Bullying Survey and share with our staff, management, climate team, school site council and PTSA.

Describe any changes that will be made to this goal, the annual outcomes, metrics, or strategies/activities to achieve this goal as a result of this analysis. Identify where those changes can be found in the SPSA.

None

# Goals, Strategies, & Proposed Expenditures

Complete a copy of the following table for each of the school's goals. Duplicate the table as needed.

## LEA/LCAP Goal

Goal 2: Social Emotional learning Goal :To advance educational equity and excellence by focusing on the social, emotional, and mental health of our school community by creating a safe and affirming school environment and culture that supports and encourages school connectedness and resiliency

## Goal 4

Improve student attendance by:  
Decreasing the number of students who miss five or more days of school during Fall Semester by 50% as evidenced by monthly and quarterly attendance records.  
Decreasing the number of students who miss 10 or more days during the school year by 50% as evidenced by monthly and quarterly attendance records. Work with counseling staff for students missing over 10% of the school year due to mental health issues (anxiety, depression, OCD) and provide training for staff members on ways to mitigate social emotional issues to increase attendance. Increasing parental awareness about the importance of school attendance, arriving on-time, and the resources/supports available. Create and maintain a system of contact between the school and families with students missing school more than 10 percent of the time and record their response to tailor interventions in the following areas: family leave, illness, anxiety/social emotional challenges, socio-economic factors on a quarterly basis.

## Identified Need

Upon looking at the 2019 SBAC summative results we found that the rates of Chronically Absent students grew in three at-risk groups: students with disabilities, socio-economically disadvantaged students and our white students. While our overall numbers showed improvement (Overall Green category, declined by 1 point to 6.5 points), we need to target these student groups showing an increase.

## Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
SBAC Chronic Absenteeism Indicator	<p>The following student groups saw a rise in Chronic Absenteeism</p> <ul style="list-style-type: none"> <li>Socio-economically disadvantaged students increased 4.6 points to 11.5 points overall in the orange category</li> <li>Students with Disabilities rose 2.3 points to 19.3 points overall in the orange category</li> </ul>	<p>Expectation: PGMS will have an overall Chronic Absenteeism indicator color of Green or Blue</p> <ul style="list-style-type: none"> <li>Students with disabilities will be in the green or blue category</li> <li>Socio-economically disadvantaged students will be in the green or blue category</li> </ul>

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
	<ul style="list-style-type: none"> <li>White students increased .7 points to 7 points overall in the orange category.</li> </ul>	<ul style="list-style-type: none"> <li>White students will be in the green or blue category.</li> </ul>

Complete a copy of the Strategy/Activity table for each of the school's strategies/activities. Duplicate the table, including Proposed Expenditures, as needed.

## Strategy/Activity 1

### Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All students

### Strategy/Activity

Conduct a parent attendance night, to explain attendance rules, school supports and legal ramifications of missing school (whole school). Principal, assistant principal, attendance clerk and school resource officer to present. Make contact with families who's history denote chronic absenteeism at the beginning of the school year and maintain contact and build that relationship (targeted intervention-proactive). Creating an adjunct Attendance team consisting of administration, counseling, attendance clerk, school resource officer, much like a Professional Learning Community (PLC) to review attendance data and target outreach. Combining attendance education and targeted outreach makes us far more proactive, and creating and maintaining relationships with families with poor attendance historically we believe will be impactful.

Combine efforts with the high school on best practices and what's working, as this is a goal of their as well. Creation of a dedicated report in Synergy that actively tracks this data for reference/intervention. Research a system of incentives aimed at recognizing and rewarding improved attendance among our chronically absent students.

Creation of an attendance/engagement staff team that looks at progress monthly (adjunct duty).

### Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

Source(s)

None

# Annual Review

**SPSA Year Reviewed: 2021-22**



Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal, an analysis is not required and this section may be deleted.

## ANALYSIS

Describe the overall implementation of the strategies/activities and the overall effectiveness of the strategies/activities to achieve the articulated goal.

During our review of 18/19 SBAC data, our leadership and management teams discovered that our Chronic Absenteeism (CA) rates were rising overall. Formerly, we had this goal to reduce our CA rates embedded within our School Climate goal. We decided to pull this goal out and make it a stand alone objective in 19/20. Overall our school CA indicator is green, which shows we've made improvements overall. However a closer look at the data reveals that three student groups (white, socio-economically disadvantaged and students with disabilities) CA rates continued to rise. Our initial efforts were largely informational, discussing school wide with families the importance of school attendance, and what the different attendance codes meant to ensure accuracy. Now we need a more targeted message. We intend to have a tiered approach

- Tier 1- general information regarding attendance requirements
- Tier 2- outreach/personal invitation to meet with school administration, counseling, school resource officer or a combination of all to come up with a plan to improve attendance. Plan could include modified schedule, weekly check in with family, wellness check PGPD, district transportation, Student Success Team to improve attendance and provide early intervention.
- Tier 3- Mandatory meeting with administration, school resource officer, notifying the district attorney. Discussion of high impact alternatives: modified schedule, alternative placement.

Briefly describe any major differences between the intended implementation and/or the budgeted expenditures to implement the strategies/activities to meet the articulated goal.

No major differences

Describe any changes that will be made to this goal, the annual outcomes, metrics, or strategies/activities to achieve this goal as a result of this analysis. Identify where those changes can be found in the SPSA.

Based on the 18/19 data, we saw that our school wide efforts to reduce Chronic Absenteeism were successful. During the 2021/22 school, our attendance has been roughly 94% (lower than normal, but with all the factors (Covid, Mental Health challenges) we were surprised how high the attendance rate actually was. Our emphasis on informing families, early intervention, monitoring data weekly and celebrating successes proved successful. We now see that we need to delve deeper, and target the student groups that are not improving, and make those contacts at the beginning of the school year, and maintaining those relationships to react proactively rather than reactively.

# Goals, Strategies, & Proposed Expenditures

Complete a copy of the following table for each of the school's goals. Duplicate the table as needed.

## LEA/LCAP Goal

## Goal 5

## Identified Need

## Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
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Complete a copy of the Strategy/Activity table for each of the school's strategies/activities. Duplicate the table, including Proposed Expenditures, as needed.

## Strategy/Activity 1

### Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

Strategy/Activity

### Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
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# Budget Summary

Complete the table below. Schools may include additional information. Adjust the table as needed. The Budget Summary is required for schools funded through the ConApp, and/or that receive funds from the LEA for Comprehensive Support and Improvement (CSI).

## Budget Summary

Description	Amount
Total Funds Provided to the School Through the Consolidated Application	\$
Total Federal Funds Provided to the School from the LEA for CSI	\$
Total Funds Budgeted for Strategies to Meet the Goals in the SPSA	\$344,800.00

## Other Federal, State, and Local Funds

List the additional Federal programs that the school is including in the schoolwide program. Adjust the table as needed. If the school is not operating a Title I schoolwide program this section is not applicable and may be deleted.

Federal Programs	Allocation (\$)
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Subtotal of additional federal funds included for this school: \$

List the State and local programs that the school is including in the schoolwide program. Duplicate the table as needed.

State or Local Programs	Allocation (\$)
	\$344,800.00

Subtotal of state or local funds included for this school: \$344,800.00

Total of federal, state, and/or local funds for this school: \$344,800.00

# School Site Council Membership

California Education Code describes the required composition of the School Site Council (SSC). The SSC shall be composed of the principal and representatives of: teachers selected by teachers at the school; other school personnel selected by other school personnel at the school; parents of pupils attending the school selected by such parents; and, in secondary schools, pupils selected by pupils attending the school. The current make-up of the SSC is as follows:

- 1 School Principal
- 4 Classroom Teachers
- 1 Other School Staff
- 5 Parent or Community Members
- 3 Secondary Students

Name of Members	Role
Apple Atofau	Other School Staff Parent or Community Member
Elliot Hazen	Parent or Community Member
Mary Ann Fort	Classroom Teacher
Sean Roach	Principal Parent or Community Member
Kathy Wheeler	Other School Staff Parent or Community Member
Darcy Tuinenga	Classroom Teacher
Grace Bishop	Secondary Student
Mathew An	Secondary Student
Perrine Adams	Parent or Community Member
Sheryll Hahn	Parent or Community Member
Jason Hahn	Parent or Community Member
Sulu Garang	Secondary Student

At elementary schools, the school site council must be constituted to ensure parity between (a) the principal, classroom teachers, and other school personnel, and (b) parents of students attending the school or other community members. Classroom teachers must comprise a majority of persons represented under section (a). At secondary schools there must be, in addition, equal numbers of parents or other community members selected by parents, and students. Members must be selected by their peer group.

# Recommendations and Assurances

The School Site Council (SSC) recommends this school plan and proposed expenditures to the district governing board for approval and assures the board of the following:

The SSC is correctly constituted and was formed in accordance with district governing board policy and state law.

The SSC reviewed its responsibilities under state law and district governing board policies, including those board policies relating to material changes in the School Plan for Student Achievement (SPSA) requiring board approval.

The SSC sought and considered all recommendations from the following groups or committees before adopting this plan:

## Signature

## Committee or Advisory Group Name

The SSC reviewed the content requirements for school plans of programs included in this SPSA and believes all such content requirements have been met, including those found in district governing board policies and in the local educational agency plan.

This SPSA is based on a thorough analysis of student academic performance. The actions proposed herein form a sound, comprehensive, coordinated plan to reach stated school goals to improve student academic performance.

This SPSA was adopted by the SSC at a public meeting on 5/10/22.

Attested:

Principal, Sean Roach on 5/19/22

SSC Chairperson, Apple Atofau on 5/19/22

# Instructions

The School Plan for Student Achievement (SPSA) is a strategic plan that maximizes the resources available to the school while minimizing duplication of effort with the ultimate goal of increasing student achievement. SPSA development should be aligned with and inform the Local Control and Accountability Plan process.

The SPSA consolidates all school-level planning efforts into one plan for programs funded through the consolidated application (ConApp), and for federal school improvement programs, including schoolwide programs, Comprehensive Support and Improvement (CSI), Targeted Support and Improvement (TSI), and Additional Targeted Support and Improvement (ATSI), pursuant to California Education Code (EC) Section 64001 and the Elementary and Secondary Education Act as amended by the Every Student Succeeds Act (ESSA). This template is designed to meet schoolwide program planning requirements. It also notes how to meet CSI, TSI, or ATSI requirements, as applicable.

California's ESSA State Plan supports the state's approach to improving student group performance through the utilization of federal resources. Schools use the SPSA to document their approach to maximizing the impact of federal investments in support of underserved students. The implementation of ESSA in California presents an opportunity for schools to innovate with their federally-funded programs and align them with the priority goals of the school and the LEA that are being realized under the state's Local Control Funding Formula (LCFF).

The LCFF provides schools and LEAs flexibility to design programs and provide services that meet the needs of students in order to achieve readiness for college, career, and lifelong learning. The SPSA planning process supports continuous cycles of action, reflection, and improvement. Consistent with EC 65001, the Schoolsite Council (SSC) is required to develop and annually review the SPSA, establish an annual budget, and make modifications to the plan that reflect changing needs and priorities, as applicable.

For questions related to specific sections of the template, please see instructions below:

## Instructions: Linked Table of Contents

**The SPSA template meets the requirements of schoolwide planning (SWP). Each section also contains a notation of how to meet CSI, TSI, or ATSI requirements.**

[Stakeholder Involvement](#)

[Goals, Strategies, & Proposed Expenditures](#)

[Planned Strategies/Activities](#)

[Annual Review and Update](#)

[Budget Summary](#)

[Appendix A: Plan Requirements for Title I Schoolwide Programs](#)

[Appendix B: Plan Requirements for Schools to Meet Federal School Improvement Planning Requirements](#)

[Appendix C: Select State and Federal Programs](#)

For additional questions or technical assistance related to LEA and school planning, please contact the Local Agency Systems Support Office, at [LCFF@cde.ca.gov](mailto:LCFF@cde.ca.gov).



For programmatic or policy questions regarding Title I schoolwide planning, please contact the local educational agency, or the CDE's Title I Policy and Program Guidance Office at [TITLEI@cde.ca.gov](mailto:TITLEI@cde.ca.gov).

For questions or technical assistance related to meeting federal school improvement planning requirements (for CSI, TSI, and ATSI), please contact the CDE's School Improvement and Support Office at [SISO@cde.ca.gov](mailto:SISO@cde.ca.gov).

## Purpose and Description

Schools identified for Comprehensive Support and Improvement (CSI), Targeted Support and Improvement (TSI), or Additional Targeted Support and Improvement (ATSI) must respond to the following prompts. A school that has not been identified for CSI, TSI, or ATSI may delete the Purpose and Description prompts.

### Purpose

Briefly describe the purpose of this plan by selecting from Schoolwide Program, Comprehensive Support and Improvement, Targeted Support and Improvement, or Additional Targeted Support and Improvement)

### Description

Briefly describe the school's plan for effectively meeting ESSA requirements in alignment with the Local Control and Accountability Plan and other federal, state, and local programs.

## Stakeholder Involvement

Meaningful involvement of parents, students, and other stakeholders is critical to the development of the SPSA and the budget process. Schools must share the SPSA with school site-level advisory groups, as applicable (e.g., English Learner Advisory committee, student advisory groups, tribes and tribal organizations present in the community, as appropriate, etc.) and seek input from these advisory groups in the development of the SPSA.

The Stakeholder Engagement process is an ongoing, annual process. Describe the process used to involve advisory committees, parents, students, school faculty and staff, and the community in the development of the SPSA and the annual review and update.

*[This section meets the requirements for TSI and ATSI.]*

*[When completing this section for CSI, the LEA shall partner with the school in the development and implementation of this plan.]*

## Resource Inequities

Schools eligible for CSI or ATSI must identify resource inequities, which may include a review of LEA- and school-level budgeting as a part of the required needs assessment. Identified resource inequities must be addressed through implementation of the CSI or ATSI plan. Briefly identify and describe any resource inequities identified as a result of the required needs assessment and summarize how the identified resource inequities are addressed in the SPSA.

*[This section meets the requirements for CSI and ATSI. If the school is not identified for CSI or ATSI this section is not applicable and may be deleted.]*

# Goals, Strategies, Expenditures, & Annual Review

In this section a school provides a description of the annual goals to be achieved by the school. This section also includes descriptions of the specific planned strategies/activities a school will take to meet the identified goals, and a description of the expenditures required to implement the specific strategies and activities.

## Goal

State the goal. A goal is a broad statement that describes the desired result to which all strategies/activities are directed. A goal answers the question: What is the school seeking to achieve?

It can be helpful to use a framework for writing goals such the S.M.A.R.T. approach. A S.M.A.R.T. goal is one that is **S**pecific, **M**asurable, **A**chievable, **R**ealistic, and **T**ime-bound. A level of specificity is needed in order to measure performance relative to the goal as well as to assess whether it is reasonably achievable. Including time constraints, such as milestone dates, ensures a realistic approach that supports student success.

A school may number the goals using the “Goal #” for ease of reference.

*[When completing this section for CSI, TSI, and ATSI, improvement goals shall align to the goals, actions, and services in the LEA LCAP.]*

## Identified Need

Describe the basis for establishing the goal. The goal should be based upon an analysis of verifiable state data, including local and state indicator data from the California School Dashboard (Dashboard) and data from the School Accountability Report Card, including local data voluntarily collected by districts to measure pupil achievement.

*[Completing this section fully addresses all relevant federal planning requirements]*

## Annual Measurable Outcomes

Identify the metric(s) and/or state indicator(s) that the school will use as a means of evaluating progress toward accomplishing the goal. A school may identify metrics for specific student groups. Include in the baseline column the most recent data associated with the metric or indicator available at the time of adoption of the SPSA. The most recent data associated with a metric or indicator includes data reported in the annual update of the SPSA. In the subsequent Expected Outcome column, identify the progress the school intends to make in the coming year.

*[When completing this section for CSI the school must include school-level metrics related to the metrics that led to the school’s identification.]*

*[When completing this section for TSI/ATSI the school must include metrics related to the specific student group(s) that led to the school’s identification.]*

## Strategies/Activities

Describe the strategies and activities being provided to meet the described goal. A school may number the strategy/activity using the “Strategy/Activity #” for ease of reference.

Planned strategies/activities address the findings of the needs assessment consistent with state priorities and resource inequities, which may have been identified through a review of the local educational agency's budgeting, its local control and accountability plan, and school-level budgeting, if applicable.

*[When completing this section for CSI, TSI, and ATSI, this plan shall include evidence-based interventions and align to the goals, actions, and services in the LEA LCAP.]*

*[When completing this section for CSI and ATSI, this plan shall address through implementation, identified resource inequities, which may have been identified through a review of LEA- and school-level budgeting.]*

## **Students to be Served by this Strategy/Activity**

Indicate in this box which students will benefit from the strategies/activities by indicating "All Students" or listing one or more specific student group(s) to be served.

*[This section meets the requirements for CSI.]*

*[When completing this section for TSI and ATSI, at a minimum, the student groups to be served shall include the student groups that are consistently underperforming, for which the school received the TSI or ATSI designation. For TSI, a school may focus on all students or the student group(s) that led to identification based on the evidence-based interventions selected.]*

## **Proposed Expenditures for this Strategy/Activity**

For each strategy/activity, list the amount(s) and funding source(s) for the proposed expenditures for the school year to implement these strategies/activities. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal, identify the Title and Part, as applicable), Other State, and/or Local.

Proposed expenditures that are included more than once in a SPSA should be indicated as a duplicated expenditure and include a reference to the goal and strategy/activity where the expenditure first appears in the SPSA. Pursuant to Education Code, Section 64001(g)(3)(C), proposed expenditures, based on the projected resource allocation from the governing board or governing body of the LEA, to address the findings of the needs assessment consistent with the state priorities including identifying resource inequities which may include a review of the LEA's budgeting, its LCAP, and school-level budgeting, if applicable.

*[This section meets the requirements for CSI, TSI, and ATSI.]*

*[NOTE: Federal funds for CSI shall not be used in schools identified for TSI or ATSI. In addition, funds for CSI shall not be used to hire additional permanent staff.]*

## **Annual Review**

In the following Analysis prompts, identify any material differences between what was planned and what actually occurred as well as significant changes in strategies/activities and/ or expenditures from the prior year. This annual review and analysis should be the basis for decision-making and updates to the plan.

## Analysis

Using actual outcome data, including state indicator data from the Dashboard, analyze whether the planned strategies/activities were effective in achieving the goal. Respond to the prompts as instructed. Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal the Annual Review section is not required and this section may be deleted.

- Describe the overall implementation of the strategies/activities and the overall effectiveness of the strategies/activities to achieve the articulated goal.
- Briefly describe any major differences between either/or the intended implementation or the budgeted expenditures to implement the strategies/activities to meet the articulated goal.
- Describe any changes that will be made to the goal, expected annual measurable outcomes, metrics/indicators, or strategies/activities to achieve this goal as a result of this analysis and analysis of the data provided in the Dashboard, as applicable. Identify where those changes can be found in the SPSA.

*[When completing this section for CSI, TSI, or ATSI, any changes made to the goals, annual measurable outcomes, metrics/indicators, or strategies/activities, shall meet the CSI, TSI, or ATSI planning requirements. CSI, TSI, and ATSI planning requirements are listed under each section of the Instructions. For example, as a result of the Annual Review and Update, if changes are made to a goal(s), see the Goal section for CSI, TSI, and ATSI planning requirements.]*

## Budget Summary

In this section a school provides a brief summary of the funding allocated to the school through the ConApp and/or other funding sources as well as the total amount of funds for proposed expenditures described in the SPSA. The Budget Summary is required for schools funded through the ConApp and that receive federal funds for CSI. If the school is not operating a Title I schoolwide program this section is not applicable and may be deleted.

*From its total allocation for CSI, the LEA may distribute funds across its schools that meet the criteria for CSI to support implementation of this plan. In addition, the LEA may retain a portion of its total allocation to support LEA-level expenditures that are directly related to serving schools eligible for CSI.*

## Budget Summary

A school receiving funds allocated through the ConApp should complete the Budget Summary as follows:

- **Total Funds Provided to the School Through the Consolidated Application:** This amount is the total amount of funding provided to the school through the ConApp for the school year. The school year means the fiscal year for which a SPSA is adopted or updated.
- **Total Funds Budgeted for Strategies to Meet the Goals in the SPSA:** This amount is the total of the proposed expenditures from all sources of funds associated with the strategies/activities reflected in the SPSA. To the extent strategies/activities and/or proposed expenditures are listed in the SPSA under more than one goal, the expenditures should be counted only once.

A school receiving federal funds for CSI should complete the Budget Summary as follows:

- Total Federal Funds Provided to the School from the LEA for CSI: This amount is the total amount of funding provided to the school from the LEA.

*[NOTE: Federal funds for CSI shall not be used in schools eligible for TSI or ATSI. In addition, funds for CSI shall not be used to hire additional permanent staff.]*

# Appendix A: Plan Requirements

## Schoolwide Program Requirements

This School Plan for Student Achievement (SPSA) template meets the requirements of a schoolwide program plan. The requirements below are for planning reference.

A school that operates a schoolwide program and receives funds allocated through the ConApp is required to develop a SPSA. The SPSA, including proposed expenditures of funds allocated to the school through the ConApp, must be reviewed annually and updated by the SSC. The content of a SPSA must be aligned with school goals for improving student achievement.

### Requirements for Development of the Plan

- I. The development of the SPSA shall include both of the following actions:
  - A. Administration of a comprehensive needs assessment that forms the basis of the school's goals contained in the SPSA.
    1. The comprehensive needs assessment of the entire school shall:
      - a. Include an analysis of verifiable state data, consistent with all state priorities as noted in Sections 52060 and 52066, and informed by all indicators described in Section 1111(c)(4)(B) of the federal Every Student Succeeds Act, including pupil performance against state-determined long-term goals. The school may include data voluntarily developed by districts to measure pupil outcomes (described in the Identified Need); and
      - b. Be based on academic achievement information about all students in the school, including all groups under §200.13(b)(7) and migratory children as defined in section 1309(2) of the ESEA, relative to the State's academic standards under §200.1 to—
        - i. Help the school understand the subjects and skills for which teaching and learning need to be improved; and
        - ii. Identify the specific academic needs of students and groups of students who are not yet achieving the State's academic standards; and
        - iii. Assess the needs of the school relative to each of the components of the schoolwide program under §200.28.
        - iv. Develop the comprehensive needs assessment with the participation of individuals who will carry out the schoolwide program plan.
        - v. Document how it conducted the needs assessment, the results it obtained, and the conclusions it drew from those results.
  - B. Identification of the process for evaluating and monitoring the implementation of the SPSA and progress towards accomplishing the goals set forth in the SPSA (described in the Expected Annual Measurable Outcomes and Annual Review and Update).

### Requirements for the Plan

- II. The SPSA shall include the following:
  - A. Goals set to improve pupil outcomes, including addressing the needs of student groups as identified through the needs assessment.



- B. Evidence-based strategies, actions, or services (described in Strategies and Activities)
  - 1. A description of the strategies that the school will be implementing to address school needs, including a description of how such strategies will--
    - a. provide opportunities for all children including each of the subgroups of students to meet the challenging state academic standards
    - b. use methods and instructional strategies that:
      - i. strengthen the academic program in the school,
      - ii. increase the amount and quality of learning time, and
      - iii. provide an enriched and accelerated curriculum, which may include programs, activities, and courses necessary to provide a well-rounded education.
    - c. Address the needs of all children in the school, but particularly the needs of those at risk of not meeting the challenging State academic standards, so that all students demonstrate at least proficiency on the State's academic standards through activities which may include:
      - i. strategies to improve students' skills outside the academic subject areas;
      - ii. preparation for and awareness of opportunities for postsecondary education and the workforce;
      - iii. implementation of a schoolwide tiered model to prevent and address problem behavior;
      - iv. professional development and other activities for teachers, paraprofessionals, and other school personnel to improve instruction and use of data; and
      - v. strategies for assisting preschool children in the transition from early childhood education programs to local elementary school programs.
- C. Proposed expenditures, based on the projected resource allocation from the governing board or body of the local educational agency (may include funds allocated via the ConApp, federal funds for CSI, any other state or local funds allocated to the school), to address the findings of the needs assessment consistent with the state priorities, including identifying resource inequities, which may include a review of the LEAs budgeting, it's LCAP, and school-level budgeting, if applicable (described in Proposed Expenditures and Budget Summary). Employees of the schoolwide program may be deemed funded by a single cost objective.
- D. A description of how the school will determine if school needs have been met (described in the Expected Annual Measurable Outcomes and the Annual Review and Update).
  - 1. Annually evaluate the implementation of, and results achieved by, the schoolwide program, using data from the State's annual assessments and other indicators of academic achievement;
  - 2. Determine whether the schoolwide program has been effective in increasing the achievement of students in meeting the State's academic standards, particularly for those students who had been furthest from achieving the standards; and
  - 3. Revise the plan, as necessary, based on the results of the evaluation, to ensure continuous improvement of students in the schoolwide program.

- E. A description of how the school will ensure parental involvement in the planning, review, and improvement of the schoolwide program plan (described in Stakeholder Involvement and/or Strategies/Activities).
- F. A description of the activities the school will include to ensure that students who experience difficulty attaining proficient or advanced levels of academic achievement standards will be provided with effective, timely additional support, including measures to
  - 1. Ensure that those students' difficulties are identified on a timely basis; and
  - 2. Provide sufficient information on which to base effective assistance to those students.
- G. For an elementary school, a description of how the school will assist preschool students in the successful transition from early childhood programs to the school.
- H. A description of how the school will use resources to carry out these components (described in the Proposed Expenditures for Strategies/Activities).
- I. A description of any other activities and objectives as established by the SSC (described in the Strategies/Activities).

Authority Cited: S Title 34 of the Code of Federal Regulations (34 CFR), sections 200.25-26, and 200.29, and sections-1114(b)(7)(A)(i)-(iii) and 1118(b) of the ESEA. EC sections 6400 et. seq.

# Appendix B:

## Plan Requirements for School to Meet Federal School Improvement Planning Requirements

For questions or technical assistance related to meeting Federal School Improvement Planning Requirements, please contact the CDE's School Improvement and Support Office at [SISO@cde.ca.gov](mailto:SISO@cde.ca.gov).

### Comprehensive Support and Improvement

The LEA shall partner with stakeholders (including principals and other school leaders, teachers, and parents) to locally develop and implement the CSI plan for the school to improve student outcomes, and specifically address the metrics that led to eligibility for CSI (Stakeholder Involvement).

The CSI plan shall:

1. Be informed by all state indicators, including student performance against state-determined long-term goals (Goal, Identified Need, Expected Annual Measurable Outcomes, Annual Review and Update, as applicable);
2. Include evidence-based interventions (Strategies/Activities, Annual Review and Update, as applicable) (For resources related to evidence-based interventions, see the U.S. Department of Education's "Using Evidence to Strengthen Education Investments" at <https://www2.ed.gov/policy/elsec/leg/essa/guidanceusesinvestment.pdf>);
3. Be based on a school-level needs assessment (Goal, Identified Need, Expected Annual Measurable Outcomes, Annual Review and Update, as applicable); and
4. Identify resource inequities, which may include a review of LEA- and school-level budgeting, to be addressed through implementation of the CSI plan (Goal, Identified Need, Expected Annual Measurable Outcomes, Planned Strategies/Activities; and Annual Review and Update, as applicable).

Authority Cited: Sections 1003(e)(1)(A), 1003(i), 1111(c)(4)(B), and 1111(d)(1) of the ESSA.

### Targeted Support and Improvement

In partnership with stakeholders (including principals and other school leaders, teachers, and parents) the school shall develop and implement a school-level TSI plan to improve student outcomes for each subgroup of students that was the subject of identification (Stakeholder Involvement).

The TSI plan shall:

1. Be informed by all state indicators, including student performance against state-determined long-term goals (Goal, Identified Need, Expected Annual Measurable Outcomes, Annual Review and Update, as applicable); and
2. Include evidence-based interventions (Planned Strategies/Activities, Annual Review and Update, as applicable). (For resources related to evidence-based interventions, see the U.S. Department of Education's "Using Evidence to Strengthen Education Investments" <https://www2.ed.gov/policy/elsec/leg/essa/guidanceusesinvestment.pdf>.)

Authority Cited: Sections 1003(e)(1)(B), 1003(i), 1111(c)(4)(B) and 1111(d)(2) of the ESSA.

## **Additional Targeted Support and Improvement**

A school identified for ATSI shall:

1. Identify resource inequities, which may include a review of LEA- and school-level budgeting, which will be addressed through implementation of its TSI plan (Goal, Identified Need, Expected Annual Measurable Outcomes, Planned Strategies/Activities, and Annual Review and Update, as applicable).

Authority Cited: Sections 1003(e)(1)(B), 1003(i), 1111(c)(4)(B), and 1111(d)(2)(c) of the ESSA.

## **Single School Districts and Charter Schools Identified for School Improvement**

Single school districts (SSDs) or charter schools that are identified for CSI, TSI, or ATSI, shall develop a SPSA that addresses the applicable requirements above as a condition of receiving funds (EC Section 64001[a] as amended by Assembly Bill [AB] 716, effective January 1, 2019).

However, a SSD or a charter school may streamline the process by combining state and federal requirements into one document which may include the local control and accountability plan (LCAP) and all federal planning requirements, provided that the combined plan is able to demonstrate that the legal requirements for each of the plans is met (EC Section 52062[a] as amended by AB 716, effective January 1, 2019).

Planning requirements for single school districts and charter schools choosing to exercise this option are available in the LCAP Instructions.

Authority Cited: EC sections 52062(a) and 64001(a), both as amended by AB 716, effective January 1, 2019.

## Appendix C: Select State and Federal Programs

**For a list of active programs, please see the following links:**

Programs included on the Consolidated Application: <https://www.cde.ca.gov/fg/aa/co/>

ESSA Title I, Part A: School Improvement: <https://www.cde.ca.gov/sp/sw/t1/schoolsupport.asp>

Available Funding: <https://www.cde.ca.gov/fg/fo/af/>

Developed by the California Department of Education, January 2019

- ☒ Student Learning and Achievement
- ☐ Health and Safety of Students and Schools
- ☐ Credibility and Communication
- ☐ Fiscal Solvency, Accountability and Integrity

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

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**SUBJECT:** Pacific Grove High School Single Plan for Student Achievement for 2022-2023

**DATE:** June 3, 2022

**PERSON(S) RESPONSIBLE:** Lito M. García, Principal Pacific Grove High School (PGHS)

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**RECOMMENDATION:**

The District Administration recommends that the Board review and approve the Single Plan for Student Achievement for the 2022-2023 school year.

**BACKGROUND:**

The PGHS Site Council provided input for the Single Plan for Student Achievement (SPSA). Information used to develop goals and strategies/activities were the California Assessment of Student Performance and Progress (CAASPP), English Language Proficiency Assessment for California (ELPAC), California Healthy Kids Survey (CHKS), Northwest Evaluation Association (MAP), and information from the California Schools Dashboard. On May 17, 2022, the Site Council approved the SPSA.

**INFORMATION:**

**SPSA GOALS AND ACTIONS:**

**Goal 1: Equitable Academic Outcomes for all students to College and Career ready upon Graduation with an emphasis on prioritizing Career Technical Education pathway completion.**

**Sub Goal 1:** As measured by the California School Dashboard increase the following metrics for all students by 3%: Graduation rate (93.9% [+1.1]), College to Career Readiness (63.8% [-.8])

**Sub Goal 2:** As measured by the CAASPP in English Language Arts, math and science increase by 3% the number of students who earn “meets or exceed” with special attention paid to students identified as English Learners, socioeconomically disadvantaged, special needs, and Latinx.

**Sub Goal 3:** Provide opportunities for students to complete a Career Technical Education (CTE) pathway in an effort to increase our CTE completer percentage by 3%.

**Strategies to achieve goal 1:**

One to one meetings with counselors and students to develop and evaluate four-year academic plans

Provide academic support classes to students with D/F in core content areas

Increase enrollment in AVID 1 & 2

Increase the diversity of curriculum across all departments

Implement Professional Learning Communities weekly to promote teacher collaboration that increases student achievement



Professional development - introduce a systems approach towards student learning by exploring lesson design focused on mastery learning of skills/competencies that sustain the change we are experiencing through distance and hybrid learning

Develop department plans that incorporate contractual agreements around - grading policies, benchmarks, common assessments, learning objectives

Implement a new bell schedule for the 2022-2023 school year that provides for increased course selection for all students, educator collaboration and an advisory period for all students

Increase College Credit Course offerings

Refine College and Career Center

Professional development for certificated staff in the area of English Learners

Credit recovery program

Provide an increased opportunity for underclassmen to enroll in introductory CTE courses.

Continue working with MPC to increase the amount of dual-enrolled courses at PGHS.

A-G credit recovery course

Instructional Leadership Team - provide pedagogical and data analysis support to certificated staff and professional development

Book study conducted by MCOE in conjunction with certificated staff at PGHS - book "Grading for Equity"

Teacher on Special Assignment (TOSA) - ensure all students graduate and increase college and career readiness through data analysis, professional development and direct intervention with students

Continue our efforts to provide funding for the CTE program with incentive grants.

Apply for additional funding from the Strong Workforce Program Grant.

Continue to offer academic support classes for general education students and students with special needs.

## **ANALYSIS GOAL 1**

**Describe the overall implementation of the strategies/activities and the overall effectiveness of the strategies/activities to achieve the articulated goal.**

The majority of strategies were implemented as stated. Subgoal 1 while not fully achieved did see an increase. Subgoal 2 no new data was provided as noted. Subgoal 3 was not achieved in part due to a staffing issue.

**Briefly describe any major differences between the intended implementation and/or the budgeted expenditures to implement the strategies/activities to meet the articulated goal.**

Professional development in the area of English Learners, systems approaches towards student learning and department plans did not occur during the 2021.22 school year as intended. The development of a new bell schedule required more time than anticipated.

**Describe any changes that will be made to this goal, the annual outcomes, metrics, or strategies/activities to achieve this goal as a result of this analysis. Identify where those changes can be found in the SPSA.**

Each goal was updated to be more reflective of a SMART goal. The following strategies were added:

Implement Professional Learning Communities weekly to promote teacher collaboration that increases student achievement

Implement a new bell schedule for the 2022-2023 school year that provides for increased course selection for all students, educator collaboration and an advisory period for all students

A-G credit recovery course

Instructional Leadership Team - provide pedagogical and data analysis support to certificated staff and professional development

Book Study Grading for Equity

Teacher on Special Assignment (TOSA) - ensure all students graduate and increase college and career readiness through data analysis, professional development and direct intervention with students

## **GOAL 2: Create and Sustain a Safe and Affirming Learning Environment**

**Sub Goal 1:** Reduce suspensions by .5% (2.4% in 2019-20; 0% in 2020-21 due to distance learning; % in 2021-22).

**Sub Goal 2:** Increase the perceived sense of safety (69%) and school connectedness (58%, academic motivation (63%), and caring adult relationships (55%) by 3% as measured by student surveys, e.g. California Healthy Kids Survey (CHKS), PGUSD SEL

**Sub Goal 3:** Increase promotion of parental/guardian involvement (46%) and opportunities through educational workshops, increased communication, and varied meeting platforms as measured by the CHKS.

### **Strategies to achieve goal 1:**

Promote online confidential reporting form

Promote “See something say something” culture

Implement with fidelity Restorative Approaches

Increase awareness of services provided through Outreach Counselor

Leadership class activities - Increase opportunities for students to be involved in a variety of school activities

Meetings are held every two weeks with the site School Attendance Review Board (SARB) which is comprised of an administrator, outreach counselor, TOSA, mental health therapist, and attendance clerk to review attendance data and provide necessary interventions as appropriate

Develop a survey for parents/guardians to better understand their needs

Provide a variety of educational workshops for parents/guardians

Implement an Advisory period weekly for all students

Reduce language barriers by providing information in a variety of languages

Promote increasing inclusion by reducing incidents of discrimination, harassment, and bias-related incidents

Professional Development for staff in the areas of equity and inclusion

Freshman Academy

Increase awareness of services provided through Mental Health Therapists

Provide professional development to staff in the area of youth social-emotional health

### **ANALYSIS GOAL 2**

**Describe the overall implementation of the strategies/activities and the overall effectiveness of the strategies/activities to achieve the articulated goal.**

The majority of strategies were implemented as stated. Students' academic and social-emotional needs were met through the increased presence of our Outreach Counselor and the introduction of a Mental Health Therapist. Student activities were greatly increased and led to more student participation, e.g. dances.

**Briefly describe any major differences between the intended implementation and/or the budgeted expenditures to implement the strategies/activities to meet the articulated goal.**

Restorative Approaches was not implemented but was practiced by the administration.

**Describe any changes that will be made to this goal, the annual outcomes, metrics, or strategies/activities to achieve this goal as a result of this analysis. Identify where those changes can be found in the SPSA.**

Each goal was updated with new information based on data provided by the CHKS. Added “academic motivation and caring adult relationships to the goal metrics. In addition, the following strategies were added:

Implement an Advisory period weekly for all students

Increase awareness of services provided through Mental Health Therapists

Provide professional development to staff in the area of youth social-emotional health

Meetings are held every two weeks with the site School Attendance Review Board (SARB) which is comprised of an administrator, outreach counselor, TOSA, mental health therapist, and attendance clerk to review attendance data and provide necessary interventions as appropriate

#### **FISCAL IMPACT:**

The proposed plan and budget keep expenditures at PGHS within the school’s site allocation.

School Year: **2022-23**



# School Plan for Student Achievement (SPSA) Template

Instructions and requirements for completing the SPSA template may be found in the SPSA Template Instructions.

School Name	County-District-School (CDS) Code	Schoolsite Council (SSC) Approval Date	Local Board Approval Date
Pacific Grove High School	27-66134-2733657	May 17, 2022	June 02, 2022

## Purpose and Description

Briefly describe the purpose of this plan (Select from Schoolwide Program, Comprehensive Support and Improvement, Targeted Support and Improvement, or Additional Targeted Support and Improvement)

Schoolwide Program

Briefly describe the school's plan for effectively meeting the ESSA requirements in alignment with the Local Control and Accountability Plan and other federal, state, and local programs.

Pacific Grove High School's (PGHS) School Plan for Student Achievement (SPSA) goals and activities are in alignment with the Pacific Grove Unified School District's (PGUSD) Local Control and Accountability Plan (LCAP). PGHS has developed goals in the areas of English Language Arts, mathematics, social-emotional learning, and safety.

# Comprehensive Needs Assessment Components

## Data Analysis

Please refer to the School and Student Performance Data section where an analysis is provided.

## Surveys

This section provides a description of surveys (i.e., Student, Parent, Teacher) used during the school-year, and a summary of results from the survey(s).

Parent, student, and staff surveys are held every year through the California Healthy Kid Survey (CHKS), Pacific Grove Unified School District (PGUSD) Social Emotional Learning (SEL) survey, and a Pacific Grove High School (PGHS) survey to parents about parent/guardian learning opportunities. According to the CHKS:

- Perceived School Safety 69% (State average 2017-2019 54%)
- School Connectedness 58% (State average 2017-2019 55%)
- Academic Motivation 63% (State average 2017-2019 72%)
- Caring Adult Relationships 55% (State average 2017-2019 58%)
- Promotion of Parental Involvement 46% (State average 2017-2019 44%)
- No Substance Use at School 96% (State average 2017-2019 91%)

According to the PGUSD SEL survey of students, there is a need to support students academically and social-emotionally. According to the PGHS parent/guardian survey, parents/guardians would like learning opportunities/workshops in the area of youth social-emotional health.

## Classroom Observations

This section provides a description of types and frequency of classroom observations conducted during the school-year and a summary of findings.

Formal and Informal classroom observations were conducted by the administration. Teachers were required to adjust their instruction to meet the needs of students based on students remote learning experience for nearly three semesters. Teachers worked tirelessly to meet the needs of students academically and social-emotionally throughout the school year..

## Analysis of Current Instructional Program

The following statements are derived from the Elementary and Secondary Education Act (ESEA) of 1965 and Essential Program Components (EPCs). In conjunction with the needs assessments, these categories may be used to discuss and develop critical findings that characterize current instructional practice for numerically significant subgroups as well as individual students who are:

- Not meeting performance goals
- Meeting performance goals
- Exceeding performance goals

Discussion of each of these statements should result in succinct and focused findings based on verifiable facts. Avoid vague or general descriptions. Each successive school plan should examine the status of these findings and note progress made. Special consideration should be given to any practices, policies, or procedures found to be noncompliant through ongoing monitoring of categorical programs.

## Standards, Assessment, and Accountability

Use of state and local assessments to modify instruction and improve student achievement (ESEA)

Data is collected and analyzed by the teachers on a weekly basis.. Northwest Evaluation Association assessments (MAP) in English and Math. California Assessment of Student Performance and Progress (CAASPP) was last administered in the spring of 2019.

Use of data to monitor student progress on curriculum-embedded assessments and modify instruction (EPC)

Data is collected and analyzed by departments and individual teachers to drive instructional decisions. Grades are used to monitor student progress. Academic support is provided to students through teacher office hours, math tutorial time, math support class, academic support classes and PAPER.co. In addition, all 9th graders are taught study skills which are embedded into social science curriculum. Student Success Team (SST) are held with students and families when a need is identified.



## Staffing and Professional Development

Status of meeting requirements for highly qualified staff (ESEA)

All faculty are credentialed in their teaching area and are considered highly qualified.

Sufficiency of credentialed teachers and teacher professional development (e.g., access to instructional materials training on SBE-adopted instructional materials) (EPC)

All staff have access to professional development and training through District-designed professional development days as well as opportunities to take more specific training should they choose.

Alignment of staff development to content standards, assessed student performance, and professional needs (ESEA)

All staff development designed by the District is aligned to content standards.

Ongoing instructional assistance and support for teachers (e.g., use of content experts and instructional coaches) (EPC)

If needed staff has access to programs such as Professional Assistance and Review (PAR) and Teacher on Special Assignment (TOSA). Administration also provides instructional assistance as needed.

Teacher collaboration by grade level (kindergarten through grade eight [K–8]) and department (grades nine through twelve) (EPC)

All departments meet on Monday or at a different time based on mutual agreement of department members.

## Teaching and Learning

Alignment of curriculum, instruction, and materials to content and performance standards (ESEA)

All curriculum, instruction, and materials are aligned to the appropriate content and performance standards.

Adherence to recommended instructional minutes for reading/language arts and mathematics (K–8) (EPC)

PGHS is meeting the instructional minutes requirement.

Lesson pacing schedule (K–8) and master schedule flexibility for sufficient numbers of intervention courses (EPC)

The master schedule has built in support courses for students in general education and special education.

Availability of standards-based instructional materials appropriate to all student groups (ESEA)

All students have access to standards-based instructional materials.

Use of SBE-adopted and standards-aligned instructional materials, including intervention materials, and for high school students, access to standards-aligned core courses (EPC)

All students have access to standards-aligned core courses.

## Opportunity and Equal Educational Access

Services provided by the regular program that enable underperforming students to meet standards (ESEA)

Students identified as underperforming have access to the following: outreach counselor, licensed mental health therapist, TOSA, teacher office hours, math tutorial time, math support class, and academic support classes. Students identified as English Learners are enrolled in an English language support class. Students identified as special needs have an Individual Education Plan (IEP) are supported by a case manager and are enrolled in classes to meet their specific needs and are provided additional support as needed.

Evidence-based educational practices to raise student achievement

Teachers use researched-based and time-tested pedagogical practices to provide standards based instruction.

## Parental Engagement

Resources available from family, school, district, and community to assist under-achieving students (ESEA)

Students identified as underperforming have access to the following: outreach counselor, licensed mental health therapist, teacher office hours, math tutorial time, math support class, and academic support classes. Students identified as English Learners are enrolled in an English language support class. Students identified as special needs have an Individual Education Plan (IEP) are supported by a case manager and are enrolled in classes to meet their specific need and are provided additional supports as needed. When appropriate students and their families may be referred to outside agencies for additional support.

Involvement of parents, community representatives, classroom teachers, other school personnel, and students in secondary schools, in the planning, implementation, and evaluation of ConApp programs (5 California Code of Regulations 3932)

PGHS does not have ConApp programs.

### Funding

Services provided by categorical funds that enable underperforming students to meet standards (ESEA)

PGHS does not receive categorical funds.

Fiscal support (EPC)

Approximately \$80,000 is allocated to PGHS through PGUSD.

## Stakeholder Involvement

How, when, and with whom did the school consult as part of the planning process for this SPSA/Annual Review and Update?

### **Involvement Process for the SPSA and Annual Review and Update**

PGHS administration held meetings through out the school year with the school site council. In addition, the goals were shared with PGHS certificated staff.

## Resource Inequities

Briefly identify and describe any resource inequities identified as a result of the required needs assessment, as applicable.

During the 2021.22 school year four teacher positions were temporarily filled by long-term substitutes.

# School and Student Performance Data

## Student Enrollment Enrollment By Student Group

## Student Enrollment Enrollment By Grade Level

Student Enrollment by Grade Level			
Grade	Number of Students		
	18-19	19-20	20-21
Grade 9	184	169	136
Grade 10	150	171	157
Grade 11	149	138	153
Grade 12	138	141	136
Total Enrollment	621	619	582

### Conclusions based on this data:

1. There has been a steady decline in enrollment.

# School and Student Performance Data

## Student Enrollment English Learner (EL) Enrollment

English Learner (EL) Enrollment						
Student Group	Number of Students			Percent of Students		
	18-19	19-20	20-21	18-19	19-20	20-21
English Learners	13	17	16	2.1%	2.7%	2.7%
Fluent English Proficient (FEP)	101	96	95	16.3%	15.5%	16.3%
Reclassified Fluent English Proficient (RFEP)	2	1	1	10.5%	7.7%	5.9%

### Conclusions based on this data:

1. There was minimal fluctuation in the number of students identified as English Learners between the 2017 to 2021 school year.
2. The number of students reclassifying in a given year is low.

# School and Student Performance Data

## Local Assessment Results: NWEA/MAP English Language Arts/Literacy

NWEA/MAP Student Groups	NWEA/MAP Total Enrollment	NWEA/MAP Number Tested	NWEA/MAP Percent Tested	NWEA/MAP Percent Not Tested	NWEA/MAP Percent At or Above Grade Level
All Students	138	116	84	16	82
Female	68	48	71	29	87
Male	70	61	87	13	77
American Indian or Alaska Native	3	3	100	0	100
Asian	21	19	90	10	89
Black or African American	1	1	100	0	100
Filipino	0	0	0	0	0
Hispanic or Latino	34	30	88	12	77
Native Hawaiian or Pacific Islander	1	1	100	0	100
Two or More Races	4	1	25	75	100
White	77	61	79	21	82
English Learners	4	3	75	25	0
Foster Youth	0	0	0	0	0
Homeless	0	0	0	0	0
Military	7	7	100	0	100
Socioeconomically Disadvantaged	26	19	73	27	58
Students Receiving Migrant Education	0	0	0	0	0
Students with Disabilities	14	13	13	7	38



# School and Student Performance Data

## Local Assessment Results: NWEA/MAP Mathematics

NWEA/MAP Student Groups	NWEA/MAP Total Enrollment	NWEA/MAP Number Tested	NWEA/MAP Percent Tested	NWEA/MAP Percent Not Tested	NWEA/MAP Percent At or Above Grade Level
All Students	138	98	71	29	74
Female	68	47	69	31	81
Male	70	51	73	27	67
American Indian or Alaska Native	3	3	100	0	67
Asian	21	16	76	24	81
Black or African American	1	1	100	0	100
Filipino	0	0	0	0	0
Hispanic or Latino	34	26	77	23	58
Native Hawaiian or Pacific Islander	1	1	100	0	100
Two or More Races	4	1	25	75	100
White	77	51	66	34	80
English Learners	4	2	50	50	0
Foster Youth	0	0	0	0	0
Homeless	0	0	0	0	0
Military	7	7	100	0	71
Socioeconomically Disadvantaged	26	16	62	38	50
Students Receiving Migrant Education	0	0	0	0	0
Students with Disabilities	14	12	86	14	33

# School and Student Performance Data

## CAASPP Results English Language Arts/Literacy (All Students)

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with			% of Enrolled Students		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
Grade 11	142	148	140	134	145	0	134	144	0	94.4	98	0.0
All Grades	142	148	140	134	145	0	134	144	0	94.4	98	0.0

The “% of Enrolled Students Tested” showing in this table is not the same as “Participation Rate” for federal accountability purposes.

2019-20 Data:

Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard			% Standard Met			% Standard Nearly			% Standard Not		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
Grade 11	2663.	2677.		44.78	59.03		40.30	22.92		9.70	9.72		5.22	8.33	
All Grades	N/A	N/A	N/A	44.78	59.03		40.30	22.92		9.70	9.72		5.22	8.33	

2019-20 Data:

Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

Reading Demonstrating understanding of literary and non-fictional texts									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
Grade 11	52.99	56.94		40.30	31.94		6.72	11.11	
All Grades	52.99	56.94		40.30	31.94		6.72	11.11	

2019-20 Data:

Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

Writing Producing clear and purposeful writing									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
Grade 11	61.19	66.67		32.09	27.78		6.72	5.56	
All Grades	61.19	66.67		32.09	27.78		6.72	5.56	

2019-20 Data:

Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

Listening Demonstrating effective communication skills									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
Grade 11	32.84	44.44		60.45	52.08		6.72	3.47	
All Grades	32.84	44.44		60.45	52.08		6.72	3.47	

2019-20 Data:

Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

Research/Inquiry Investigating, analyzing, and presenting information									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
Grade 11	50.75	57.64		41.79	33.33		7.46	9.03	
All Grades	50.75	57.64		41.79	33.33		7.46	9.03	

2019-20 Data:

Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

**Conclusions based on this data:**

1. Listening has consistently shown to be an area of improvement with an average of 18% below Above Standard when compared to Reading, Writing and Research/Inquiry.
2. Writing is consistently shown to be an area of strength.
3. Research/Inquiry has shown the most gains in the rating of Above Standard.

# School and Student Performance Data

## CAASPP Results Mathematics (All Students)

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with			% of Enrolled Students		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
Grade 11	142	148	140	139	146	0	139	146	0	97.9	98.6	0.0
All Grades	142	148	140	139	146	0	139	146	0	97.9	98.6	0.0

\* The “% of Enrolled Students Tested” showing in this table is not the same as “Participation Rate” for federal accountability purposes.

### 2019-20 Data:

Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard			% Standard Met			% Standard Nearly			% Standard Not		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
Grade 11	2658.	2660.		31.65	32.88		33.81	33.56		20.14	15.75		14.39	17.81	
All Grades	N/A	N/A	N/A	31.65	32.88		33.81	33.56		20.14	15.75		14.39	17.81	

### 2019-20 Data:

Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

Concepts & Procedures Applying mathematical concepts and procedures									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
Grade 11	48.92	52.05		26.62	23.97		24.46	23.97	
All Grades	48.92	52.05		26.62	23.97		24.46	23.97	

### 2019-20 Data:

Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

Problem Solving & Modeling/Data Analysis Using appropriate tools and strategies to solve real world and mathematical problems									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
Grade 11	39.57	33.56		46.04	47.95		14.39	18.49	
All Grades	39.57	33.56		46.04	47.95		14.39	18.49	

### 2019-20 Data:

Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

<b>Communicating Reasoning</b> <b>Demonstrating ability to support mathematical conclusions</b>									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
<b>Grade 11</b>	44.60	37.67		39.57	52.05		15.83	10.27	
<b>All Grades</b>	44.60	37.67		39.57	52.05		15.83	10.27	

2019-20 Data:

Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

**Conclusions based on this data:**

1. Concepts and Procedures has consistently shown to be an area of strength.
2. Problem Solving and Modeling/Data Analysis are an area of improvement.
3. Communicating Reasoning has the greatest fluctuation in the percentage At or Near Standard.

# School and Student Performance Data

## ELPAC Results

ELPAC Summative Assessment Data Number of Students and Mean Scale Scores for All Students												
Grade Level	Overall			Oral Language			Written Language			Number of Students Tested		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
9	*	*	*	*	*	*	*	*	*	*	5	*
10	*	*	*	*	*	*	*	*	*	*	5	*
11	*	*	*	*	*	*	*	*	*	*	4	*
12	*	*	*	*	*	*	*	*	*	*	*	5
All Grades										*	16	13

2019-20 Data:

Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

Overall Language Percentage of Students at Each Performance Level for All Students															
Grade Level	Level 4			Level 3			Level 2			Level 1			Total Number of Students		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
9		*	*	*	*	*		*	*	*	*	*	*	*	*
10		*	*	*	*	*	*	*	*		*	*	*	*	*
11		*	*	*	*	*		*	*		*	*	*	*	*
12		*	*	*	*	*		*	*	*	*	*	*	*	*
All Grades		6.25	23.08	*	43.75	38.46	*	25.00	30.77	*	25.00	7.69	*	16	13

2019-20 Data:

Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

Oral Language Percentage of Students at Each Performance Level for All Students															
Grade Level	Level 4			Level 3			Level 2			Level 1			Total Number of Students		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
9	*	*	*		*	*		*	*	*	*	*	*	*	*
10	*	*	*	*	*	*	*	*	*		*	*	*	*	*
11		*	*	*	*	*		*	*		*	*	*	*	*
12		*	*	*	*	*	*	*	*	*	*	*	*	*	*
All Grades	*	31.25	23.08	*	31.25	46.15	*	25.00	23.08	*	12.50	7.69	*	16	13

2019-20 Data:

Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.



<b>Written Language</b> <b>Percentage of Students at Each Performance Level for All Students</b>															
Grade Level	Level 4			Level 3			Level 2			Level 1			Total Number of Students		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
9		*	*	*	*	*		*	*	*	*	*	*	*	*
10		*	*	*	*	*	*	*	*		*	*	*	*	*
11		*	*		*	*	*	*	*		*	*	*	*	*
12		*	*		*	*	*	*	*	*	*	*	*	*	*
All Grades		6.25	7.69	*	18.75	53.85	*	43.75	15.38	*	31.25	23.08	*	16	13

2019-20 Data:

Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

<b>Listening Domain</b> <b>Percentage of Students by Domain Performance Level for All Students</b>												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
9		*	*	*	*	*	*	*	*	*	*	*
10		*	*	*	*	*		*	*	*	*	*
11		*	*	*	*	*		*	*	*	*	*
12		*	*	*	*	*	*	*	*	*	*	*
All Grades		6.25	7.69	*	68.75	76.92	*	25.00	15.38	*	16	13

2019-20 Data:

Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

<b>Speaking Domain</b> <b>Percentage of Students by Domain Performance Level for All Students</b>												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
9	*	*	*		*	*	*	*	*	*	*	*
10	*	*	*	*	*	*		*	*	*	*	*
11	*	*	*		*	*		*	*	*	*	*
12	*	*	*	*	*	*	*	*	*	*	*	*
All Grades	*	62.50	53.85	*	18.75	38.46	*	18.75	7.69	*	16	13

2019-20 Data:

Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

<b>Reading Domain</b> <b>Percentage of Students by Domain Performance Level for All Students</b>												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
<b>9</b>		*	*	*	*	*	*	*	*	*	*	*
<b>10</b>		*	*	*	*	*	*	*	*	*	*	*
<b>11</b>		*	*	*	*	*		*	*	*	*	*
<b>12</b>		*	*	*	*	*	*	*	*	*	*	*
<b>All Grades</b>		6.25	0.00	*	56.25	84.62	*	37.50	15.38	*	16	13

2019-20 Data:

Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

<b>Writing Domain</b> <b>Percentage of Students by Domain Performance Level for All Students</b>												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
<b>9</b>		*	*	*	*	*	*	*	*	*	*	*
<b>10</b>	*	*	*	*	*	*		*	*	*	*	*
<b>11</b>		*	*	*	*	*		*	*	*	*	*
<b>12</b>		*	*	*	*	*		*	*	*	*	*
<b>All Grades</b>	*	18.75	15.38	*	68.75	69.23	*	12.50	15.38	*	16	13

2019-20 Data:

Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

**Conclusions based on this data:**

1. Do to the small number of students who are identified as English Learners the percentages can swing up or down based on just one or two students.
2. Continued targeted support for all students identified as English Learners is required. This will be done through a dedicated class.

# School and Student Performance Data

## Student Population

Although both Senate Bill 98 and Assembly Bill 130 suspended the publication of state indicators on the 2020 and 2021 California School Dashboards, these bills also required the reporting of valid and reliable data that would have been included in these Dashboards.

To meet this requirement, CDE has made available the Enrollment, Graduation Rate Additional Report and the College/Career Measures Report data available. All other reports are not available for 2020 and 2021.

This section provides information about the school's student population.

2020-21 Student Population			
Total Enrollment	Socioeconomically Disadvantaged	English Learners	Foster Youth
582	21.0	2.7	0.3
This is the total number of students enrolled.	This is the percent of students who are eligible for free or reduced priced meals; or have parents/guardians who did not receive a high school diploma.	This is the percent of students who are learning to communicate effectively in English, typically requiring instruction in both the English Language and in their academic courses.	This is the percent of students whose well-being is the responsibility of a court.

2019-20 Enrollment for All Students/Student Group		
Student Group	Total	Percentage
English Learners	16	2.7
Foster Youth	2	0.3
Homeless	1	0.2
Socioeconomically Disadvantaged	122	21.0
Students with Disabilities	76	13.1

Enrollment by Race/Ethnicity		
Student Group	Total	Percentage
African American	16	2.7
American Indian or Alaska Native	8	1.4
Asian	47	8.1
Filipino	19	3.3
Hispanic	128	22.0
Two or More Races	6	1.0
Native Hawaiian or Pacific Islander	5	0.9
White	346	59.5

### Conclusions based on this data:

1. Students identified as Socioeconomically Disadvantaged are our largest sub group of students.

2. Students identified as Hispanic and Asian are our two largest Race/Ethnicity groups outside of the majority group - White.






# School and Student Performance Data

## Overall Performance

Although both Senate Bill 98 and Assembly Bill 130 suspended the publication of state indicators on the 2020 and 2021 California School Dashboards, these bills also required the reporting of valid and reliable data that would have been included in these Dashboards.

To meet this requirement, CDE has made available the Enrollment, Graduation Rate Additional Report and the College/Career Measures Report data available. All other reports are not available for 2020 and 2021, thus the most recent data (2019 Fall) is provided here.

### 2019 Fall Dashboard Overall Performance for All Students

Academic Performance	Academic Engagement	Conditions & Climate
<b>English Language Arts</b>  Blue	<b>Graduation Rate</b>  Yellow	<b>Suspension Rate</b>  Green
<b>Mathematics</b>  Blue		
<b>College/Career</b>  Green		

### Conclusions based on this data:

- NWEA/MAP data in English Language Arts/Literacy showed a high percentage of All Students performing At or Above Grade Level (82%). Of concern are our student groups who scored below the school average: Students identified as Hispanic/Latino (77%), Socioeconomically Disadvantaged (58%) and Students with Disabilities (38%). Continued academic support is required to reduce the gap.

NWEA/MAP data in Mathematics showed a high percentage of All Students performing At or Above Grade Level (74%). Of concern are our student groups who scored below the school average: Students identified as Hispanic/Latino (58%), Socioeconomically Disadvantaged 50% and Students with Disabilities (33%). Continued academic support is required to reduce the gap.
- Graduation Rate is in the Yellow based on 138 students. Graduation rate is 92.8% which is a 3.3% decline. California state graduation rate is 85.8%. Administration, Counselors and teachers will continue to monitor student graduation eligibility and provide necessary interventions and supports.
- College/Career is in the Green based on 138 students. 63.8% of students were categorized as prepared which is a .8% decline which is rated as "maintain." California state College/Career rate is 44.1%. An area of growth Career

Technical Education (CTE) pathway of completion (percent prepared 1.1). Area of strength Smarter Balanced assessment (percent prepared 90.9) and A-G completion (percent prepared 77.3).



# School and Student Performance Data

## Academic Performance English Language Arts

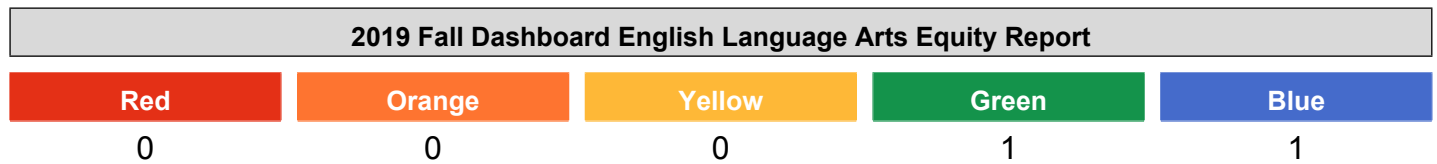
Although both Senate Bill 98 and Assembly Bill 130 suspended the publication of state indicators on the 2020 and 2021 California School Dashboards, these bills also required the reporting of valid and reliable data that would have been included in these Dashboards.

To meet this requirement, CDE has made available the Enrollment, Graduation Rate Additional Report and the College/Career Measures Report data available. All other reports are not available for 2020 and 2021, thus the most recent data (2019 Fall) is provided here.







The performance levels are color-coded and range from lowest-to-highest performance in the following order:











This section provides number of student groups in each color.



This section provides a view of Student Assessment Results and other aspects of this school's performance, specifically how well students are meeting grade-level standards on the English Language Arts assessment. This measure is based on student performance on the Smarter Balanced Summative Assessment, which is taken annually by students in grades 3–8 and grade 11.

2019 Fall Dashboard English Language Arts Performance for All Students/Student Group		
<b>All Students</b>  Blue 96.5 points above standard Increased Significantly ++15.4 points 141	<b>English Learners</b>  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 4	<b>Foster Youth</b>  No Performance Color 0 Students
<b>Homeless</b>  No Performance Color 0 Students	<b>Socioeconomically Disadvantaged</b>  Green 67.6 points above standard Increased ++11.4 points 33	<b>Students with Disabilities</b>  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 9

**2019 Fall Dashboard English Language Arts Performance by Race/Ethnicity**

<b>African American</b>  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 5	<b>American Indian</b>  No Performance Color 0 Students	<b>Asian</b>  No Performance Color 134 points above standard Declined -6.2 points 14	<b>Filipino</b>  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 1
<b>Hispanic</b>  No Performance Color 87.4 points above standard Increased Significantly ++22.1 points 28	<b>Two or More Races</b>  No Performance Color 0 Students	<b>Pacific Islander</b>  No Performance Color 0 Students	<b>White</b>  Blue 96 points above standard Increased ++10.6 points 92

This section provides a view of Student Assessment Results and other aspects of this school's performance, specifically how well students are meeting grade-level standards on the English Language Arts assessment. This measure is based on student performance on the Smarter Balanced Summative Assessment, which is taken annually by students in grades 3–8 and grade 11.

**2019 Fall Dashboard English Language Arts Data Comparisons for English Learners**

<b>Current English Learner</b> Less than 11 Students - Data Not Displayed for Privacy 4	<b>Reclassified English Learners</b> 0 Students	<b>English Only</b> 99.9 points above standard Increased Significantly ++20 points 114
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**Conclusions based on this data:**

1. Encouraging to see a "significant increase" for the following groups: All Students, Hispanic and English Only.
2. An "increase" in the following groups is also encouraging: White, and Socioeconomically Disadvantaged.
3. We declined in one group, Asian, but maintained the highest points above standard at 134.

# School and Student Performance Data

## Academic Performance Mathematics

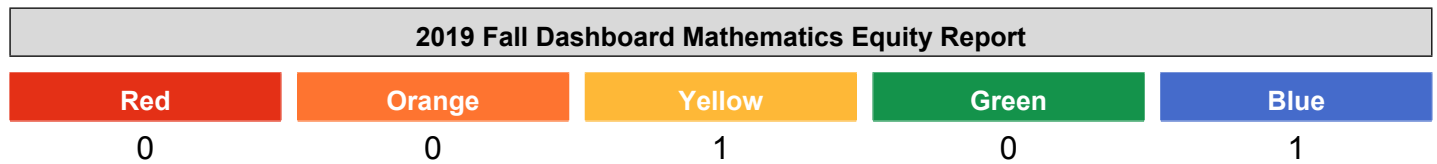
Although both Senate Bill 98 and Assembly Bill 130 suspended the publication of state indicators on the 2020 and 2021 California School Dashboards, these bills also required the reporting of valid and reliable data that would have been included in these Dashboards.

To meet this requirement, CDE has made available the Enrollment, Graduation Rate Additional Report and the College/Career Measures Report data available. All other reports are not available for 2020 and 2021, thus the most recent data (2019 Fall) is provided here.





The performance levels are color-coded and range from lowest-to-highest performance in the following order:








This section provides number of student groups in each color.



This section provides a view of Student Assessment Results and other aspects of this school's performance, specifically how well students are meeting grade-level standards on the Mathematics assessment. This measure is based on student performance on the Smarter Balanced Summative Assessment, which is taken annually by students in grades 3–8 and grade 11.

2019 Fall Dashboard Mathematics Performance for All Students/Student Group		
<b>All Students</b>  Blue 37.5 points above standard Increased ++6.8 points 142	<b>English Learners</b>  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 4	<b>Foster Youth</b>
<b>Homeless</b>	<b>Socioeconomically Disadvantaged</b>  Yellow 19.5 points below standard Declined Significantly -15.5 points 33	<b>Students with Disabilities</b>  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 9

**2019 Fall Dashboard Mathematics Performance by Race/Ethnicity**

<b>African American</b>  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 5	<b>American Indian</b>	<b>Asian</b>  No Performance Color 78.5 points above standard Declined Significantly -53.5 points 15	<b>Filipino</b>  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 1
<b>Hispanic</b>  No Performance Color 5 points below standard Increased Significantly 28	<b>Two or More Races</b>	<b>Pacific Islander</b>	<b>White</b>  Blue 49.1 points above standard Increased ++11.5 points 92

This section provides a view of Student Assessment Results and other aspects of this school's performance, specifically how well students are meeting grade-level standards on the Mathematics assessment. This measure is based on student performance on the Smarter Balanced Summative Assessment, which is taken annually by students in grades 3–8 and grade 11.

**2019 Fall Dashboard Mathematics Data Comparisons for English Learners**

<b>Current English Learner</b> Less than 11 Students - Data Not Displayed for Privacy 4	<b>Reclassified English Learners</b>	<b>English Only</b> 43.2 points above standard Increased ++14.8 points 114
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**Conclusions based on this data:**

1. Encouraging to see a "significant increase" the following group: Hispanic. However, students identified as Hispanic are still 5 points below standard. Targeted intervention is required.
2. An "increase" in the following groups is also encouraging: All Students and White.
3. We declined significantly in the following groups: Asian (but maintained the highest points above standard at 78.5) and Socioeconomically Disadvantaged (students identified as Socioeconomically Disadvantaged are 19.5 points below standard). Targeted intervention is required.

# School and Student Performance Data

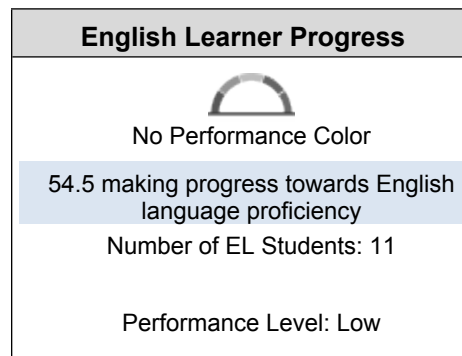
## Academic Performance English Learner Progress

Although both Senate Bill 98 and Assembly Bill 130 suspended the publication of state indicators on the 2020 and 2021 California School Dashboards, these bills also required the reporting of valid and reliable data that would have been included in these Dashboards.

To meet this requirement, CDE has made available the Enrollment, Graduation Rate Additional Report and the College/Career Measures Report data available. All other reports are not available for 2020 and 2021, thus the most recent data (2019 Fall) is provided here.

This section provides a view of the percentage of current EL students making progress towards English language proficiency or maintaining the highest level.

### 2019 Fall Dashboard English Learner Progress Indicator



This section provides a view of the percentage of current EL students who progressed at least one ELPI level, maintained ELPI level 4, maintained lower ELPI levels (i.e, levels 1, 2L, 2H, 3L, or 3H), or decreased at least one ELPI Level.

### 2019 Fall Dashboard Student English Language Acquisition Results

Decreased One ELPI Level	Maintained ELPI Level 1, 2L, 2H, 3L, or 3H	Maintained ELPI Level 4	Progressed At Least One ELPI Level
18.1	27.2	9.0	45.4

#### Conclusions based on this data:

- Continued targeted support for all students identified as English Learners is required. This will be done through a dedicated class.
- Continued professional development is required to support all students identified as English Learners.

# School and Student Performance Data

## Academic Performance College/Career Measures Only Report

Although both Senate Bill 98 and Assembly Bill 130 suspended the publication of state indicators on the 2020 and 2021 California School Dashboards, these bills also required the reporting of valid and reliable data that would have been included in these Dashboards.

To meet this requirement, CDE has made available the Enrollment, Graduation Rate Additional Report and the College/Career Measures Report data available. All other reports are not available for 2020 and 2021.

Number and Percentage of Students in the Combined Graduation Rate and/or Dashboard Alternative School Status (DASS) Graduation Rate by Student Group		
Student Group	Cohort Totals	Cohort Percent
All Students	132	100
African American	5	3.8
American Indian or Alaska Native	2	1.5
Asian	11	8.3
Filipino	5	3.8
Hispanic	27	20.5
Native Hawaiian or Pacific Islander	2	1.5
White	79	59.8
Two or More Races		
English Learners	13	9.8
Socioeconomically Disadvantaged	41	31.1
Students with Disabilities	18	13.6
Foster Youth	1	0.8
Homeless	2	1.5



Advanced Placement Exams – Number and Percentage of Four-Year Graduation Rate Cohort Students		
Student Group	Cohort Totals	Cohort Percent
All Students	34	26
African American		
American Indian or Alaska Native		
Asian	6	54.5
Filipino		
Hispanic	1	3.8
Native Hawaiian or Pacific Islander		
White	23	29.1
Two or More Races		
English Learners	3	25
Socioeconomically Disadvantaged	5	12.5
Students with Disabilities	0	0
Foster Youth		
Homeless		

\* This table shows students in the four-year graduation rate cohort by student group who scored 3 or higher on at least two Advanced Placement exams.

International Baccalaureate Exams – Number and Percentage of Four-Year Graduation Rate Cohort		
Student Group	Cohort Totals	Cohort Percent
All Students	0	0
African American		
American Indian or Alaska Native		
Asian	0	0
Filipino		
Hispanic	0	0
Native Hawaiian or Pacific Islander		
White	0	0
Two or More Races		
English Learners	0	0
Socioeconomically Disadvantaged	0	0
Students with Disabilities	0	0
Foster Youth		
Homeless		

\* This table shows students in the four-year graduation rate cohort by student group who scored 4 or higher on at least two International Baccalaureate Exams.

Completed at Least One Career Technical Education (CTE) Pathway – Number and Percentage of All Students		
Student Group	Cohort Totals	Cohort Percent
All Students	20	15.2
African American		
American Indian or Alaska Native		
Asian	4	36.4
Filipino		
Hispanic	5	18.5
Native Hawaiian or Pacific Islander		
White	9	11.4
Two or More Races		
English Learners	0	0
Socioeconomically Disadvantaged	6	14.6
Students with Disabilities	1	5.6
Foster Youth		
Homeless		

\* This table shows students in the combined graduation rate and/or DASS graduation rate by student group who completed at least one CTE Pathway with a grade of C- or better (or Pass) in the capstone course.

Completed a-g Requirements – Number and Percentage of All Students		
Student Group	Cohort Totals	Cohort Percent
All Students	0	0
African American		
American Indian or Alaska Native		
Asian	0	0
Filipino		
Hispanic	0	0
Native Hawaiian or Pacific Islander		
White	0	0
Two or More Races		
English Learners	0	0
Socioeconomically Disadvantaged	0	0
Students with Disabilities	0	0
Foster Youth		
Homeless		

\* This table shows students in the combined graduation rate and/or DASS graduation rate by student group who met the University of California (UC) or California State University (CSU) a-g criteria with a grade of C or better (or Pass).

Completed a-g Requirements AND at Least One CTE Pathway – Number and Percentage of All Students		
Student Group	Cohort Totals	Cohort Percent
All Students	0	0
African American		
American Indian or Alaska Native		
Asian	0	0
Filipino		
Hispanic	0	0
Native Hawaiian or Pacific Islander		
White	0	0
Two or More Races		
English Learners	0	0
Socioeconomically Disadvantaged	0	0
Students with Disabilities	0	0
Foster Youth		
Homeless		

\* This table shows students in the combined graduation rate and/or DASS graduation rate by student group who met the UC or CSU a-g criteria with a grade of C or better (or Pass) AND completed at least one CTE Pathway with a grade of C- or better (or Pass) in the capstone course.

Completed College Credit Courses – Number and Percentage of All Student Students Completing One Semester, Two Quarters, or Two Trimesters of College Credit Courses		
Student Group	Number of Students	Percent of Students
All Students	20	15.2
African American		
American Indian or Alaska Native		
Asian	0	0
Filipino		
Hispanic	5	18.5
Native Hawaiian or Pacific Islander		
White	12	15.2
Two or More Races		
English Learners	3	23.1
Socioeconomically Disadvantaged	6	14.6
Students with Disabilities	2	11.1
Foster Youth		
Homeless		

\* This table shows students in the combined graduation rate and/or DASS graduation rate by student group who completed Academic or CTE subject college credit courses with a grade of C- or better (or Pass).

Completed College Credit Courses – Number and Percentage of All Student Students Completing Two Semesters, Three Quarters, or Three Trimesters of College Credit Courses		
Student Group	Number of Students	Percent of Students
All Students	17	12.9
African American		
American Indian or Alaska Native		
Asian	0	0
Filipino		
Hispanic	3	11.1
Native Hawaiian or Pacific Islander		
White	11	13.9
Two or More Races		
English Learners	2	15.4
Socioeconomically Disadvantaged	5	12.2
Students with Disabilities	2	11.1
Foster Youth		
Homeless		

\* This table shows students in the combined graduation rate and/or DASS graduation rate by student group who completed Academic or CTE subject college credit courses with a grade of C- or better (or Pass).

Earned the State Seal of Biliteracy – Number and Percentage of All Students		
Student Group	Cohort Totals	Cohort Percent
All Students	0	0
African American		
American Indian or Alaska Native		
Asian	0	0
Filipino		
Hispanic	0	0
Native Hawaiian or Pacific Islander		
White	0	0
Two or More Races		
English Learners	0	0
Socioeconomically Disadvantaged	0	0
Students with Disabilities	0	0
Foster Youth		
Homeless		

\* This table shows students in the combined graduation rate and/or DASS graduation rate by student group who earned the State Seal of Biliteracy.

**Conclusions based on this data:**

1. College/Career is in the Green based on 138 students. 63.8% of students were rated as prepared which is a .8% decline and is rated as "maintain." California state College/Career rate is 44.1%.
2. Area of strength Smarter Balanced assessment (percent prepared 90.9) and A-G completion (percent prepared 77.3).
3. An area of growth Career Technical Education (CTE) pathway of completion (percent prepared 1.1).

# School and Student Performance Data

## Academic Engagement Chronic Absenteeism

Although both Senate Bill 98 and Assembly Bill 130 suspended the publication of state indicators on the 2020 and 2021 California School Dashboards, these bills also required the reporting of valid and reliable data that would have been included in these Dashboards.

To meet this requirement, CDE has made available the Enrollment, Graduation Rate Additional Report and the College/Career Measures Report data available. All other reports are not available for 2020 and 2021, thus the most recent data (2019 Fall) is provided here.

The performance levels are color-coded and range from lowest-to-highest performance in the following order:

Lowest Performance	Red	Orange	Yellow	Green	Blue	Highest Performance
-----------------------	-----	--------	--------	-------	------	------------------------

This section provides number of student groups in each color.

2019 Fall Dashboard Chronic Absenteeism Equity Report				
Red	Orange	Yellow	Green	Blue

This section provides information about the percentage of students in kindergarten through grade 8 who are absent 10 percent or more of the instructional days they were enrolled.

2019 Fall Dashboard Chronic Absenteeism for All Students/Student Group		
All Students	English Learners	Foster Youth
Homeless	Socioeconomically Disadvantaged	Students with Disabilities

2019 Fall Dashboard Chronic Absenteeism by Race/Ethnicity			
African American	American Indian	Asian	Filipino
Hispanic	Two or More Races	Pacific Islander	White

### Conclusions based on this data:

1. No data provided.



# School and Student Performance Data

## Academic Engagement Graduation Rate Additional Report

Although both Senate Bill 98 and Assembly Bill 130 suspended the publication of state indicators on the 2020 and 2021 California School Dashboards, these bills also required the reporting of valid and reliable data that would have been included in these Dashboards.

To meet this requirement, CDE has made available the Enrollment, Graduation Rate Additional Report and the College/Career Measures Report data available. All other reports are not available for 2020 and 2021.

2021 Graduation Rate by Student Group				
Student Group	Number of Students in the Graduation Rate	Number of Graduates	Number of Fifth Year Graduates	Graduation Rate
All Students	132	124	1	93.9
English Learners	13	12	1	92.3
Foster Youth	1		0	
Homeless	2		0	
Socioeconomically Disadvantaged	41	37	1	90.2
Students with Disabilities	18	12	0	66.7
African American	5		0	
American Indian or Alaska Native	2		0	
Asian	11	11	0	100
Filipino	5		0	
Hispanic	27	25	1	92.6
Native Hawaiian or Pacific Islander	2		0	
White	79	75	0	94.9
Two or More Races				

### Conclusions based on this data:

1. Graduation Rate is in the Yellow based on 138 students. Graduation rate is 92.8% which is a 3.3% decline. California state graduation rate is 85.8%.
2. We are encouraged by the "increase" of 4.9% for students identified as Socioeconomically Disadvantaged.
3. Administration, Counselors and teachers will continue to monitor student graduation eligibility and provide necessary interventions and supports.

# School and Student Performance Data

## Conditions & Climate Suspension Rate

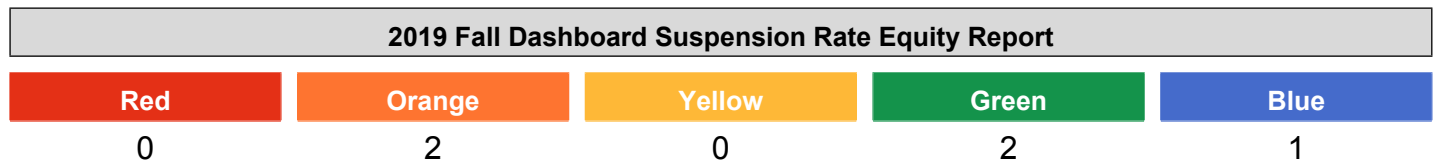
Although both Senate Bill 98 and Assembly Bill 130 suspended the publication of state indicators on the 2020 and 2021 California School Dashboards, these bills also required the reporting of valid and reliable data that would have been included in these Dashboards.

To meet this requirement, CDE has made available the Enrollment, Graduation Rate Additional Report and the College/Career Measures Report data available. All other reports are not available for 2020 and 2021, thus the most recent data (2019 Fall) is provided here.






The performance levels are color-coded and range from lowest-to-highest performance in the following order:











This section provides number of student groups in each color.



This section provides information about the percentage of students in kindergarten through grade 12 who have been suspended at least once in a given school year. Students who are suspended multiple times are only counted once.

2019 Fall Dashboard Suspension Rate for All Students/Student Group		
<b>All Students</b>  Green 2.6 Declined -1.1 645	<b>English Learners</b>  No Performance Color 0 Declined -5.3 20	<b>Foster Youth</b>
<b>Homeless</b>  No Performance Color Less than 11 Students - Data Not 1	<b>Socioeconomically Disadvantaged</b>  Orange 5.3 Increased +0.5 169	<b>Students with Disabilities</b>  Green 4.4 Declined -2.6 68

**2019 Fall Dashboard Suspension Rate by Race/Ethnicity**

<b>African American</b>  No Performance Color 10 Declined -5.4 20	<b>American Indian</b>  No Performance Color Less than 11 Students - Data 8	<b>Asian</b>  Blue 0 Maintained 0 76	<b>Filipino</b>  No Performance Color 0 Maintained 0 13
<b>Hispanic</b>  Orange 4 Increased +0.5 125	<b>Two or More Races</b>  No Performance Color Less than 11 Students - Data 9	<b>Pacific Islander</b>  No Performance Color Less than 11 Students - Data 5	<b>White</b>  Green 2.6 Declined -1.3 389

This section provides a view of the percentage of students who were suspended.

**2019 Fall Dashboard Suspension Rate by Year**

2017	2018	2019
	3.8	2.6

**Conclusions based on this data:**

1. Suspension Rate is rated in the Green. We "declined" in the following groups: All Students, English Learners, African Americans, White and Students with Disabilities.
2. We "increased" in the following groups: Hispanic and Socioeconomically Disadvantaged.
3. Future professional development will focus on Restorative Approaches for staff, students and eventually families.

# Goals, Strategies, & Proposed Expenditures

Complete a copy of the following table for each of the school's goals. Duplicate the table as needed.

## LEA/LCAP Goal

Goal - Pacific Grove Unified, in partnership with Students, parents, staff, and the community will challenge all students by providing a quality instructional program in a positive, safe and stimulating environment, providing differentiated pathways for all students to be college and career ready upon graduation.

Goal - Mathematics and English Language Arts - All English Learners (EL), Socioeconomically Disadvantaged Students (SED), Foster Youth (FY), Students With Disabilities (SWD), and Hispanic will show a measurable increase in achieving grade-level standards in mathematics and English Language Arts each year as measured by Smarter Balanced Assessments and local valid assessments.

## Goal 1

Goal 1: Equitable Academic Outcomes for all students to College and Career ready upon Graduation with an emphasis on prioritizing Career Technical Education pathway completion.

Sub Goal 1: As measured by the California School Dashboard increase the following metrics for all students by 3%: Graduation rate (93.9% [+1.1]), College to Career Readiness (63.8% [-.8])

Sub Goal 2: As measured by the CAASPP in English Language Arts, math and science increase by 3% the number of students who earn "meets or exceed" with special attention paid to students identified as English Learners, socioeconomically disadvantaged, special needs, and Latinx.

Sub Goal 3: Provide opportunities for students to complete a Career Technical Education (CTE) pathway in an effort to increase our CTE completer percentage by 3%.

## Identified Need

Increase in graduation rate 93.9% (+1.1).

Decline in College to Career Readiness 63.8% (-.8). ("Due to the COVID-19 pandemic, California received a waiver from the U.S. Department of Education from the requirement to report measures of student progress. The State of California subsequently removed similar state requirements with the passage of Assembly Bill 130. As a result, there will be no state indicators published on the 2021 California School Dashboard (Dashboard), including the College/Career Indicator (CCI).")

## Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Graduation Rate	92.8%/93.9	95.8%
College/Career	63.8%	66.8%
CAASPP English	82% All Students Exceed/Meet	85%
CAASPP Mathematics	66% All Students Exceed/Meet	69%
NWEA/MAP English Language Arts/Literacy	82% All Students (baseline)	85%
NWEA/MAP Mathematics	74% All Students (baseline)	77%

Complete a copy of the Strategy/Activity table for each of the school's strategies/activities. Duplicate the table, including Proposed Expenditures, as needed.

## Strategy/Activity 1

### Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All Students

### Strategy/Activity

One to one meetings with counselors and students to develop and evaluate four-year academic plans

### Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

Source(s)

District Funded  
1000-1999: Certificated Personnel Salaries  
Counselor positions

## Strategy/Activity 2

### Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All Students

### Strategy/Activity

Provide academic support classes to students with D/F in core content areas.

### Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

Source(s)

District Funded  
1000-1999: Certificated Personnel Salaries  
Teacher positions/sections

## Strategy/Activity 3

### Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

AVID qualified students

### Strategy/Activity

Increase enrollment in AVID 1 & 2

### Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
0	District Funded 1000-1999: Certificated Personnel Salaries Teacher position/sections
27000	Donations 2000-2999: Classified Personnel Salaries Donation to fund tutors

## Strategy/Activity 4

### Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All Students

### Strategy/Activity

Increase the diversity of curriculum across all departments

### Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
2000	District Funded 4000-4999: Books And Supplies

## Strategy/Activity 5

### Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All Students

### Strategy/Activity

Implement Professional Learning Communities weekly to promote teacher collaboration that increases student achievement

### Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
	None Specified



## Strategy/Activity 6

### Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All Students

### Strategy/Activity

Professional development - introduce a systems approach towards student learning by exploring lesson design focused on mastery learning of skills/competencies that sustain the change we experienced through distance and hybrid learning

### Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

Source(s)

None Specified

## Strategy/Activity 7

### Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All Students

### Strategy/Activity

Develop department plans that incorporate contractual agreements around - grading policies, benchmarks, common assessments, learning objectives

### Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

Source(s)

None Specified

## Strategy/Activity 8

### Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All Students

### Strategy/Activity

Implement a new bell schedule for the 2022-2023 school year that provides for increased course selection for all students, educator collaboration and advisory period for all students.

### Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

Source(s)

None Specified

## Strategy/Activity 9

### Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All Students

Strategy/Activity

Increase College Credit Course offerings

### Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

Source(s)

None Specified

## Strategy/Activity 10

### Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All Students

Strategy/Activity

Refine College and Career Center

### Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

Source(s)

None Specified

## Strategy/Activity 11

### Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

Students Identified as English Language Learners

Strategy/Activity

Professional development for certificated staff in the area English Learners

**Proposed Expenditures for this Strategy/Activity**

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

Source(s)

None Specified

**Strategy/Activity 12**

**Students to be Served by this Strategy/Activity**

(Identify either All Students or one or more specific student groups)

All Students

Strategy/Activity

Credit recovery program

**Proposed Expenditures for this Strategy/Activity**

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

Source(s)

District Funded

**Strategy/Activity 13**

**Students to be Served by this Strategy/Activity**

(Identify either All Students or one or more specific student groups)

All Students

Strategy/Activity

Provide an increased opportunity for underclassmen to enroll in introductory CTE courses.

**Proposed Expenditures for this Strategy/Activity**

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

Source(s)

None Specified

## Strategy/Activity 14

### Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All Students

### Strategy/Activity

Continue our efforts to provide funding for the CTE program with incentive grants.

### Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

Source(s)

None Specified

## Strategy/Activity 15

### Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All Students

### Strategy/Activity

A-G credit recovery course

### Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

Source(s)

18,000

Other

## Strategy/Activity 16

### Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All Students

### Strategy/Activity

Instructional Leadership Team - provide pedagogical and data analysis support to certificated staff and professional development

### Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

17000

Source(s)

District Funded

## Strategy/Activity 17

### Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All Students

Strategy/Activity

Book study conducted by MCOE in conjunction with certificated staff at PGHS - book "Grading for Equity"

### Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

5000

Source(s)

Site Formula Funds  
5800: Professional/Consulting Services And  
Operating Expenditures

## Strategy/Activity 18

### Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All Students

Strategy/Activity

Teacher on Special Assignment (TOSA) - ensure all students graduate and increase college and career readiness through data analysis, professional development and direct intervention with students.

### Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

Source(s)

District Funded  
1000-1999: Certificated Personnel Salaries

## Strategy/Activity 19

### Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All Students

### Strategy/Activity

Apply for additional funding from the Strong Workforce Program Grant.

### Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

Source(s)

## Strategy/Activity 20

### Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All Students

### Strategy/Activity

Continue to offer academic support classes for general education students and students with special needs.

### Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

Source(s)

# Annual Review

## SPSA Year Reviewed: 2021-22

Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal, an analysis is not required and this section may be deleted.

## ANALYSIS

Describe the overall implementation of the strategies/activities and the overall effectiveness of the strategies/activities to achieve the articulated goal.

The majority of strategies were implemented as stated. Sub goal 1 while not fully achieved did see an increase. Sub goal 2 no new data was provided as noted. Sub goal 3 was not achieved in part due to a staffing issue.

Briefly describe any major differences between the intended implementation and/or the budgeted expenditures to implement the strategies/activities to meet the articulated goal.



Professional development in the area of English Learners, systems approaches towards student learning and department plans did not occur during the 2021.22 school year as intended. The development of a new bell schedule required more time than anticipated.

Describe any changes that will be made to this goal, the annual outcomes, metrics, or strategies/activities to achieve this goal as a result of this analysis. Identify where those changes can be found in the SPSA.

Each goal was updated to be more reflective of a SMART goal. The following strategies were added:

Implement Professional Learning Communities weekly to promote teacher collaboration that increases student achievement

Implement a new bell schedule for the 2022-2023 school year that provides for increased course selection for all students, educator collaboration and an advisory period for all students

A-G credit recovery course

Instructional Leadership Team - provide pedagogical and data analysis support to certificated staff and professional development

Book Study Grading for Equity

Teacher on Special Assignment (TOSA) - ensure all students graduate and increase college and career readiness through data analysis, professional development and direct intervention with students

# Goals, Strategies, & Proposed Expenditures

Complete a copy of the following table for each of the school's goals. Duplicate the table as needed.

## LEA/LCAP Goal

Goal - To advance educational equity and excellence by focusing on the social, emotional, and mental health of our school community by creating a safe and affirming school environment and culture that supports and encourages school connectedness and resiliency

## Goal 2

Create and Sustain a Safe and Affirming Learning Environment

Sub Goal 1: Reduce suspensions (2.6% [-1.1%]) by .5%

Sub Goal 2: Increase the perceived sense of safety (69%) and school connectedness (58%, academic motivation (63%), and caring adult relationships (55%) by 3% as measured by student surveys, e.g. California Healthy Kids Survey (CHKS), PGUSD SEL

Sub Goal 3: Increase promotion of parental/guardian involvement (46%) and opportunities through educational workshops, increased communication, and varied meeting platforms as measured by the CHKS.

## Identified Need

In order for all students to be successful academically, socially and emotionally students must feel connected to the school.

## Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Suspension Rate	2.6%	2.1%
CHKS	Sense of safety 69%	75%
CHKS	Connectedness for students 58%	69%
CHKS	Caring Adult Relationships 55% (baseline)	58%
CHKS	Academic Motivation 63% (baseline)	66%

Complete a copy of the Strategy/Activity table for each of the school's strategies/activities. Duplicate the table, including Proposed Expenditures, as needed.

## Strategy/Activity 1

### Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All Students

### Strategy/Activity

Promote confidential reporting form

### Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

Source(s)

### Strategy/Activity 2

#### Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

Strategy/Activity

### Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

Source(s)

### Strategy/Activity 3

#### Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

Strategy/Activity

### Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

Source(s)

### Strategy/Activity 4

#### Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All Students

Strategy/Activity

Increase awareness of services provided through Outreach Counselor

**Proposed Expenditures for this Strategy/Activity**

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

Source(s)

District Funded  
1000-1999: Certificated Personnel Salaries  
Counselor position

**Strategy/Activity 5**

**Students to be Served by this Strategy/Activity**

(Identify either All Students or one or more specific student groups)

All Students

Strategy/Activity

Leadership class activities - Increase opportunities for students to be involved in a variety of school activities

**Proposed Expenditures for this Strategy/Activity**

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

Source(s)

ASB  
None Specified

**Strategy/Activity 6**

**Students to be Served by this Strategy/Activity**

(Identify either All Students or one or more specific student groups)

All Students

Strategy/Activity

Meetings are held every two weeks with the site School Attendance Review Board (SARB) which is comprised of an administrator, outreach counselor, TOSA, mental health therapist, and attendance clerk to review attendance data and provide necessary interventions as appropriate

**Proposed Expenditures for this Strategy/Activity**

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

Source(s)

None Specified

## Strategy/Activity 7

### Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All Students

Strategy/Activity

Develop a survey for parents/guardians to better understand their needs

### Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

Source(s)

None Specified

## Strategy/Activity 8

### Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All Students

Strategy/Activity

Provide a variety of educational workshops for parents/guardians

### Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

2000

Source(s)

General Fund  
5800: Professional/Consulting Services And Operating Expenditures  
If needed contract with professional organizations/individuals to provide educational workshops to parents/guardians

## Strategy/Activity 9

### Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All Students

Strategy/Activity

Implement an Advisory period weekly for all students

**Proposed Expenditures for this Strategy/Activity**

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

Source(s)

None Specified

**Strategy/Activity 10**

**Students to be Served by this Strategy/Activity**

(Identify either All Students or one or more specific student groups)

All Students

Strategy/Activity

Reduce language barriers by providing information in a variety of languages

**Proposed Expenditures for this Strategy/Activity**

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

Source(s)

District Funded  
5800: Professional/Consulting Services And  
Operating Expenditures  
Interpreters and Translators

**Strategy/Activity 11**

**Students to be Served by this Strategy/Activity**

(Identify either All Students or one or more specific student groups)

All Students

Strategy/Activity

Promote increasing inclusion by reducing incidents of discrimination, harassment, and bias-related incidents

**Proposed Expenditures for this Strategy/Activity**

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

Source(s)

None Specified



## Strategy/Activity 12

### Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All Students

### Strategy/Activity

Professional Development for staff in the areas of equity and inclusion

### Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

Source(s)

None Specified

## Strategy/Activity 13

### Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All Students

### Strategy/Activity

Freshman Academy

### Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

Source(s)

None Specified

## Strategy/Activity 14

### Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All Students

### Strategy/Activity

Increase awareness of services provided through Licensed Mental Health Therapist

### Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

Source(s)

None Specified

## Strategy/Activity 15

### Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All Students

Strategy/Activity

Provide professional development to staff in the area of your social-emotional health

### Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

Source(s)

None Specified

## Annual Review

### SPSA Year Reviewed: 2021-22

Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal, an analysis is not required and this section may be deleted.

## ANALYSIS

Describe the overall implementation of the strategies/activities and the overall effectiveness of the strategies/activities to achieve the articulated goal.

The majority of strategies were implemented as stated. Students' academic and social-emotional needs were met through the increased presence of our Outreach Counselor and the introduction of a Licensed Mental Health Therapist. Student activities were greatly increased and led to more student participation, e.g. dances.

Briefly describe any major differences between the intended implementation and/or the budgeted expenditures to implement the strategies/activities to meet the articulated goal.

Restorative Approaches was not implemented but was practiced by the administration.

Describe any changes that will be made to this goal, the annual outcomes, metrics, or strategies/activities to achieve this goal as a result of this analysis. Identify where those changes can be found in the SPSA.

Each goal was updated with new information based on data provided by the CHKS. Added “academic motivation and caring adult relationships to the goal metrics. In addition, the following strategies were added:

- Implement an Advisory period weekly for all students
- Increase awareness of services provided through Licensed Mental Health Therapists
- Provide professional development to staff in the area of youth social-emotional health
- Meetings are held every two weeks with the site School Attendance Review Board (SARB) which is comprised of an administrator, outreach counselor, TOSA, Licensed Mental Health Therapist, and attendance clerk to review attendance data and provide necessary interventions as appropriate

# Budget Summary

Complete the table below. Schools may include additional information. Adjust the table as needed. The Budget Summary is required for schools funded through the ConApp, and/or that receive funds from the LEA for Comprehensive Support and Improvement (CSI).

## Budget Summary

Description	Amount
Total Funds Provided to the School Through the Consolidated Application	\$0
Total Federal Funds Provided to the School from the LEA for CSI	\$0
Total Funds Budgeted for Strategies to Meet the Goals in the SPSA	\$71,000.00

## Other Federal, State, and Local Funds

List the additional Federal programs that the school is including in the schoolwide program. Adjust the table as needed. If the school is not operating a Title I schoolwide program this section is not applicable and may be deleted.

Federal Programs	Allocation (\$)
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Subtotal of additional federal funds included for this school: \$

List the State and local programs that the school is including in the schoolwide program. Duplicate the table as needed.

State or Local Programs	Allocation (\$)
District Funded	\$19,000.00
Donations	\$27,000.00
General Fund	\$2,000.00
Other	\$18,000.00
Site Formula Funds	\$5,000.00

Subtotal of state or local funds included for this school: \$71,000.00

Total of federal, state, and/or local funds for this school: \$71,000.00

# School Site Council Membership

California Education Code describes the required composition of the School Site Council (SSC). The SSC shall be composed of the principal and representatives of: teachers selected by teachers at the school; other school personnel selected by other school personnel at the school; parents of pupils attending the school selected by such parents; and, in secondary schools, pupils selected by pupils attending the school. The current make-up of the SSC is as follows:

- 1 School Principal
- 3 Classroom Teachers
- 2 Other School Staff
- 3 Parent or Community Members
- 2 Secondary Students

Name of Members	Role
Lupita Alvarado	Secondary Student
Adrienne D'Amico	
Francis Coen	Parent or Community Member
Jeff Erickson	Parent or Community Member
DiAnna Gamecho	Other School Staff
Lito M. García	Principal
Jenna Hall	Classroom Teacher
Jenny McAdams	Parent or Community Member
Alex Morrison	Classroom Teacher
Natasha Pignatelli	Classroom Teacher
Shane Steinback	Other School Staff

At elementary schools, the school site council must be constituted to ensure parity between (a) the principal, classroom teachers, and other school personnel, and (b) parents of students attending the school or other community members. Classroom teachers must comprise a majority of persons represented under section (a). At secondary schools there must be, in addition, equal numbers of parents or other community members selected by parents, and students. Members must be selected by their peer group.

# Recommendations and Assurances

The School Site Council (SSC) recommends this school plan and proposed expenditures to the district governing board for approval and assures the board of the following:

The SSC is correctly constituted and was formed in accordance with district governing board policy and state law.

The SSC reviewed its responsibilities under state law and district governing board policies, including those board policies relating to material changes in the School Plan for Student Achievement (SPSA) requiring board approval.

The SSC sought and considered all recommendations from the following groups or committees before adopting this plan:

## Signature

## Committee or Advisory Group Name

The SSC reviewed the content requirements for school plans of programs included in this SPSA and believes all such content requirements have been met, including those found in district governing board policies and in the local educational agency plan.

This SPSA is based on a thorough analysis of student academic performance. The actions proposed herein form a sound, comprehensive, coordinated plan to reach stated school goals to improve student academic performance.

This SPSA was adopted by the SSC at a public meeting on May 17, 2022.

Attested:



Principal, Lito M. Garcia on May 17, 2022



SSC Chairperson, Francis Coen on May 17, 2022



# Instructions

The School Plan for Student Achievement (SPSA) is a strategic plan that maximizes the resources available to the school while minimizing duplication of effort with the ultimate goal of increasing student achievement. SPSA development should be aligned with and inform the Local Control and Accountability Plan process.

The SPSA consolidates all school-level planning efforts into one plan for programs funded through the consolidated application (ConApp), and for federal school improvement programs, including schoolwide programs, Comprehensive Support and Improvement (CSI), Targeted Support and Improvement (TSI), and Additional Targeted Support and Improvement (ATSI), pursuant to California Education Code (EC) Section 64001 and the Elementary and Secondary Education Act as amended by the Every Student Succeeds Act (ESSA). This template is designed to meet schoolwide program planning requirements. It also notes how to meet CSI, TSI, or ATSI requirements, as applicable.

California's ESSA State Plan supports the state's approach to improving student group performance through the utilization of federal resources. Schools use the SPSA to document their approach to maximizing the impact of federal investments in support of underserved students. The implementation of ESSA in California presents an opportunity for schools to innovate with their federally-funded programs and align them with the priority goals of the school and the LEA that are being realized under the state's Local Control Funding Formula (LCFF).

The LCFF provides schools and LEAs flexibility to design programs and provide services that meet the needs of students in order to achieve readiness for college, career, and lifelong learning. The SPSA planning process supports continuous cycles of action, reflection, and improvement. Consistent with EC 65001, the Schoolsite Council (SSC) is required to develop and annually review the SPSA, establish an annual budget, and make modifications to the plan that reflect changing needs and priorities, as applicable.

For questions related to specific sections of the template, please see instructions below:

## Instructions: Linked Table of Contents

**The SPSA template meets the requirements of schoolwide planning (SWP). Each section also contains a notation of how to meet CSI, TSI, or ATSI requirements.**

[Stakeholder Involvement](#)

[Goals, Strategies, & Proposed Expenditures](#)

[Planned Strategies/Activities](#)

[Annual Review and Update](#)

[Budget Summary](#)

[Appendix A: Plan Requirements for Title I Schoolwide Programs](#)

[Appendix B: Plan Requirements for Schools to Meet Federal School Improvement Planning Requirements](#)

[Appendix C: Select State and Federal Programs](#)

For additional questions or technical assistance related to LEA and school planning, please contact the Local Agency Systems Support Office, at [LCFF@cde.ca.gov](mailto:LCFF@cde.ca.gov).

For programmatic or policy questions regarding Title I schoolwide planning, please contact the local educational agency, or the CDE's Title I Policy and Program Guidance Office at [TITLEI@cde.ca.gov](mailto:TITLEI@cde.ca.gov).

For questions or technical assistance related to meeting federal school improvement planning requirements (for CSI, TSI, and ATSI), please contact the CDE's School Improvement and Support Office at [SISO@cde.ca.gov](mailto:SISO@cde.ca.gov).

## Purpose and Description

Schools identified for Comprehensive Support and Improvement (CSI), Targeted Support and Improvement (TSI), or Additional Targeted Support and Improvement (ATSI) must respond to the following prompts. A school that has not been identified for CSI, TSI, or ATSI may delete the Purpose and Description prompts.

### Purpose

Briefly describe the purpose of this plan by selecting from Schoolwide Program, Comprehensive Support and Improvement, Targeted Support and Improvement, or Additional Targeted Support and Improvement)

### Description

Briefly describe the school's plan for effectively meeting ESSA requirements in alignment with the Local Control and Accountability Plan and other federal, state, and local programs.

## Stakeholder Involvement

Meaningful involvement of parents, students, and other stakeholders is critical to the development of the SPSA and the budget process. Schools must share the SPSA with school site-level advisory groups, as applicable (e.g., English Learner Advisory committee, student advisory groups, tribes and tribal organizations present in the community, as appropriate, etc.) and seek input from these advisory groups in the development of the SPSA.

The Stakeholder Engagement process is an ongoing, annual process. Describe the process used to involve advisory committees, parents, students, school faculty and staff, and the community in the development of the SPSA and the annual review and update.

*[This section meets the requirements for TSI and ATSI.]*

*[When completing this section for CSI, the LEA shall partner with the school in the development and implementation of this plan.]*

## Resource Inequities

Schools eligible for CSI or ATSI must identify resource inequities, which may include a review of LEA- and school-level budgeting as a part of the required needs assessment. Identified resource inequities must be addressed through implementation of the CSI or ATSI plan. Briefly identify and describe any resource inequities identified as a result of the required needs assessment and summarize how the identified resource inequities are addressed in the SPSA.

*[This section meets the requirements for CSI and ATSI. If the school is not identified for CSI or ATSI this section is not applicable and may be deleted.]*

# Goals, Strategies, Expenditures, & Annual Review

In this section a school provides a description of the annual goals to be achieved by the school. This section also includes descriptions of the specific planned strategies/activities a school will take to meet the identified goals, and a description of the expenditures required to implement the specific strategies and activities.

## Goal

State the goal. A goal is a broad statement that describes the desired result to which all strategies/activities are directed. A goal answers the question: What is the school seeking to achieve?

It can be helpful to use a framework for writing goals such as the S.M.A.R.T. approach. A S.M.A.R.T. goal is one that is **Specific**, **Measurable**, **Achievable**, **Realistic**, and **Time-bound**. A level of specificity is needed in order to measure performance relative to the goal as well as to assess whether it is reasonably achievable. Including time constraints, such as milestone dates, ensures a realistic approach that supports student success.

A school may number the goals using the “Goal #” for ease of reference.

*[When completing this section for CSI, TSI, and ATSI, improvement goals shall align to the goals, actions, and services in the LEA LCAP.]*

## Identified Need

Describe the basis for establishing the goal. The goal should be based upon an analysis of verifiable state data, including local and state indicator data from the California School Dashboard (Dashboard) and data from the School Accountability Report Card, including local data voluntarily collected by districts to measure pupil achievement.

*[Completing this section fully addresses all relevant federal planning requirements]*

## Annual Measurable Outcomes

Identify the metric(s) and/or state indicator(s) that the school will use as a means of evaluating progress toward accomplishing the goal. A school may identify metrics for specific student groups. Include in the baseline column the most recent data associated with the metric or indicator available at the time of adoption of the SPSA. The most recent data associated with a metric or indicator includes data reported in the annual update of the SPSA. In the subsequent Expected Outcome column, identify the progress the school intends to make in the coming year.

*[When completing this section for CSI the school must include school-level metrics related to the metrics that led to the school’s identification.]*

*[When completing this section for TSI/ATSI the school must include metrics related to the specific student group(s) that led to the school’s identification.]*

## Strategies/Activities

Describe the strategies and activities being provided to meet the described goal. A school may number the strategy/activity using the “Strategy/Activity #” for ease of reference.

Planned strategies/activities address the findings of the needs assessment consistent with state priorities and resource inequities, which may have been identified through a review of the local educational agency's budgeting, its local control and accountability plan, and school-level budgeting, if applicable.

*[When completing this section for CSI, TSI, and ATSI, this plan shall include evidence-based interventions and align to the goals, actions, and services in the LEA LCAP.]*

*[When completing this section for CSI and ATSI, this plan shall address through implementation, identified resource inequities, which may have been identified through a review of LEA- and school-level budgeting.]*

## **Students to be Served by this Strategy/Activity**

Indicate in this box which students will benefit from the strategies/activities by indicating "All Students" or listing one or more specific student group(s) to be served.

*[This section meets the requirements for CSI.]*

*[When completing this section for TSI and ATSI, at a minimum, the student groups to be served shall include the student groups that are consistently underperforming, for which the school received the TSI or ATSI designation. For TSI, a school may focus on all students or the student group(s) that led to identification based on the evidence-based interventions selected.]*

## **Proposed Expenditures for this Strategy/Activity**

For each strategy/activity, list the amount(s) and funding source(s) for the proposed expenditures for the school year to implement these strategies/activities. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal, identify the Title and Part, as applicable), Other State, and/or Local.

Proposed expenditures that are included more than once in a SPSA should be indicated as a duplicated expenditure and include a reference to the goal and strategy/activity where the expenditure first appears in the SPSA. Pursuant to Education Code, Section 64001(g)(3)(C), proposed expenditures, based on the projected resource allocation from the governing board or governing body of the LEA, to address the findings of the needs assessment consistent with the state priorities including identifying resource inequities which may include a review of the LEA's budgeting, its LCAP, and school-level budgeting, if applicable.

*[This section meets the requirements for CSI, TSI, and ATSI.]*

*[NOTE: Federal funds for CSI shall not be used in schools identified for TSI or ATSI. In addition, funds for CSI shall not be used to hire additional permanent staff.]*

## **Annual Review**

In the following Analysis prompts, identify any material differences between what was planned and what actually occurred as well as significant changes in strategies/activities and/ or expenditures from the prior year. This annual review and analysis should be the basis for decision-making and updates to the plan.

# Analysis

Using actual outcome data, including state indicator data from the Dashboard, analyze whether the planned strategies/activities were effective in achieving the goal. Respond to the prompts as instructed. Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal the Annual Review section is not required and this section may be deleted.

- Describe the overall implementation of the strategies/activities and the overall effectiveness of the strategies/activities to achieve the articulated goal.
- Briefly describe any major differences between either/or the intended implementation or the budgeted expenditures to implement the strategies/activities to meet the articulated goal.
- Describe any changes that will be made to the goal, expected annual measurable outcomes, metrics/indicators, or strategies/activities to achieve this goal as a result of this analysis and analysis of the data provided in the Dashboard, as applicable. Identify where those changes can be found in the SPSA.

*[When completing this section for CSI, TSI, or ATSI, any changes made to the goals, annual measurable outcomes, metrics/indicators, or strategies/activities, shall meet the CSI, TSI, or ATSI planning requirements. CSI, TSI, and ATSI planning requirements are listed under each section of the Instructions. For example, as a result of the Annual Review and Update, if changes are made to a goal(s), see the Goal section for CSI, TSI, and ATSI planning requirements.]*

# Budget Summary

In this section a school provides a brief summary of the funding allocated to the school through the ConApp and/or other funding sources as well as the total amount of funds for proposed expenditures described in the SPSA. The Budget Summary is required for schools funded through the ConApp and that receive federal funds for CSI. If the school is not operating a Title I schoolwide program this section is not applicable and may be deleted.

*From its total allocation for CSI, the LEA may distribute funds across its schools that meet the criteria for CSI to support implementation of this plan. In addition, the LEA may retain a portion of its total allocation to support LEA-level expenditures that are directly related to serving schools eligible for CSI.*

# Budget Summary

A school receiving funds allocated through the ConApp should complete the Budget Summary as follows:

- Total Funds Provided to the School Through the Consolidated Application: This amount is the total amount of funding provided to the school through the ConApp for the school year. The school year means the fiscal year for which a SPSA is adopted or updated.
- Total Funds Budgeted for Strategies to Meet the Goals in the SPSA: This amount is the total of the proposed expenditures from all sources of funds associated with the strategies/activities reflected in the SPSA. To the extent strategies/activities and/or proposed expenditures are listed in the SPSA under more than one goal, the expenditures should be counted only once.

A school receiving federal funds for CSI should complete the Budget Summary as follows:

- Total Federal Funds Provided to the School from the LEA for CSI: This amount is the total amount of funding provided to the school from the LEA.

*[NOTE: Federal funds for CSI shall not be used in schools eligible for TSI or ATSI. In addition, funds for CSI shall not be used to hire additional permanent staff.]*



# Appendix A: Plan Requirements

## Schoolwide Program Requirements

This School Plan for Student Achievement (SPSA) template meets the requirements of a schoolwide program plan. The requirements below are for planning reference.

A school that operates a schoolwide program and receives funds allocated through the ConApp is required to develop a SPSA. The SPSA, including proposed expenditures of funds allocated to the school through the ConApp, must be reviewed annually and updated by the SSC. The content of a SPSA must be aligned with school goals for improving student achievement.

### Requirements for Development of the Plan

- I. The development of the SPSA shall include both of the following actions:
  - A. Administration of a comprehensive needs assessment that forms the basis of the school's goals contained in the SPSA.
    1. The comprehensive needs assessment of the entire school shall:
      - a. Include an analysis of verifiable state data, consistent with all state priorities as noted in Sections 52060 and 52066, and informed by all indicators described in Section 1111(c)(4)(B) of the federal Every Student Succeeds Act, including pupil performance against state-determined long-term goals. The school may include data voluntarily developed by districts to measure pupil outcomes (described in the Identified Need); and
      - b. Be based on academic achievement information about all students in the school, including all groups under §200.13(b)(7) and migratory children as defined in section 1309(2) of the ESEA, relative to the State's academic standards under §200.1 to—
        - i. Help the school understand the subjects and skills for which teaching and learning need to be improved; and
        - ii. Identify the specific academic needs of students and groups of students who are not yet achieving the State's academic standards; and
        - iii. Assess the needs of the school relative to each of the components of the schoolwide program under §200.28.
        - iv. Develop the comprehensive needs assessment with the participation of individuals who will carry out the schoolwide program plan.
        - v. Document how it conducted the needs assessment, the results it obtained, and the conclusions it drew from those results.
  - B. Identification of the process for evaluating and monitoring the implementation of the SPSA and progress towards accomplishing the goals set forth in the SPSA (described in the Expected Annual Measurable Outcomes and Annual Review and Update).

### Requirements for the Plan

- II. The SPSA shall include the following:
  - A. Goals set to improve pupil outcomes, including addressing the needs of student groups as identified through the needs assessment.

- B. Evidence-based strategies, actions, or services (described in Strategies and Activities)
  - 1. A description of the strategies that the school will be implementing to address school needs, including a description of how such strategies will--
    - a. provide opportunities for all children including each of the subgroups of students to meet the challenging state academic standards
    - b. use methods and instructional strategies that:
      - i. strengthen the academic program in the school,
      - ii. increase the amount and quality of learning time, and
      - iii. provide an enriched and accelerated curriculum, which may include programs, activities, and courses necessary to provide a well-rounded education.
    - c. Address the needs of all children in the school, but particularly the needs of those at risk of not meeting the challenging State academic standards, so that all students demonstrate at least proficiency on the State's academic standards through activities which may include:
      - i. strategies to improve students' skills outside the academic subject areas;
      - ii. preparation for and awareness of opportunities for postsecondary education and the workforce;
      - iii. implementation of a schoolwide tiered model to prevent and address problem behavior;
      - iv. professional development and other activities for teachers, paraprofessionals, and other school personnel to improve instruction and use of data; and
      - v. strategies for assisting preschool children in the transition from early childhood education programs to local elementary school programs.
- C. Proposed expenditures, based on the projected resource allocation from the governing board or body of the local educational agency (may include funds allocated via the ConApp, federal funds for CSI, any other state or local funds allocated to the school), to address the findings of the needs assessment consistent with the state priorities, including identifying resource inequities, which may include a review of the LEAs budgeting, it's LCAP, and school-level budgeting, if applicable (described in Proposed Expenditures and Budget Summary). Employees of the schoolwide program may be deemed funded by a single cost objective.
- D. A description of how the school will determine if school needs have been met (described in the Expected Annual Measurable Outcomes and the Annual Review and Update).
  - 1. Annually evaluate the implementation of, and results achieved by, the schoolwide program, using data from the State's annual assessments and other indicators of academic achievement;
  - 2. Determine whether the schoolwide program has been effective in increasing the achievement of students in meeting the State's academic standards, particularly for those students who had been furthest from achieving the standards; and
  - 3. Revise the plan, as necessary, based on the results of the evaluation, to ensure continuous improvement of students in the schoolwide program.

- E. A description of how the school will ensure parental involvement in the planning, review, and improvement of the schoolwide program plan (described in Stakeholder Involvement and/or Strategies/Activities).
- F. A description of the activities the school will include to ensure that students who experience difficulty attaining proficient or advanced levels of academic achievement standards will be provided with effective, timely additional support, including measures to
  - 1. Ensure that those students' difficulties are identified on a timely basis; and
  - 2. Provide sufficient information on which to base effective assistance to those students.
- G. For an elementary school, a description of how the school will assist preschool students in the successful transition from early childhood programs to the school.
- H. A description of how the school will use resources to carry out these components (described in the Proposed Expenditures for Strategies/Activities).
- I. A description of any other activities and objectives as established by the SSC (described in the Strategies/Activities).

Authority Cited: S Title 34 of the Code of Federal Regulations (34 CFR), sections 200.25-26, and 200.29, and sections-1114(b)(7)(A)(i)-(iii) and 1118(b) of the ESEA. EC sections 6400 et. seq.

# Appendix B:

## Plan Requirements for School to Meet Federal School Improvement Planning Requirements

For questions or technical assistance related to meeting Federal School Improvement Planning Requirements, please contact the CDE's School Improvement and Support Office at [SISO@cde.ca.gov](mailto:SISO@cde.ca.gov).

### Comprehensive Support and Improvement

The LEA shall partner with stakeholders (including principals and other school leaders, teachers, and parents) to locally develop and implement the CSI plan for the school to improve student outcomes, and specifically address the metrics that led to eligibility for CSI (Stakeholder Involvement).

The CSI plan shall:

1. Be informed by all state indicators, including student performance against state-determined long-term goals (Goal, Identified Need, Expected Annual Measurable Outcomes, Annual Review and Update, as applicable);
2. Include evidence-based interventions (Strategies/Activities, Annual Review and Update, as applicable) (For resources related to evidence-based interventions, see the U.S. Department of Education's "Using Evidence to Strengthen Education Investments" at <https://www2.ed.gov/policy/elsec/leg/essa/guidanceusesinvestment.pdf>);
3. Be based on a school-level needs assessment (Goal, Identified Need, Expected Annual Measurable Outcomes, Annual Review and Update, as applicable); and
4. Identify resource inequities, which may include a review of LEA- and school-level budgeting, to be addressed through implementation of the CSI plan (Goal, Identified Need, Expected Annual Measurable Outcomes, Planned Strategies/Activities; and Annual Review and Update, as applicable).

Authority Cited: Sections 1003(e)(1)(A), 1003(i), 1111(c)(4)(B), and 1111(d)(1) of the ESSA.

### Targeted Support and Improvement

In partnership with stakeholders (including principals and other school leaders, teachers, and parents) the school shall develop and implement a school-level TSI plan to improve student outcomes for each subgroup of students that was the subject of identification (Stakeholder Involvement).

The TSI plan shall:

1. Be informed by all state indicators, including student performance against state-determined long-term goals (Goal, Identified Need, Expected Annual Measurable Outcomes, Annual Review and Update, as applicable); and
2. Include evidence-based interventions (Planned Strategies/Activities, Annual Review and Update, as applicable). (For resources related to evidence-based interventions, see the U.S. Department of Education's "Using Evidence to Strengthen Education Investments" <https://www2.ed.gov/policy/elsec/leg/essa/guidanceusesinvestment.pdf>.)

Authority Cited: Sections 1003(e)(1)(B), 1003(i), 1111(c)(4)(B) and 1111(d)(2) of the ESSA.

## **Additional Targeted Support and Improvement**

A school identified for ATSI shall:

1. Identify resource inequities, which may include a review of LEA- and school-level budgeting, which will be addressed through implementation of its TSI plan (Goal, Identified Need, Expected Annual Measurable Outcomes, Planned Strategies/Activities, and Annual Review and Update, as applicable).

Authority Cited: Sections 1003(e)(1)(B), 1003(i), 1111(c)(4)(B), and 1111(d)(2)(c) of the ESSA.

## **Single School Districts and Charter Schools Identified for School Improvement**

Single school districts (SSDs) or charter schools that are identified for CSI, TSI, or ATSI, shall develop a SPSA that addresses the applicable requirements above as a condition of receiving funds (EC Section 64001[a] as amended by Assembly Bill [AB] 716, effective January 1, 2019).

However, a SSD or a charter school may streamline the process by combining state and federal requirements into one document which may include the local control and accountability plan (LCAP) and all federal planning requirements, provided that the combined plan is able to demonstrate that the legal requirements for each of the plans is met (EC Section 52062[a] as amended by AB 716, effective January 1, 2019).

Planning requirements for single school districts and charter schools choosing to exercise this option are available in the LCAP Instructions.

Authority Cited: EC sections 52062(a) and 64001(a), both as amended by AB 716, effective January 1, 2019.

## Appendix C: Select State and Federal Programs

**For a list of active programs, please see the following links:**

Programs included on the Consolidated Application: <https://www.cde.ca.gov/fg/aa/co/>

ESSA Title I, Part A: School Improvement: <https://www.cde.ca.gov/sp/sw/t1/schoolsupport.asp>

Available Funding: <https://www.cde.ca.gov/fg/fo/af/>

Developed by the California Department of Education, January 2019



- ☒ Student Learning and Achievement
- ☐ Health and Safety of Students and Schools
- ☐ Credibility and Communication
- ☐ Fiscal Solvency, Accountability and Integrity

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

**SUBJECT:** Pacific Grove Community High School Single Plan for Student Achievement for 2022-2023

**DATE:** June 2, 2022

**PERSON(S) RESPONSIBLE:** Lito M. García, Principal Pacific Grove Community High School (PGCHS)

### **RECOMMENDATION:**

The District Administration recommends that the Board review and approve the Single Plan for Student Achievement for the 2022-2023 school year.

### **BACKGROUND:**

The PGCHS Site Council provided input for the Single Plan for Student Achievement (SPSA). Information used to develop goals and strategies/activities were the California Assessment of Student Performance and Progress (CAASPP), English Language Proficiency Assessment for California (ELPAC), California Healthy Kids Survey (CHKS), Northwest Evaluation Association (MAP) and information from the California Schools Dashboard. On May 23, 2022, the Site Council approved the SPSA.

### **INFORMATION:**

#### **Goal 1 Equitable Academic Outcomes for all students.**

**Sub Goal 1:** 100% of eligible 12th-grade students graduate

**Sub Goal 2:** As measured by the CAASPP in English Language Arts, math and science increase by 3% the number of students who earn “meets or exceed” with special attention paid to students identified as English Learners, socioeconomically disadvantaged, special needs, and Latinx.

#### **Strategies to achieve goal 1:**

Provide access to College/Career indicators

Increase matriculation of graduating seniors to community colleges or vocational programs including military service

100% of PGCHS seniors will complete key components of post-secondary readiness, including a resume FAFSA application (or comparable financial aid application/plan) or vocational education portfolio and Personal Finance course.

Increase the diversity of curriculum across all departments

Professional development - introduce a systems approach towards student learning by exploring lesson design focused on mastery learning of skills/competencies

Develop school-wide plans that incorporate contractual agreements around - grading policies, benchmarks, common assessments, learning objectives

Increase College Credit Course offerings

Continue to monitor and support students' community service hours toward graduation  
 Provide access to College/Career Indicators  
 Implement school-wide project-based learning  
 After school extended learning opportunities - to remediate and/or extend learning

## **ANALYSIS GOAL 1**

**Describe the overall implementation of the strategies/activities and the overall effectiveness of the strategies/activities to achieve the articulated goal.**

The majority of strategies were implemented as stated. Subgoal 1 - 100% of current seniors graduating - was achieved.

**Briefly describe any major differences between the intended implementation and/or the budgeted expenditures to implement the strategies/activities to meet the articulated goal.**

Project-based learning implementation was not achieved due to staffing issues.

**Describe any changes that will be made to this goal, the annual outcomes, metrics, or strategies/activities to achieve this goal as a result of this analysis. Identify where those changes can be found in the SPSA.**

No changes to the goals. We will seek to fully implement all strategies with fidelity.

## **Goal 2 Create and Sustain a Safe and Affirming Learning Environment**

**Sub Goal 1:** Reduce suspensions by 1%

**Sub Goal 2:** Increase Perceived School Safety 63% (State average 2017-2019 56%)

School Connectedness 63% (State average 2017-2019 49%), Academic Motivation 58% (State average 2017-2019 63%), Caring Adult Relationships 79% (State average 2017-2019 57%) at school by 3% as measured by student surveys, e.g. California Healthy Kids Survey (CHKS).

Sub Goal 3: Promotion of Parental Involvement 65% (State average 2017-2019 48%) and opportunities through educational workshops, increased communication, and varied meeting platforms as measured by the CHKS.

### **Strategies to achieve goal 2:**

Promote online confidential reporting form

Promote "See something say something" culture

Implement with fidelity Restorative Approaches

Increase awareness of services provided through Outreach Counselor

Increase opportunities for students to be involved in a variety of school activities

Monthly review of attendance data and provide necessary interventions as appropriate

Develop a survey for parents/guardians to better understand their needs

Provide a variety of educational workshops for parents/guardians

Weekly "check-ins" are conducted with students as a whole with the purpose of providing support and learning opportunities

Reduce language barriers by providing information in a variety of languages

Promote increasing inclusion by reducing incidents of discrimination, harassment, and bias-related incidents

Professional Development for staff in the areas of equity and inclusion

Continue bi-weekly student family conferences

Continue student and family annual planning/orientation meeting

Increase awareness of services provided by Licensed Mental Health Therapist

Provide professional development to staff in the area of youth social-emotional health

## **ANALYSIS GOAL 2**

**Describe the overall implementation of the strategies/activities and the overall effectiveness of the strategies/activities to achieve the articulated goal.**

The majority of strategies were implemented as stated. Students' academic and social-emotional needs were met through the increased presence of our Outreach Counselor and the introduction of a Licensed Mental Health Therapist. In addition weekly, social-emotional learning opportunities were created to support all students. Restorative Practices while utilized by staff were not formally introduced as intended. Suspensions while not zero were minimal and there were no repeat offenders.

**Briefly describe any major differences between the intended implementation and/or the budgeted expenditures to implement the strategies/activities to meet the articulated goal.**

Because of staffing issues in the second semester, it was necessary for staff to reprioritize goals and strategies.

**Describe any changes that will be made to this goal, the annual outcomes, metrics, or strategies/activities to achieve this goal as a result of this analysis. Identify where those changes can be found in the SPSA.**

Added academic motivation and caring adult relations to subgoal two. We will seek to fully implement all strategies with fidelity.

**FISCAL IMPACT:**

The proposed plan and budget keep expenditures at PGCHS within the school's site allocation.

School Year: **2022-23**



# School Plan for Student Achievement (SPSA) Template

Instructions and requirements for completing the SPSA template may be found in the SPSA Template Instructions.

School Name	County-District-School (CDS) Code	Schoolsite Council (SSC) Approval Date	Local Board Approval Date
Pacific Grove Community High School	27661342731115	May 23, 2022	June 02, 2022

## Purpose and Description

Briefly describe the purpose of this plan (Select from Schoolwide Program, Comprehensive Support and Improvement, Targeted Support and Improvement, or Additional Targeted Support and Improvement)

Schoolwide Program

Briefly describe the school's plan for effectively meeting the ESSA requirements in alignment with the Local Control and Accountability Plan and other federal, state, and local programs.

Pacific Grove Community High School's (PGCHS) School Plan for Student Achievement (SPSA) goals and activities are in alignment with the Pacific Grove Unified School District's (PGUSD) Local Control and Accountability Plan (LCAP). PGCHS has developed goals in the areas of English Language Arts, mathematics, social emotional learning, and safety.

# Comprehensive Needs Assessment Components

## Data Analysis

Please refer to the School and Student Performance Data section where an analysis is provided.

## Surveys

This section provides a description of surveys (i.e., Student, Parent, Teacher) used during the school-year, and a summary of results from the survey(s).

Parent, student, and staff surveys are held every year through the California Healthy Kid Survey (CHKS) Pacific Grove Unified School District (PGUSD) Social Emotional Learning (SEL) survey, and all students and families are surveyed informally during the bi-weekly conferences that are held with students and families. In addition one to one meetings were held with each student. According to the CHKS:

- Perceived School Safety 63% (State average 2017-2019 56%)\*
- School Connectedness 63% (State average 2017-2019 49%)
- Academic Motivation 58% (State average 2017-2019 63%)
- Caring Adult Relationships 79% (State average 2017-2019 57%)
- Promotion of Parental Involvement 65% (State average 2017-2019 48%)
- No Substance Use at School 88% (State average 2017-2019 87%)

According to the PGUSD SEL survey of students, there is a need to support students academically and social-emotionally. According to conversations held with students (one to one) and families (bi-weekly) all are generally satisfied with their educational experience and feel supported in working towards their goal of graduation.

## Classroom Observations

This section provides a description of types and frequency of classroom observations conducted during the school-year and a summary of findings.

Formal and Informal classroom observations were conducted by the administrator. Teacher in charge provided an excellent learning experience for all students in addition to meeting students social-emotional needs.

## Analysis of Current Instructional Program

The following statements are derived from the Elementary and Secondary Education Act (ESEA) of 1965 and Essential Program Components (EPCs). In conjunction with the needs assessments, these categories may be used to discuss and develop critical findings that characterize current instructional practice for numerically significant subgroups as well as individual students who are:

- Not meeting performance goals
- Meeting performance goals
- Exceeding performance goals

Discussion of each of these statements should result in succinct and focused findings based on verifiable facts. Avoid vague or general descriptions. Each successive school plan should examine the status of these findings and note progress made. Special consideration should be given to any practices, policies, or procedures found to be noncompliant through ongoing monitoring of categorical programs.

## Standards, Assessment, and Accountability

Use of state and local assessments to modify instruction and improve student achievement (ESEA)

Data is collected and analyzed by the teachers on a weekly basis.. Northwest Evaluation Association (MAP) assessments in English and Math. California Assessment of Student Performance and Progress (CAASPP) was last administered in the spring of 2019.

Use of data to monitor student progress on curriculum-embedded assessments and modify instruction (EPC)

Data is collected and analyzed by the teachers to drive instructional decisions. Points earned by students weekly are used to monitor student progress. Academic support is provided to students on a case by case basis.

## Staffing and Professional Development

Status of meeting requirements for highly qualified staff (ESEA)

All faculty are credentialed in their teaching area and are considered highly qualified.

Sufficiency of credentialed teachers and teacher professional development (e.g., access to instructional materials training on SBE-adopted instructional materials) (EPC)

All staff have access to professional development and training through District-designed professional development days as well as opportunities to take more specific training should they choose.

Alignment of staff development to content standards, assessed student performance, and professional needs (ESEA)

All staff development designed by the District is aligned to content standards.

Ongoing instructional assistance and support for teachers (e.g., use of content experts and instructional coaches) (EPC)

If needed staff has access to programs such as Professional Assistance and Review (PAR) and content coaches. Administration also provides instructional assistance as needed.

Teacher collaboration by grade level (kindergarten through grade eight [K–8]) and department (grades nine through twelve) (EPC)

The entire staff (administrator, teacher(s), counselor, licensed mental health therapist and clerical) at PGCHS meets weekly to discuss student progress and instruction/curriculum.

## Teaching and Learning

Alignment of curriculum, instruction, and materials to content and performance standards (ESEA)

All curriculum, instruction, and materials are aligned to the appropriate content and performance standards.

Adherence to recommended instructional minutes for reading/language arts and mathematics (K–8) (EPC)

PGCHS is meeting the instructional minutes requirement.

Lesson pacing schedule (K–8) and master schedule flexibility for sufficient numbers of intervention courses (EPC)

Instruction, schedules, and curriculum are all designed to support the individual needs of each student at PGCHS.

Availability of standards-based instructional materials appropriate to all student groups (ESEA)

All students have access to standards-based instructional materials.

Use of SBE-adopted and standards-aligned instructional materials, including intervention materials, and for high school students, access to standards-aligned core courses (EPC)

All students have access to standards-aligned core courses.



## Opportunity and Equal Educational Access

Services provided by the regular program that enable underperforming students to meet standards (ESEA)

Students identified as underperforming have access to the following: outreach counselor, licensed mental health therapist, one to one teacher support, and individualized instruction. Students identified as English Learners (EL) receive additional academic support from the EL teacher. Students identified as special needs have an Individual Education Plan (IEP) and are supported by a case manager.

Evidence-based educational practices to raise student achievement

Teachers use researched-based and time-tested pedagogical practices to provide standards based instruction.

## Parental Engagement

Resources available from family, school, district, and community to assist under-achieving students (ESEA)

Students identified as underperforming have access to the following: outreach counselor, mental health therapist, one to one teacher support, and individualized instruction. Students identified as English Learners (EL) receive additional academic support from the EL teacher. Students identified as special needs have an Individual Education Plan (IEP) and are supported by a case manager. When appropriate students and their families may be referred to outside agencies for additional support.

Involvement of parents, community representatives, classroom teachers, other school personnel, and students in secondary schools, in the planning, implementation, and evaluation of ConApp programs (5 California Code of Regulations 3932)

PGCHS does not have ConApp programs.

## Funding

Services provided by categorical funds that enable underperforming students to meet standards (ESEA)

PGCHS does not receive categorical funds.

Fiscal support (EPC)

All fiscal support comes from Fund 1 of the District Budget.

## Stakeholder Involvement

How, when, and with whom did the school consult as part of the planning process for this SPSA/Annual Review and Update?

### Involvement Process for the SPSA and Annual Review and Update

School Site council meeting was held to ratify the SPSA. In addition teacher and staff input was sought outside of the Site Council meeting.

## Resource Inequities

Briefly identify and describe any resource inequities identified as a result of the required needs assessment, as applicable.

During the 2021.22 school year in the second semester one of the teacher positions was filled by two qualified substitute teachers.

# School and Student Performance Data

## Student Enrollment Enrollment By Student Group

## Student Enrollment Enrollment By Grade Level

Student Enrollment by Grade Level			
Grade	Number of Students		
	18-19	19-20	20-21
Grade 9	1		
Grade 10	1	2	2
Grade 11	6	12	7
Grade 12	13	5	10
Total Enrollment	21	19	19

### Conclusions based on this data:

1. Enrollment has stayed consistent from 2017 to the end of the 2022 school year.
2. Student enrollment by group have fluctuated from 2017 to the end of the 2022 school year.

# School and Student Performance Data

## Student Enrollment English Learner (EL) Enrollment

English Learner (EL) Enrollment						
Student Group	Number of Students			Percent of Students		
	18-19	19-20	20-21	18-19	19-20	20-21
English Learners	0	0	0	0.0%	0.0%	0.0%
Fluent English Proficient (FEP)	1	1	2	4.8%	5.3%	10.5%
Reclassified Fluent English Proficient (RFEP)	0	0	0	0.0%	0.0%	0.0%

### Conclusions based on this data:

1. There is some fluctuation in the number of students identified as English Learners between the 2017 to 2022 school year.
2. No students have reclassified.

# School and Student Performance Data

## Local Assessment Results: NWEA/MAP English Language Arts/Literacy

NWEA/MAP Student Groups	NWEA/MAP Total Enrollment	NWEA/MAP Number Tested	NWEA/MAP Percent Tested	NWEA/MAP Percent Not Tested	NWEA/MAP Percent At or Above Grade Level
All Students	18	15	79	21	0
Female					
Male					
American Indian or Alaska Native					
Asian					
Black or African American					
Filipino					
Hispanic or Latino					
Native Hawaiian or Pacific Islander					
Two or More Races					
White					
English Learners					
Foster Youth					
Homeless					
Military					
Socioeconomically Disadvantaged					
Students Receiving Migrant Education					
Students with Disabilities					

# School and Student Performance Data

## Local Assessment Results: NWEA/MAP Mathematics

NWEA/MAP Student Groups	NWEA/MAP Total Enrollment	NWEA/MAP Number Tested	NWEA/MAP Percent Tested	NWEA/MAP Percent Not Tested	NWEA/MAP Percent At or Above Grade Level
All Students	18	14	78	22	0
Female					
Male					
American Indian or Alaska Native					
Asian					
Black or African American					
Filipino					
Hispanic or Latino					
Native Hawaiian or Pacific Islander					
Two or More Races					
White					
English Learners					
Foster Youth					
Homeless					
Military					
Socioeconomically Disadvantaged					
Students Receiving Migrant Education					
Students with Disabilities					



# School and Student Performance Data

## CAASPP Results English Language Arts/Literacy (All Students)

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with			% of Enrolled Students		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
Grade 11	*	7	11	*	5	0	*	5	0		71.4	0.0
All Grades	*	7	11	*	5	0	*	5	0		71.4	0.0

The “% of Enrolled Students Tested” showing in this table is not the same as “Participation Rate” for federal accountability purposes.

2019-20 Data:

Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard			% Standard Met			% Standard Nearly			% Standard Not		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
Grade 11	*	*		*	*		*	*		*	*		*	*	
All Grades	N/A	N/A	N/A	*	*		*	*		*	*		*	*	

2019-20 Data:

Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

Reading Demonstrating understanding of literary and non-fictional texts									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
Grade 11	*	*		*	*		*	*	
All Grades	*	*		*	*		*	*	

2019-20 Data:

Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

Writing Producing clear and purposeful writing									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
Grade 11	*	*		*	*		*	*	
All Grades	*	*		*	*		*	*	

2019-20 Data:

Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

Listening Demonstrating effective communication skills									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
Grade 11	*	*		*	*		*	*	
All Grades	*	*		*	*		*	*	

2019-20 Data:

Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

Research/Inquiry Investigating, analyzing, and presenting information									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
Grade 11	*	*		*	*		*	*	
All Grades	*	*		*	*		*	*	

2019-20 Data:

Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

**Conclusions based on this data:**

1. No data provided less than 11 students took the 2019 CAASPP.

# School and Student Performance Data

## CAASPP Results Mathematics (All Students)

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with			% of Enrolled Students		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
Grade 11	*	7	11	*	5	0	*	5	0		71.4	0.0
All Grades	*	7	11	*	5	0	*	5	0		71.4	0.0

\* The “% of Enrolled Students Tested” showing in this table is not the same as “Participation Rate” for federal accountability purposes.

### 2019-20 Data:

Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard			% Standard Met			% Standard Nearly			% Standard Not		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
Grade 11	*	*		*	*		*	*		*	*		*	*	
All Grades	N/A	N/A	N/A	*	*		*	*		*	*		*	*	

### 2019-20 Data:

Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

Concepts & Procedures Applying mathematical concepts and procedures									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
Grade 11	*	*		*	*		*	*	
All Grades	*	*		*	*		*	*	

### 2019-20 Data:

Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

Problem Solving & Modeling/Data Analysis Using appropriate tools and strategies to solve real world and mathematical problems									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
Grade 11	*	*		*	*		*	*	
All Grades	*	*		*	*		*	*	

### 2019-20 Data:

Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

Communicating Reasoning Demonstrating ability to support mathematical conclusions									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
Grade 11	*	*		*	*		*	*	
All Grades	*	*		*	*		*	*	

2019-20 Data:

Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

**Conclusions based on this data:**

1. No data provided less than 11 students took the 2019 CAASPP.

# School and Student Performance Data

## ELPAC Results

ELPAC Summative Assessment Data Number of Students and Mean Scale Scores for All Students												
Grade Level	Overall			Oral Language			Written Language			Number of Students Tested		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
All Grades												0

2019-20 Data:

Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

Overall Language Percentage of Students at Each Performance Level for All Students															
Grade Level	Level 4			Level 3			Level 2			Level 1			Total Number of Students		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21

2019-20 Data:

Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

Oral Language Percentage of Students at Each Performance Level for All Students															
Grade Level	Level 4			Level 3			Level 2			Level 1			Total Number of Students		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21

2019-20 Data:

Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

Written Language Percentage of Students at Each Performance Level for All Students															
Grade Level	Level 4			Level 3			Level 2			Level 1			Total Number of Students		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21

2019-20 Data:

Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

Listening Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21

2019-20 Data:

Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

Speaking Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21

2019-20 Data:

Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

Reading Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21

2019-20 Data:

Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

Writing Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21

2019-20 Data:

Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

**Conclusions based on this data:**

1. No data provided less than 11 students took the 2019 ELPAC.



# School and Student Performance Data

## Student Population

Although both Senate Bill 98 and Assembly Bill 130 suspended the publication of state indicators on the 2020 and 2021 California School Dashboards, these bills also required the reporting of valid and reliable data that would have been included in these Dashboards.

To meet this requirement, CDE has made available the Enrollment, Graduation Rate Additional Report and the College/Career Measures Report data available. All other reports are not available for 2020 and 2021.

This section provides information about the school's student population.

2020-21 Student Population			
Total Enrollment	Socioeconomically Disadvantaged	English Learners	Foster Youth
19	36.8	This is the percent of students who are learning to communicate effectively in English, typically requiring instruction in both the English Language and in their academic courses.	This is the percent of students whose well-being is the responsibility of a court.
This is the total number of students enrolled.			
This is the percent of students who are eligible for free or reduced priced meals; or have parents/guardians who did not receive a high school diploma.			

2019-20 Enrollment for All Students/Student Group		
Student Group	Total	Percentage
English Learners		
Foster Youth		
Homeless		
Socioeconomically Disadvantaged	7	36.8
Students with Disabilities	2	10.5

Enrollment by Race/Ethnicity		
Student Group	Total	Percentage
African American	1	5.3
American Indian or Alaska Native		
Asian	1	5.3
Filipino		
Hispanic	5	26.3
Two or More Races		
Native Hawaiian or Pacific Islander		
White	12	63.2

### Conclusions based on this data:

- Students identified as Socioeconomically Disadvantaged are our largest subcategory of students.
- Students identified as Hispanic are the largest Race/Ethnicity group outside of the majority group - White.








# School and Student Performance Data

## Overall Performance

Although both Senate Bill 98 and Assembly Bill 130 suspended the publication of state indicators on the 2020 and 2021 California School Dashboards, these bills also required the reporting of valid and reliable data that would have been included in these Dashboards.

To meet this requirement, CDE has made available the Enrollment, Graduation Rate Additional Report and the College/Career Measures Report data available. All other reports are not available for 2020 and 2021, thus the most recent data (2019 Fall) is provided here.

### 2019 Fall Dashboard Overall Performance for All Students

Academic Performance	Academic Engagement	Conditions & Climate
<b>English Language Arts</b>  No Performance Color	<b>Graduation Rate</b>  No Performance Color	<b>Suspension Rate</b>  No Performance Color
<b>Mathematics</b>  No Performance Color		
<b>College/Career</b>  No Performance Color		

### Conclusions based on this data:

1. No data provided less than 11 students took the 2019 CAASPP or ELPAC. Less than 11 students graduated and were suspended.
2. NWEA/MAP data shows that no students scored At or Above Grade Level in English Language Arts or Mathematics. Continued intervention and support needs to be provided to all students.
3. No students were suspended during the 2020.21 school year.

# School and Student Performance Data

## Academic Performance English Language Arts

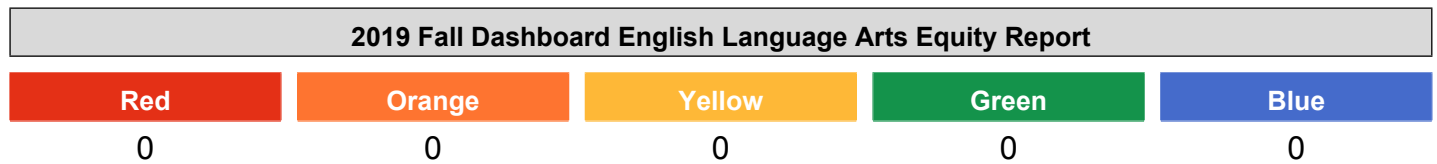
Although both Senate Bill 98 and Assembly Bill 130 suspended the publication of state indicators on the 2020 and 2021 California School Dashboards, these bills also required the reporting of valid and reliable data that would have been included in these Dashboards.

To meet this requirement, CDE has made available the Enrollment, Graduation Rate Additional Report and the College/Career Measures Report data available. All other reports are not available for 2020 and 2021, thus the most recent data (2019 Fall) is provided here.







The performance levels are color-coded and range from lowest-to-highest performance in the following order:











This section provides number of student groups in each color.



This section provides a view of Student Assessment Results and other aspects of this school's performance, specifically how well students are meeting grade-level standards on the English Language Arts assessment. This measure is based on student performance on the Smarter Balanced Summative Assessment, which is taken annually by students in grades 3–8 and grade 11.

2019 Fall Dashboard English Language Arts Performance for All Students/Student Group		
<b>All Students</b>  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 4	<b>English Learners</b>  No Performance Color 0 Students	<b>Foster Youth</b>  No Performance Color 0 Students
<b>Homeless</b>  No Performance Color 0 Students	<b>Socioeconomically Disadvantaged</b>  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 1	<b>Students with Disabilities</b>  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 1

**2019 Fall Dashboard English Language Arts Performance by Race/Ethnicity**

<b>African American</b>  No Performance Color 0 Students	<b>American Indian</b>  No Performance Color 0 Students	<b>Asian</b>  No Performance Color 0 Students	<b>Filipino</b>  No Performance Color 0 Students
<b>Hispanic</b>  No Performance Color 0 Students	<b>Two or More Races</b>  No Performance Color 0 Students	<b>Pacific Islander</b>  No Performance Color 0 Students	<b>White</b>  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 4

This section provides a view of Student Assessment Results and other aspects of this school's performance, specifically how well students are meeting grade-level standards on the English Language Arts assessment. This measure is based on student performance on the Smarter Balanced Summative Assessment, which is taken annually by students in grades 3–8 and grade 11.

**2019 Fall Dashboard English Language Arts Data Comparisons for English Learners**

<b>Current English Learner</b> 0 Students	<b>Reclassified English Learners</b> 0 Students	<b>English Only</b> Less than 11 Students - Data Not Displayed for Privacy 4
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**Conclusions based on this data:**

1. No data provided less than 11 students took the 2019 CAASPP.

# School and Student Performance Data

## Academic Performance Mathematics

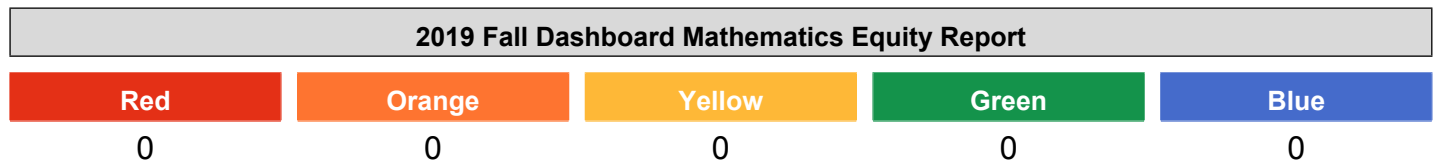
Although both Senate Bill 98 and Assembly Bill 130 suspended the publication of state indicators on the 2020 and 2021 California School Dashboards, these bills also required the reporting of valid and reliable data that would have been included in these Dashboards.

To meet this requirement, CDE has made available the Enrollment, Graduation Rate Additional Report and the College/Career Measures Report data available. All other reports are not available for 2020 and 2021, thus the most recent data (2019 Fall) is provided here.

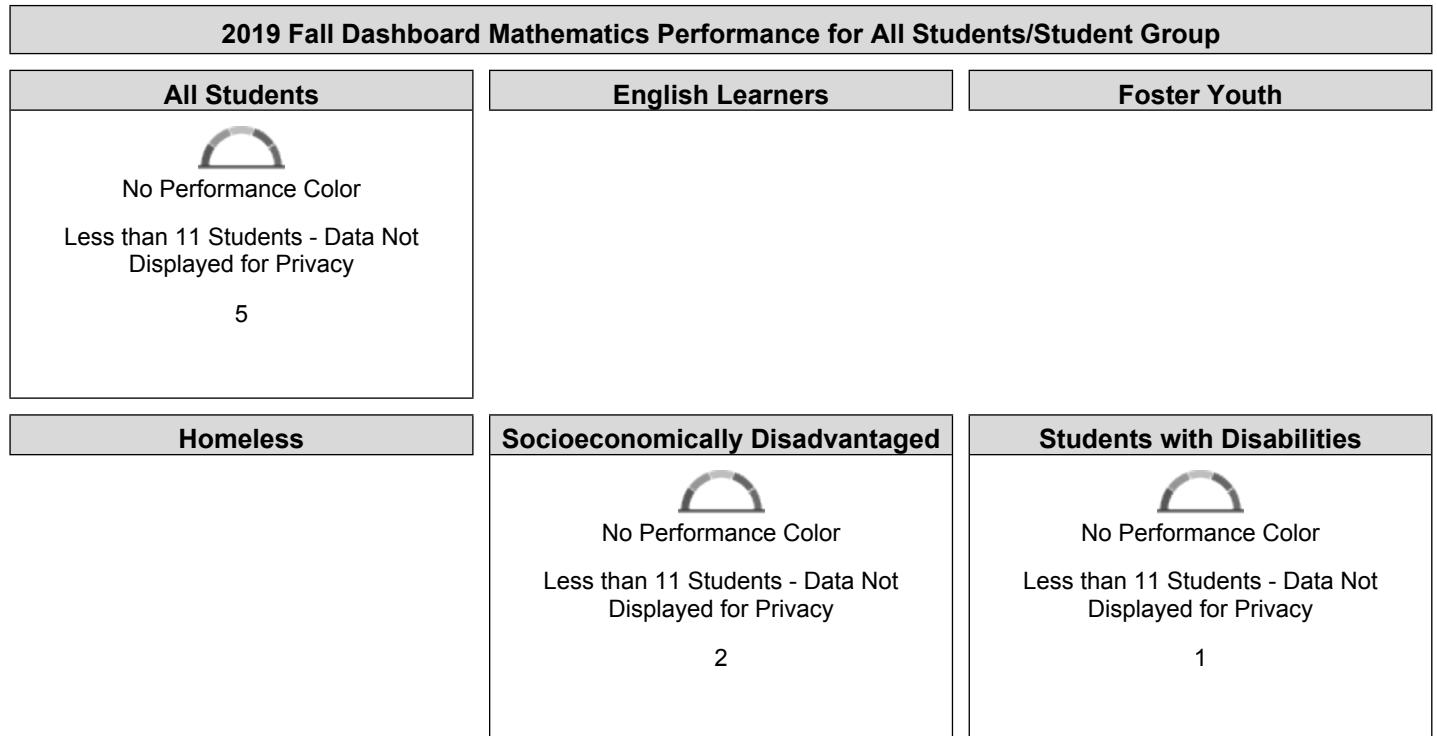
The performance levels are color-coded and range from lowest-to-highest performance in the following order:



This section provides number of student groups in each color.





This section provides a view of Student Assessment Results and other aspects of this school's performance, specifically how well students are meeting grade-level standards on the Mathematics assessment. This measure is based on student performance on the Smarter Balanced Summative Assessment, which is taken annually by students in grades 3–8 and grade 11.





**2019 Fall Dashboard Mathematics Performance by Race/Ethnicity**

<b>African American</b>	<b>American Indian</b>	<b>Asian</b>  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 1	<b>Filipino</b>
<b>Hispanic</b>	<b>Two or More Races</b>	<b>Pacific Islander</b>	<b>White</b>  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 4

This section provides a view of Student Assessment Results and other aspects of this school's performance, specifically how well students are meeting grade-level standards on the Mathematics assessment. This measure is based on student performance on the Smarter Balanced Summative Assessment, which is taken annually by students in grades 3–8 and grade 11.

**2019 Fall Dashboard Mathematics Data Comparisons for English Learners**

<b>Current English Learner</b>	<b>Reclassified English Learners</b>	<b>English Only</b> Less than 11 Students - Data Not Displayed for Privacy 5
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**Conclusions based on this data:**

1. No data provided less than 11 students took the 2019 CAASPP.

# School and Student Performance Data

## Academic Performance English Learner Progress

Although both Senate Bill 98 and Assembly Bill 130 suspended the publication of state indicators on the 2020 and 2021 California School Dashboards, these bills also required the reporting of valid and reliable data that would have been included in these Dashboards.

To meet this requirement, CDE has made available the Enrollment, Graduation Rate Additional Report and the College/Career Measures Report data available. All other reports are not available for 2020 and 2021, thus the most recent data (2019 Fall) is provided here.

This section provides a view of the percentage of current EL students making progress towards English language proficiency or maintaining the highest level.

### 2019 Fall Dashboard English Learner Progress Indicator

English Learner Progress
making progress towards English language proficiency
Number of EL Students:
Performance Level:

This section provides a view of the percentage of current EL students who progressed at least one ELPI level, maintained ELPI level 4, maintained lower ELPI levels (i.e, levels 1, 2L, 2H, 3L, or 3H), or decreased at least one ELPI Level.

### 2019 Fall Dashboard Student English Language Acquisition Results

Decreased One ELPI Level	Maintained ELPI Level 1, 2L, 2H, 3L, or 3H	Maintained ELPI Level 4	Progressed At Least One ELPI Level
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#### Conclusions based on this data:

1. No students identified as an English Learner in 2019.

# School and Student Performance Data

## Academic Performance College/Career Measures Only Report

Although both Senate Bill 98 and Assembly Bill 130 suspended the publication of state indicators on the 2020 and 2021 California School Dashboards, these bills also required the reporting of valid and reliable data that would have been included in these Dashboards.

To meet this requirement, CDE has made available the Enrollment, Graduation Rate Additional Report and the College/Career Measures Report data available. All other reports are not available for 2020 and 2021.

Number and Percentage of Students in the Combined Graduation Rate and/or Dashboard Alternative School Status (DASS) Graduation Rate by Student Group		
Student Group	Cohort Totals	Cohort Percent
All Students	9	100
African American	1	11.1
American Indian or Alaska Native		
Asian	1	11.1
Filipino		
Hispanic	2	22.2
Native Hawaiian or Pacific Islander		
White	5	55.6
Two or More Races		
English Learners		
Socioeconomically Disadvantaged	3	33.3
Students with Disabilities	1	11.1
Foster Youth		
Homeless		

Advanced Placement Exams – Number and Percentage of Four-Year Graduation Rate Cohort Students		
Student Group	Cohort Totals	Cohort Percent
All Students		
African American		
American Indian or Alaska Native		
Asian		
Filipino		
Hispanic		
Native Hawaiian or Pacific Islander		
White		
Two or More Races		
English Learners		
Socioeconomically Disadvantaged		
Students with Disabilities		
Foster Youth		
Homeless		

\* This table shows students in the four-year graduation rate cohort by student group who scored 3 or higher on at least two Advanced Placement exams.

International Baccalaureate Exams – Number and Percentage of Four-Year Graduation Rate Cohort		
Student Group	Cohort Totals	Cohort Percent
All Students		
African American		
American Indian or Alaska Native		
Asian		
Filipino		
Hispanic		
Native Hawaiian or Pacific Islander		
White		
Two or More Races		
English Learners		
Socioeconomically Disadvantaged		
Students with Disabilities		
Foster Youth		
Homeless		

\* This table shows students in the four-year graduation rate cohort by student group who scored 4 or higher on at least two International Baccalaureate Exams.

Completed at Least One Career Technical Education (CTE) Pathway – Number and Percentage of All Students		
Student Group	Cohort Totals	Cohort Percent
All Students		
African American		
American Indian or Alaska Native		
Asian		
Filipino		
Hispanic		
Native Hawaiian or Pacific Islander		
White		
Two or More Races		
English Learners		
Socioeconomically Disadvantaged		
Students with Disabilities		
Foster Youth		
Homeless		

\* This table shows students in the combined graduation rate and/or DASS graduation rate by student group who completed at least one CTE Pathway with a grade of C- or better (or Pass) in the capstone course.

Completed a-g Requirements – Number and Percentage of All Students		
Student Group	Cohort Totals	Cohort Percent
All Students		
African American		
American Indian or Alaska Native		
Asian		
Filipino		
Hispanic		
Native Hawaiian or Pacific Islander		
White		
Two or More Races		
English Learners		
Socioeconomically Disadvantaged		
Students with Disabilities		
Foster Youth		
Homeless		

\* This table shows students in the combined graduation rate and/or DASS graduation rate by student group who met the University of California (UC) or California State University (CSU) a-g criteria with a grade of C or better (or Pass).

Completed a-g Requirements AND at Least One CTE Pathway – Number and Percentage of All Students		
Student Group	Cohort Totals	Cohort Percent
All Students		
African American		
American Indian or Alaska Native		
Asian		
Filipino		
Hispanic		
Native Hawaiian or Pacific Islander		
White		
Two or More Races		
English Learners		
Socioeconomically Disadvantaged		
Students with Disabilities		
Foster Youth		
Homeless		

\* This table shows students in the combined graduation rate and/or DASS graduation rate by student group who met the UC or CSU a-g criteria with a grade of C or better (or Pass) AND completed at least one CTE Pathway with a grade of C- or better (or Pass) in the capstone course.

Completed College Credit Courses – Number and Percentage of All Student Students Completing One Semester, Two Quarters, or Two Trimesters of College Credit Courses		
Student Group	Number of Students	Percent of Students
All Students		
African American		
American Indian or Alaska Native		
Asian		
Filipino		
Hispanic		
Native Hawaiian or Pacific Islander		
White		
Two or More Races		
English Learners		
Socioeconomically Disadvantaged		
Students with Disabilities		
Foster Youth		
Homeless		

\* This table shows students in the combined graduation rate and/or DASS graduation rate by student group who completed Academic or CTE subject college credit courses with a grade of C- or better (or Pass).

Completed College Credit Courses – Number and Percentage of All Student Students Completing Two Semesters, Three Quarters, or Three Trimesters of College Credit Courses		
Student Group	Number of Students	Percent of Students
All Students		
African American		
American Indian or Alaska Native		
Asian		
Filipino		
Hispanic		
Native Hawaiian or Pacific Islander		
White		
Two or More Races		
English Learners		
Socioeconomically Disadvantaged		
Students with Disabilities		
Foster Youth		
Homeless		

\* This table shows students in the combined graduation rate and/or DASS graduation rate by student group who completed Academic or CTE subject college credit courses with a grade of C- or better (or Pass).

Earned the State Seal of Biliteracy – Number and Percentage of All Students		
Student Group	Cohort Totals	Cohort Percent
All Students		
African American		
American Indian or Alaska Native		
Asian		
Filipino		
Hispanic		
Native Hawaiian or Pacific Islander		
White		
Two or More Races		
English Learners		
Socioeconomically Disadvantaged		
Students with Disabilities		
Foster Youth		
Homeless		

\* This table shows students in the combined graduation rate and/or DASS graduation rate by student group who earned the State Seal of Biliteracy.



**Conclusions based on this data:**

1. No data provided in student groups and race/ethnicity less than 11 students.
2. PGCHS students do not have access to the following College/Career indicators: AP courses, CTE Pathway Completion, A-G completion, State Seal Biliteracy etc.

# School and Student Performance Data

## Academic Engagement Chronic Absenteeism

Although both Senate Bill 98 and Assembly Bill 130 suspended the publication of state indicators on the 2020 and 2021 California School Dashboards, these bills also required the reporting of valid and reliable data that would have been included in these Dashboards.

To meet this requirement, CDE has made available the Enrollment, Graduation Rate Additional Report and the College/Career Measures Report data available. All other reports are not available for 2020 and 2021, thus the most recent data (2019 Fall) is provided here.

The performance levels are color-coded and range from lowest-to-highest performance in the following order:

Lowest Performance	Red	Orange	Yellow	Green	Blue	Highest Performance
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This section provides number of student groups in each color.

2019 Fall Dashboard Chronic Absenteeism Equity Report				
Red	Orange	Yellow	Green	Blue

This section provides information about the percentage of students in kindergarten through grade 8 who are absent 10 percent or more of the instructional days they were enrolled.

2019 Fall Dashboard Chronic Absenteeism for All Students/Student Group		
All Students	English Learners	Foster Youth
Homeless	Socioeconomically Disadvantaged	Students with Disabilities

2019 Fall Dashboard Chronic Absenteeism by Race/Ethnicity			
African American	American Indian	Asian	Filipino
Hispanic	Two or More Races	Pacific Islander	White

### Conclusions based on this data:

1. No data provided less than 11 students.

# School and Student Performance Data

## Academic Engagement Graduation Rate Additional Report

Although both Senate Bill 98 and Assembly Bill 130 suspended the publication of state indicators on the 2020 and 2021 California School Dashboards, these bills also required the reporting of valid and reliable data that would have been included in these Dashboards.

To meet this requirement, CDE has made available the Enrollment, Graduation Rate Additional Report and the College/Career Measures Report data available. All other reports are not available for 2020 and 2021.

2021 Graduation Rate by Student Group				
Student Group	Number of Students in the Graduation Rate	Number of Graduates	Number of Fifth Year Graduates	Graduation Rate
All Students	9		0	
English Learners				
Foster Youth				
Homeless				
Socioeconomically Disadvantaged	3		0	
Students with Disabilities	1		0	
African American	1		0	
American Indian or Alaska Native				
Asian	1		0	
Filipino				
Hispanic	2		0	
Native Hawaiian or Pacific Islander				
White	5		0	
Two or More Races				

### Conclusions based on this data:

1. No data provided in student groups and race/ethnicity less than 11 students.
2. Data from the California School Dashboard does indicate 100% of students eligible to graduate in 2021 did graduate.

# School and Student Performance Data

## Conditions & Climate Suspension Rate

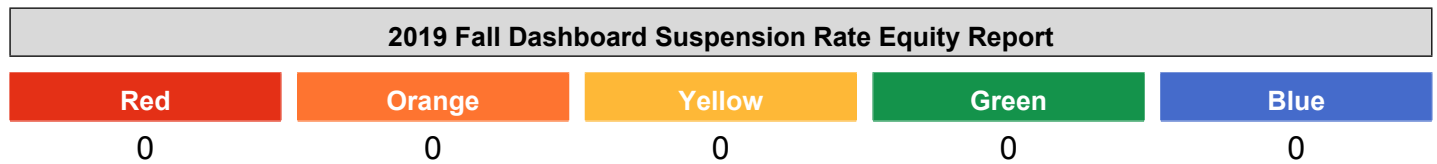
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To meet this requirement, CDE has made available the Enrollment, Graduation Rate Additional Report and the College/Career Measures Report data available. All other reports are not available for 2020 and 2021, thus the most recent data (2019 Fall) is provided here.




The performance levels are color-coded and range from lowest-to-highest performance in the following order:









This section provides number of student groups in each color.



This section provides information about the percentage of students in kindergarten through grade 12 who have been suspended at least once in a given school year. Students who are suspended multiple times are only counted once.

2019 Fall Dashboard Suspension Rate for All Students/Student Group		
All Students	English Learners	Foster Youth
 <p>No Performance Color</p> <p style="text-align: center;">3.3</p> <p>Declined -22.6</p> <p style="text-align: center;">30</p>		
Homeless	Socioeconomically Disadvantaged	Students with Disabilities
	 <p>No Performance Color</p> <p style="text-align: center;">6.3</p> <p>Declined -17.3</p> <p style="text-align: center;">16</p>	 <p>No Performance Color</p> <p>Less than 11 Students - Data Not</p> <p style="text-align: center;">5</p>

**2019 Fall Dashboard Suspension Rate by Race/Ethnicity**

<b>African American</b>	 No Performance Color Less than 11 Students - Data 1	 No Performance Color Less than 11 Students - Data 1	 No Performance Color Less than 11 Students - Data 2
<b>Hispanic</b>	 No Performance Color Less than 11 Students - Data 7	 No Performance Color Less than 11 Students - Data 1	 No Performance Color 0 Declined -30.8 18
<b>Two or More Races</b>		<b>Pacific Islander</b>	

This section provides a view of the percentage of students who were suspended.

**2019 Fall Dashboard Suspension Rate by Year**

<b>2017</b>	<b>2018</b>	<b>2019</b>
	25.9	3.3

**Conclusions based on this data:**

- Overall decline in suspension by 22.6% in 2019 compared to the previous school year.
- No suspensions during the 2020.21 school year.

# Goals, Strategies, & Proposed Expenditures

Complete a copy of the following table for each of the school's goals. Duplicate the table as needed.

## LEA/LCAP Goal

Goal - Pacific Grove Unified, in partnership with students, parents, staff, and the community will challenge all students by providing a quality instructional program in a positive, safe, and stimulating environment, providing differentiated pathways for all students to be college and career ready upon graduation.

Goal - Mathematics and English Language Arts - All English Learners (EL), Socioeconomically Disadvantaged Students (SED), Foster Youth (FY), Students With Disabilities (SWD), and Hispanic will show a measurable increase in achieving grade-level standards in mathematics and English Language Arts each year as measured by Smarter Balanced Assessments and local valid assessments.

## Goal 1

Equitable Academic Outcomes for all students.

Sub Goal 1: 100% of eligible 12th-grade students graduate

Sub Goal 2: As measured by the CAASPP in English Language Arts, math and science increase by 3% the number of students who earn "meets or exceed" with special attention paid to students identified as English Learners, socioeconomically disadvantaged, special needs, and Latinx.

## Identified Need

WASC action plan 4 (Teachers, administration and staff, examine ways to increase the variety of community interactions, focusing on career pathways that require certifications and other career opportunities for students to pursue upon graduation.)

## Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Graduation Rate	100%	100%
CAASPP English	Unknown	50%
CAASPP Mathematics	Unknown	50%

Complete a copy of the Strategy/Activity table for each of the school's strategies/activities. Duplicate the table, including Proposed Expenditures, as needed.

## Strategy/Activity 1

### Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All Students

### Strategy/Activity

Provide access to College/Career indicators

## Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

Source(s)

None Specified

## Strategy/Activity 2

### Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All Students

Strategy/Activity

Increase matriculation of graduating seniors to community colleges or vocational programs, including military service.

### Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

Source(s)

200

General Fund  
0001-0999: Unrestricted: Locally Defined  
Field trips to area colleges.

## Strategy/Activity 3

### Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All students

Strategy/Activity

100% of PGCHS seniors will complete key components of post-secondary readiness, including a resume, a FAFSA application (or comparable financial aid application/plan), or vocational education portfolio and a Personal Finance course.

### Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

Source(s)

None Specified

## Strategy/Activity 4

### Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All Students



Strategy/Activity

Increase the diversity of curriculum across all departments

**Proposed Expenditures for this Strategy/Activity**

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

200

Source(s)

District Funded  
4000-4999: Books And Supplies

**Strategy/Activity 5**

**Students to be Served by this Strategy/Activity**

(Identify either All Students or one or more specific student groups)

All Students

Strategy/Activity

Professional development - introduce a systems approach towards student learning by exploring lesson design focused on mastery learning of skills/competencies.

**Proposed Expenditures for this Strategy/Activity**

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

Source(s)

None Specified

**Strategy/Activity 6**

**Students to be Served by this Strategy/Activity**

(Identify either All Students or one or more specific student groups)

All Students

Strategy/Activity

Develop school wide plans that incorporate contractual agreements around - grading policies, benchmarks, common assessments, learning objectives.

**Proposed Expenditures for this Strategy/Activity**

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

Source(s)

None Specified

## Strategy/Activity 7

### Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All Students

### Strategy/Activity

Increase College Credit Course offerings.

### Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

Source(s)

## Strategy/Activity 8

### Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All Students

### Strategy/Activity

Continue system to monitor and support students community service hours towards graduation

### Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

Source(s)

## Strategy/Activity 9

### Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All Students

### Strategy/Activity

Provide career pathway learning opportunities through guest speakers and activities

### Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

Source(s)

## Strategy/Activity 10

### Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All Students

### Strategy/Activity

Implement school wide project based learning

### Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

Source(s)

## Strategy/Activity 11

### Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All Students

### Strategy/Activity

After school extended learning opportunities - to remediate and/or extend learning.

### Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

Source(s)

# Annual Review

## SPSA Year Reviewed: 2021-22

Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal, an analysis is not required and this section may be deleted.

## ANALYSIS

Describe the overall implementation of the strategies/activities and the overall effectiveness of the strategies/activities to achieve the articulated goal.

The majority of strategies were implemented as stated. Sub goal 1 - 100% of current seniors graduating - was achieved.

Briefly describe any major differences between the intended implementation and/or the budgeted expenditures to implement the strategies/activities to meet the articulated goal.

Project based learning implementation was not achieved due to staffing issues.

Describe any changes that will be made to this goal, the annual outcomes, metrics, or strategies/activities to achieve this goal as a result of this analysis. Identify where those changes can be found in the SPSA.

No changes to the goals. We will seek to fully implement all strategies with fidelity.

# Goals, Strategies, & Proposed Expenditures

Complete a copy of the following table for each of the school's goals. Duplicate the table as needed.

## LEA/LCAP Goal

Social Emotional learning Goal: To advance educational equity and excellence by focusing on the social, emotional, and mental health of our school community by creating a safe and affirming school environment and culture that supports and encourages school connectedness and resiliency.

## Goal 2

Create and Sustain a Safe and Affirming Learning Environment

Sub Goal 1: Reduce suspensions by 1%

Sub Goal 2: Increase Perceived School Safety 63% (State average 2017-2019 56%) School Connectedness 63% (State average 2017-2019 49%), Academic Motivation 58% (State average 2017-2019 63%), Caring Adult Relationships 79% (State average 2017-2019 57%) at school by 3% as measured by student surveys, e.g. California Healthy Kids Survey (CHKS).

Sub Goal 3: Promotion of Parental Involvement 65% (State average 2017-2019 48%) and opportunities through educational workshops, increased communication, and varied meeting platforms as measured by the CHKS.

## Identified Need

In order for all students to be successful academically, socially and emotionally students must feel connected to the school.

## Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Suspension Rate	5.5%	4.5%
CHKS	Perceived School Safety 63%	66%
CHKS	School Connectedness 63%	66%
CHKS	Academic Motivation 58% (baseline)	61%
CHKS	Caring Adult Relationships 79% (baseline)	82%
CHKS	Promotion of Parental Involvement 65%	68%

Complete a copy of the Strategy/Activity table for each of the school's strategies/activities. Duplicate the table, including Proposed Expenditures, as needed.

## Strategy/Activity 1

### Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All Students

## Strategy/Activity

Promote online confidential reporting form

### Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

Source(s)

None Specified

### Strategy/Activity 2

#### Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All Students

Strategy/Activity

Promote "See something say something" culture

### Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

Source(s)

None Specified

### Strategy/Activity 3

#### Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All Students

Strategy/Activity

Implement with fidelity Restorative Approaches

### Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

Source(s)

No cost associated with this goal

### Strategy/Activity 4

**Students to be Served by this Strategy/Activity**

(Identify either All Students or one or more specific student groups)

All Students

**Strategy/Activity**

Increase awareness of services provided through Outreach Counselor

**Proposed Expenditures for this Strategy/Activity**

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

Source(s)

District Funded  
1000-1999: Certificated Personnel Salaries

**Strategy/Activity 5**

**Students to be Served by this Strategy/Activity**

(Identify either All Students or one or more specific student groups)

All Students

**Strategy/Activity**

Increase opportunities for students to be involved in a variety of school activities

**Proposed Expenditures for this Strategy/Activity**

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

Source(s)

None Specified

**Strategy/Activity 6**

**Students to be Served by this Strategy/Activity**

(Identify either All Students or one or more specific student groups)

All Students

**Strategy/Activity**

Monthly review of attendance data and provide necessary interventions as appropriate

**Proposed Expenditures for this Strategy/Activity**

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.



Amount(s)

Source(s)

None Specified

## Strategy/Activity 7

### Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All Students

Strategy/Activity

Develop a survey for parents/guardians to better understand their needs

### Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

Source(s)

## Strategy/Activity 8

### Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All Students

Strategy/Activity

Provide a variety of educational workshops for parents/guardians

### Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

Source(s)

200

General Fund  
5800: Professional/Consulting Services And  
Operating Expenditures

## Strategy/Activity 9

### Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All Students

Strategy/Activity

Weekly "check-ins" conducted with students as a whole with the purpose of providing support and learning opportunities

### Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

Source(s)

None Specified

### Strategy/Activity 10

#### Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All Students

Strategy/Activity

Reduce language barriers by providing information in a variety of languages

### Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

Source(s)

District Funded  
5800: Professional/Consulting Services And  
Operating Expenditures

### Strategy/Activity 11

#### Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All Students

Strategy/Activity

Promote increasing inclusion by reducing incidents of discrimination, harassment, and bias-related incidents

### Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

Source(s)

None Specified

### Strategy/Activity 12

**Students to be Served by this Strategy/Activity**

(Identify either All Students or one or more specific student groups)

All Students

**Strategy/Activity**

Professional Development for staff equity and inclusion

**Proposed Expenditures for this Strategy/Activity**

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

Source(s)

None Specified

**Strategy/Activity 13**

**Students to be Served by this Strategy/Activity**

(Identify either All Students or one or more specific student groups)

All Students

**Strategy/Activity**

Continue bi-weekly student and family conferences

**Proposed Expenditures for this Strategy/Activity**

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

Source(s)

**Strategy/Activity 14**

**Students to be Served by this Strategy/Activity**

(Identify either All Students or one or more specific student groups)

All Students

**Strategy/Activity**

Continue student and family annual planning/orientation meeting

**Proposed Expenditures for this Strategy/Activity**

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

Source(s)

## Strategy/Activity 15

### Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All Students

### Strategy/Activity

Increase awareness of services provide by Licensed Mental Health Therapist

### Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

Source(s)

## Strategy/Activity 16

### Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All Students

### Strategy/Activity

Provide professional development to staff in the area of youth social-emotional health

### Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

Source(s)

# Annual Review

## SPSA Year Reviewed: 2021-22

Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal, an analysis is not required and this section may be deleted.

## ANALYSIS

Describe the overall implementation of the strategies/activities and the overall effectiveness of the strategies/activities to achieve the articulated goal.

The majority of strategies were implemented as stated. Students' academic and social-emotional needs were met through the increased presence of our Outreach Counselor and the introduction of a Licensed Mental Health Therapist. In addition weekly, social-emotional learning opportunities were created to support all students. Restorative Practices while utilized by staff were not formally introduced as intended. Suspensions while not zero were minimal and there were no repeat offenders.

Briefly describe any major differences between the intended implementation and/or the budgeted expenditures to implement the strategies/activities to meet the articulated goal.

Because of staffing issues in the second semester, it was necessary for staff to reprioritize goals and strategies.

Describe any changes that will be made to this goal, the annual outcomes, metrics, or strategies/activities to achieve this goal as a result of this analysis. Identify where those changes can be found in the SPSA.

Added academic motivation and caring adult relations to subgoal two. We will seek to fully implement all strategies with fidelity.

# Budget Summary

Complete the table below. Schools may include additional information. Adjust the table as needed. The Budget Summary is required for schools funded through the ConApp, and/or that receive funds from the LEA for Comprehensive Support and Improvement (CSI).

## Budget Summary

Description	Amount
Total Funds Provided to the School Through the Consolidated Application	\$
Total Federal Funds Provided to the School from the LEA for CSI	\$
Total Funds Budgeted for Strategies to Meet the Goals in the SPSA	\$600.00

## Other Federal, State, and Local Funds

List the additional Federal programs that the school is including in the schoolwide program. Adjust the table as needed. If the school is not operating a Title I schoolwide program this section is not applicable and may be deleted.

Federal Programs	Allocation (\$)
------------------	-----------------

Subtotal of additional federal funds included for this school: \$

List the State and local programs that the school is including in the schoolwide program. Duplicate the table as needed.

State or Local Programs	Allocation (\$)
District Funded	\$200.00
General Fund	\$400.00

Subtotal of state or local funds included for this school: \$600.00

Total of federal, state, and/or local funds for this school: \$600.00

# School Site Council Membership

California Education Code describes the required composition of the School Site Council (SSC). The SSC shall be composed of the principal and representatives of: teachers selected by teachers at the school; other school personnel selected by other school personnel at the school; parents of pupils attending the school selected by such parents; and, in secondary schools, pupils selected by pupils attending the school. The current make-up of the SSC is as follows:

- 1 School Principal
- 1 Classroom Teachers
- 1 Other School Staff
- 2 Parent or Community Members

Name of Members	Role
Lito M. Garcia	Principal
Sheri Deeter	Classroom Teacher
Sondra Pierre	Parent or Community Member
Luciana Morgan	Other School Staff
James Ehret	Other School Staff
Audrey Cordova	Other School Staff
Cecelia Austin	Parent or Community Member

At elementary schools, the school site council must be constituted to ensure parity between (a) the principal, classroom teachers, and other school personnel, and (b) parents of students attending the school or other community members. Classroom teachers must comprise a majority of persons represented under section (a). At secondary schools there must be, in addition, equal numbers of parents or other community members selected by parents, and students. Members must be selected by their peer group.



# Recommendations and Assurances

The School Site Council (SSC) recommends this school plan and proposed expenditures to the district governing board for approval and assures the board of the following:

The SSC is correctly constituted and was formed in accordance with district governing board policy and state law.

The SSC reviewed its responsibilities under state law and district governing board policies, including those board policies relating to material changes in the School Plan for Student Achievement (SPSA) requiring board approval.

The SSC sought and considered all recommendations from the following groups or committees before adopting this plan:

## Signature

## Committee or Advisory Group Name

The SSC reviewed the content requirements for school plans of programs included in this SPSA and believes all such content requirements have been met, including those found in district governing board policies and in the local educational agency plan.

This SPSA is based on a thorough analysis of student academic performance. The actions proposed herein form a sound, comprehensive, coordinated plan to reach stated school goals to improve student academic performance.

This SPSA was adopted by the SSC at a public meeting on 5/23/2022.

Attested:



Principal, Lito M. Garcia on May 23, 2022



SSC Chairperson, Cecelia Austin on May 23, 2022

# Instructions

The School Plan for Student Achievement (SPSA) is a strategic plan that maximizes the resources available to the school while minimizing duplication of effort with the ultimate goal of increasing student achievement. SPSA development should be aligned with and inform the Local Control and Accountability Plan process.

The SPSA consolidates all school-level planning efforts into one plan for programs funded through the consolidated application (ConApp), and for federal school improvement programs, including schoolwide programs, Comprehensive Support and Improvement (CSI), Targeted Support and Improvement (TSI), and Additional Targeted Support and Improvement (ATSI), pursuant to California Education Code (EC) Section 64001 and the Elementary and Secondary Education Act as amended by the Every Student Succeeds Act (ESSA). This template is designed to meet schoolwide program planning requirements. It also notes how to meet CSI, TSI, or ATSI requirements, as applicable.

California's ESSA State Plan supports the state's approach to improving student group performance through the utilization of federal resources. Schools use the SPSA to document their approach to maximizing the impact of federal investments in support of underserved students. The implementation of ESSA in California presents an opportunity for schools to innovate with their federally-funded programs and align them with the priority goals of the school and the LEA that are being realized under the state's Local Control Funding Formula (LCFF).

The LCFF provides schools and LEAs flexibility to design programs and provide services that meet the needs of students in order to achieve readiness for college, career, and lifelong learning. The SPSA planning process supports continuous cycles of action, reflection, and improvement. Consistent with EC 65001, the Schoolsite Council (SSC) is required to develop and annually review the SPSA, establish an annual budget, and make modifications to the plan that reflect changing needs and priorities, as applicable.

For questions related to specific sections of the template, please see instructions below:

## Instructions: Linked Table of Contents

**The SPSA template meets the requirements of schoolwide planning (SWP). Each section also contains a notation of how to meet CSI, TSI, or ATSI requirements.**

[Stakeholder Involvement](#)

[Goals, Strategies, & Proposed Expenditures](#)

[Planned Strategies/Activities](#)

[Annual Review and Update](#)

[Budget Summary](#)

[Appendix A: Plan Requirements for Title I Schoolwide Programs](#)

[Appendix B: Plan Requirements for Schools to Meet Federal School Improvement Planning Requirements](#)

[Appendix C: Select State and Federal Programs](#)

For additional questions or technical assistance related to LEA and school planning, please contact the Local Agency Systems Support Office, at [LCFF@cde.ca.gov](mailto:LCFF@cde.ca.gov).

For programmatic or policy questions regarding Title I schoolwide planning, please contact the local educational agency, or the CDE's Title I Policy and Program Guidance Office at [TITLEI@cde.ca.gov](mailto:TITLEI@cde.ca.gov).

For questions or technical assistance related to meeting federal school improvement planning requirements (for CSI, TSI, and ATSI), please contact the CDE's School Improvement and Support Office at [SISO@cde.ca.gov](mailto:SISO@cde.ca.gov).

## Purpose and Description

Schools identified for Comprehensive Support and Improvement (CSI), Targeted Support and Improvement (TSI), or Additional Targeted Support and Improvement (ATSI) must respond to the following prompts. A school that has not been identified for CSI, TSI, or ATSI may delete the Purpose and Description prompts.

### Purpose

Briefly describe the purpose of this plan by selecting from Schoolwide Program, Comprehensive Support and Improvement, Targeted Support and Improvement, or Additional Targeted Support and Improvement)

### Description

Briefly describe the school's plan for effectively meeting ESSA requirements in alignment with the Local Control and Accountability Plan and other federal, state, and local programs.

## Stakeholder Involvement

Meaningful involvement of parents, students, and other stakeholders is critical to the development of the SPSA and the budget process. Schools must share the SPSA with school site-level advisory groups, as applicable (e.g., English Learner Advisory committee, student advisory groups, tribes and tribal organizations present in the community, as appropriate, etc.) and seek input from these advisory groups in the development of the SPSA.

The Stakeholder Engagement process is an ongoing, annual process. Describe the process used to involve advisory committees, parents, students, school faculty and staff, and the community in the development of the SPSA and the annual review and update.

*[This section meets the requirements for TSI and ATSI.]*

*[When completing this section for CSI, the LEA shall partner with the school in the development and implementation of this plan.]*

## Resource Inequities

Schools eligible for CSI or ATSI must identify resource inequities, which may include a review of LEA- and school-level budgeting as a part of the required needs assessment. Identified resource inequities must be addressed through implementation of the CSI or ATSI plan. Briefly identify and describe any resource inequities identified as a result of the required needs assessment and summarize how the identified resource inequities are addressed in the SPSA.

*[This section meets the requirements for CSI and ATSI. If the school is not identified for CSI or ATSI this section is not applicable and may be deleted.]*

# Goals, Strategies, Expenditures, & Annual Review

In this section a school provides a description of the annual goals to be achieved by the school. This section also includes descriptions of the specific planned strategies/activities a school will take to meet the identified goals, and a description of the expenditures required to implement the specific strategies and activities.

## Goal

State the goal. A goal is a broad statement that describes the desired result to which all strategies/activities are directed. A goal answers the question: What is the school seeking to achieve?

It can be helpful to use a framework for writing goals such as the S.M.A.R.T. approach. A S.M.A.R.T. goal is one that is **Specific**, **Measurable**, **Achievable**, **Realistic**, and **Time-bound**. A level of specificity is needed in order to measure performance relative to the goal as well as to assess whether it is reasonably achievable. Including time constraints, such as milestone dates, ensures a realistic approach that supports student success.

A school may number the goals using the “Goal #” for ease of reference.

*[When completing this section for CSI, TSI, and ATSI, improvement goals shall align to the goals, actions, and services in the LEA LCAP.]*

## Identified Need

Describe the basis for establishing the goal. The goal should be based upon an analysis of verifiable state data, including local and state indicator data from the California School Dashboard (Dashboard) and data from the School Accountability Report Card, including local data voluntarily collected by districts to measure pupil achievement.

*[Completing this section fully addresses all relevant federal planning requirements]*

## Annual Measurable Outcomes

Identify the metric(s) and/or state indicator(s) that the school will use as a means of evaluating progress toward accomplishing the goal. A school may identify metrics for specific student groups. Include in the baseline column the most recent data associated with the metric or indicator available at the time of adoption of the SPSA. The most recent data associated with a metric or indicator includes data reported in the annual update of the SPSA. In the subsequent Expected Outcome column, identify the progress the school intends to make in the coming year.

*[When completing this section for CSI the school must include school-level metrics related to the metrics that led to the school’s identification.]*

*[When completing this section for TSI/ATSI the school must include metrics related to the specific student group(s) that led to the school’s identification.]*

## Strategies/Activities

Describe the strategies and activities being provided to meet the described goal. A school may number the strategy/activity using the “Strategy/Activity #” for ease of reference.

Planned strategies/activities address the findings of the needs assessment consistent with state priorities and resource inequities, which may have been identified through a review of the local educational agency's budgeting, its local control and accountability plan, and school-level budgeting, if applicable.

*[When completing this section for CSI, TSI, and ATSI, this plan shall include evidence-based interventions and align to the goals, actions, and services in the LEA LCAP.]*

*[When completing this section for CSI and ATSI, this plan shall address through implementation, identified resource inequities, which may have been identified through a review of LEA- and school-level budgeting.]*

## **Students to be Served by this Strategy/Activity**

Indicate in this box which students will benefit from the strategies/activities by indicating "All Students" or listing one or more specific student group(s) to be served.

*[This section meets the requirements for CSI.]*

*[When completing this section for TSI and ATSI, at a minimum, the student groups to be served shall include the student groups that are consistently underperforming, for which the school received the TSI or ATSI designation. For TSI, a school may focus on all students or the student group(s) that led to identification based on the evidence-based interventions selected.]*

## **Proposed Expenditures for this Strategy/Activity**

For each strategy/activity, list the amount(s) and funding source(s) for the proposed expenditures for the school year to implement these strategies/activities. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal, identify the Title and Part, as applicable), Other State, and/or Local.

Proposed expenditures that are included more than once in a SPSA should be indicated as a duplicated expenditure and include a reference to the goal and strategy/activity where the expenditure first appears in the SPSA. Pursuant to Education Code, Section 64001(g)(3)(C), proposed expenditures, based on the projected resource allocation from the governing board or governing body of the LEA, to address the findings of the needs assessment consistent with the state priorities including identifying resource inequities which may include a review of the LEA's budgeting, its LCAP, and school-level budgeting, if applicable.

*[This section meets the requirements for CSI, TSI, and ATSI.]*

*[NOTE: Federal funds for CSI shall not be used in schools identified for TSI or ATSI. In addition, funds for CSI shall not be used to hire additional permanent staff.]*

## **Annual Review**

In the following Analysis prompts, identify any material differences between what was planned and what actually occurred as well as significant changes in strategies/activities and/ or expenditures from the prior year. This annual review and analysis should be the basis for decision-making and updates to the plan.

# Analysis

Using actual outcome data, including state indicator data from the Dashboard, analyze whether the planned strategies/activities were effective in achieving the goal. Respond to the prompts as instructed. Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal the Annual Review section is not required and this section may be deleted.

- Describe the overall implementation of the strategies/activities and the overall effectiveness of the strategies/activities to achieve the articulated goal.
- Briefly describe any major differences between either/or the intended implementation or the budgeted expenditures to implement the strategies/activities to meet the articulated goal.
- Describe any changes that will be made to the goal, expected annual measurable outcomes, metrics/indicators, or strategies/activities to achieve this goal as a result of this analysis and analysis of the data provided in the Dashboard, as applicable. Identify where those changes can be found in the SPSA.

*[When completing this section for CSI, TSI, or ATSI, any changes made to the goals, annual measurable outcomes, metrics/indicators, or strategies/activities, shall meet the CSI, TSI, or ATSI planning requirements. CSI, TSI, and ATSI planning requirements are listed under each section of the Instructions. For example, as a result of the Annual Review and Update, if changes are made to a goal(s), see the Goal section for CSI, TSI, and ATSI planning requirements.]*

# Budget Summary

In this section a school provides a brief summary of the funding allocated to the school through the ConApp and/or other funding sources as well as the total amount of funds for proposed expenditures described in the SPSA. The Budget Summary is required for schools funded through the ConApp and that receive federal funds for CSI. If the school is not operating a Title I schoolwide program this section is not applicable and may be deleted.

*From its total allocation for CSI, the LEA may distribute funds across its schools that meet the criteria for CSI to support implementation of this plan. In addition, the LEA may retain a portion of its total allocation to support LEA-level expenditures that are directly related to serving schools eligible for CSI.*

# Budget Summary

A school receiving funds allocated through the ConApp should complete the Budget Summary as follows:

- Total Funds Provided to the School Through the Consolidated Application: This amount is the total amount of funding provided to the school through the ConApp for the school year. The school year means the fiscal year for which a SPSA is adopted or updated.
- Total Funds Budgeted for Strategies to Meet the Goals in the SPSA: This amount is the total of the proposed expenditures from all sources of funds associated with the strategies/activities reflected in the SPSA. To the extent strategies/activities and/or proposed expenditures are listed in the SPSA under more than one goal, the expenditures should be counted only once.

A school receiving federal funds for CSI should complete the Budget Summary as follows:

- Total Federal Funds Provided to the School from the LEA for CSI: This amount is the total amount of funding provided to the school from the LEA.

*[NOTE: Federal funds for CSI shall not be used in schools eligible for TSI or ATSI. In addition, funds for CSI shall not be used to hire additional permanent staff.]*



# Appendix A: Plan Requirements

## Schoolwide Program Requirements

This School Plan for Student Achievement (SPSA) template meets the requirements of a schoolwide program plan. The requirements below are for planning reference.

A school that operates a schoolwide program and receives funds allocated through the ConApp is required to develop a SPSA. The SPSA, including proposed expenditures of funds allocated to the school through the ConApp, must be reviewed annually and updated by the SSC. The content of a SPSA must be aligned with school goals for improving student achievement.

### Requirements for Development of the Plan

- I. The development of the SPSA shall include both of the following actions:
  - A. Administration of a comprehensive needs assessment that forms the basis of the school's goals contained in the SPSA.
    1. The comprehensive needs assessment of the entire school shall:
      - a. Include an analysis of verifiable state data, consistent with all state priorities as noted in Sections 52060 and 52066, and informed by all indicators described in Section 1111(c)(4)(B) of the federal Every Student Succeeds Act, including pupil performance against state-determined long-term goals. The school may include data voluntarily developed by districts to measure pupil outcomes (described in the Identified Need); and
      - b. Be based on academic achievement information about all students in the school, including all groups under §200.13(b)(7) and migratory children as defined in section 1309(2) of the ESEA, relative to the State's academic standards under §200.1 to—
        - i. Help the school understand the subjects and skills for which teaching and learning need to be improved; and
        - ii. Identify the specific academic needs of students and groups of students who are not yet achieving the State's academic standards; and
        - iii. Assess the needs of the school relative to each of the components of the schoolwide program under §200.28.
        - iv. Develop the comprehensive needs assessment with the participation of individuals who will carry out the schoolwide program plan.
        - v. Document how it conducted the needs assessment, the results it obtained, and the conclusions it drew from those results.
  - B. Identification of the process for evaluating and monitoring the implementation of the SPSA and progress towards accomplishing the goals set forth in the SPSA (described in the Expected Annual Measurable Outcomes and Annual Review and Update).

### Requirements for the Plan

- II. The SPSA shall include the following:
  - A. Goals set to improve pupil outcomes, including addressing the needs of student groups as identified through the needs assessment.

- B. Evidence-based strategies, actions, or services (described in Strategies and Activities)
  - 1. A description of the strategies that the school will be implementing to address school needs, including a description of how such strategies will--
    - a. provide opportunities for all children including each of the subgroups of students to meet the challenging state academic standards
    - b. use methods and instructional strategies that:
      - i. strengthen the academic program in the school,
      - ii. increase the amount and quality of learning time, and
      - iii. provide an enriched and accelerated curriculum, which may include programs, activities, and courses necessary to provide a well-rounded education.
    - c. Address the needs of all children in the school, but particularly the needs of those at risk of not meeting the challenging State academic standards, so that all students demonstrate at least proficiency on the State's academic standards through activities which may include:
      - i. strategies to improve students' skills outside the academic subject areas;
      - ii. preparation for and awareness of opportunities for postsecondary education and the workforce;
      - iii. implementation of a schoolwide tiered model to prevent and address problem behavior;
      - iv. professional development and other activities for teachers, paraprofessionals, and other school personnel to improve instruction and use of data; and
      - v. strategies for assisting preschool children in the transition from early childhood education programs to local elementary school programs.
- C. Proposed expenditures, based on the projected resource allocation from the governing board or body of the local educational agency (may include funds allocated via the ConApp, federal funds for CSI, any other state or local funds allocated to the school), to address the findings of the needs assessment consistent with the state priorities, including identifying resource inequities, which may include a review of the LEAs budgeting, it's LCAP, and school-level budgeting, if applicable (described in Proposed Expenditures and Budget Summary). Employees of the schoolwide program may be deemed funded by a single cost objective.
- D. A description of how the school will determine if school needs have been met (described in the Expected Annual Measurable Outcomes and the Annual Review and Update).
  - 1. Annually evaluate the implementation of, and results achieved by, the schoolwide program, using data from the State's annual assessments and other indicators of academic achievement;
  - 2. Determine whether the schoolwide program has been effective in increasing the achievement of students in meeting the State's academic standards, particularly for those students who had been furthest from achieving the standards; and
  - 3. Revise the plan, as necessary, based on the results of the evaluation, to ensure continuous improvement of students in the schoolwide program.

- E. A description of how the school will ensure parental involvement in the planning, review, and improvement of the schoolwide program plan (described in Stakeholder Involvement and/or Strategies/Activities).
- F. A description of the activities the school will include to ensure that students who experience difficulty attaining proficient or advanced levels of academic achievement standards will be provided with effective, timely additional support, including measures to
  - 1. Ensure that those students' difficulties are identified on a timely basis; and
  - 2. Provide sufficient information on which to base effective assistance to those students.
- G. For an elementary school, a description of how the school will assist preschool students in the successful transition from early childhood programs to the school.
- H. A description of how the school will use resources to carry out these components (described in the Proposed Expenditures for Strategies/Activities).
- I. A description of any other activities and objectives as established by the SSC (described in the Strategies/Activities).

Authority Cited: S Title 34 of the Code of Federal Regulations (34 CFR), sections 200.25-26, and 200.29, and sections-1114(b)(7)(A)(i)-(iii) and 1118(b) of the ESEA. EC sections 6400 et. seq.

## Appendix B:

### Plan Requirements for School to Meet Federal School Improvement Planning Requirements

For questions or technical assistance related to meeting Federal School Improvement Planning Requirements, please contact the CDE's School Improvement and Support Office at [SISO@cde.ca.gov](mailto:SISO@cde.ca.gov).

### Comprehensive Support and Improvement

The LEA shall partner with stakeholders (including principals and other school leaders, teachers, and parents) to locally develop and implement the CSI plan for the school to improve student outcomes, and specifically address the metrics that led to eligibility for CSI (Stakeholder Involvement).

The CSI plan shall:

1. Be informed by all state indicators, including student performance against state-determined long-term goals (Goal, Identified Need, Expected Annual Measurable Outcomes, Annual Review and Update, as applicable);
2. Include evidence-based interventions (Strategies/Activities, Annual Review and Update, as applicable) (For resources related to evidence-based interventions, see the U.S. Department of Education's "Using Evidence to Strengthen Education Investments" at <https://www2.ed.gov/policy/elsec/leg/essa/guidanceusesinvestment.pdf>);
3. Be based on a school-level needs assessment (Goal, Identified Need, Expected Annual Measurable Outcomes, Annual Review and Update, as applicable); and
4. Identify resource inequities, which may include a review of LEA- and school-level budgeting, to be addressed through implementation of the CSI plan (Goal, Identified Need, Expected Annual Measurable Outcomes, Planned Strategies/Activities; and Annual Review and Update, as applicable).

Authority Cited: Sections 1003(e)(1)(A), 1003(i), 1111(c)(4)(B), and 1111(d)(1) of the ESSA.

### Targeted Support and Improvement

In partnership with stakeholders (including principals and other school leaders, teachers, and parents) the school shall develop and implement a school-level TSI plan to improve student outcomes for each subgroup of students that was the subject of identification (Stakeholder Involvement).

The TSI plan shall:

1. Be informed by all state indicators, including student performance against state-determined long-term goals (Goal, Identified Need, Expected Annual Measurable Outcomes, Annual Review and Update, as applicable); and
2. Include evidence-based interventions (Planned Strategies/Activities, Annual Review and Update, as applicable). (For resources related to evidence-based interventions, see the U.S. Department of Education's "Using Evidence to Strengthen Education Investments" <https://www2.ed.gov/policy/elsec/leg/essa/guidanceusesinvestment.pdf>.)

Authority Cited: Sections 1003(e)(1)(B), 1003(i), 1111(c)(4)(B) and 1111(d)(2) of the ESSA.

## **Additional Targeted Support and Improvement**

A school identified for ATSI shall:

1. Identify resource inequities, which may include a review of LEA- and school-level budgeting, which will be addressed through implementation of its TSI plan (Goal, Identified Need, Expected Annual Measurable Outcomes, Planned Strategies/Activities, and Annual Review and Update, as applicable).

Authority Cited: Sections 1003(e)(1)(B), 1003(i), 1111(c)(4)(B), and 1111(d)(2)(c) of the ESSA.

## **Single School Districts and Charter Schools Identified for School Improvement**

Single school districts (SSDs) or charter schools that are identified for CSI, TSI, or ATSI, shall develop a SPSA that addresses the applicable requirements above as a condition of receiving funds (EC Section 64001[a] as amended by Assembly Bill [AB] 716, effective January 1, 2019).

However, a SSD or a charter school may streamline the process by combining state and federal requirements into one document which may include the local control and accountability plan (LCAP) and all federal planning requirements, provided that the combined plan is able to demonstrate that the legal requirements for each of the plans is met (EC Section 52062[a] as amended by AB 716, effective January 1, 2019).

Planning requirements for single school districts and charter schools choosing to exercise this option are available in the LCAP Instructions.

Authority Cited: EC sections 52062(a) and 64001(a), both as amended by AB 716, effective January 1, 2019.

## Appendix C: Select State and Federal Programs

**For a list of active programs, please see the following links:**

Programs included on the Consolidated Application: <https://www.cde.ca.gov/fg/aa/co/>

ESSA Title I, Part A: School Improvement: <https://www.cde.ca.gov/sp/sw/t1/schoolsupport.asp>

Available Funding: <https://www.cde.ca.gov/fg/fo/af/>

Developed by the California Department of Education, January 2019

- ☒ Student Learning and Achievement
- ☒ Health and Safety of Students and Schools
- ☒ Credibility and Communication
- ☒ Fiscal Solvency, Accountability and Integrity

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

---

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

**DATE:** June 2, 2022

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

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**RECOMMENDATION:**

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

**BACKGROUND:**

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

**INFORMATION:**

For the fourth quarter of the 2021-22 academic year, there were no incidents or complaints filed against any of the criteria: Therefore, it is acknowledged that

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

**FISCAL IMPACT:**

None.



# Academic School Year 2020-2021

## Non-Williams District Uniform Complaints Quarterly Report

[Education Code § 35186]

Big Sur Unified School District  
Bradley Union School District  
Carmel Unified School District  
Graves School District

Lagunita School District  
Mission Union School District  
Pacific Grove Unified School District  
San Antonio Union School District

San Ardo Union School District  
San Lucas Union School District  
Spreckels Union School District  
Washington Union School District

Form Completed By: \_\_\_\_\_ Title: \_\_\_\_\_

Quarterly Report Submission Date: \_\_\_\_\_  
(Please check one)

October 2020	April 2021	
January 2021	July 2021	

Date for information to be reported publicly at governing board meeting: \_\_\_\_\_

Please check the box that applies:

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

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

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

\_\_\_\_\_  
**Print Name of District Superintendent**



\_\_\_\_\_  
**Signature of District Superintendent**

\_\_\_\_\_  
**Date**

**Monterey County Office of Education**  
Submit Non-Williams Quarterly Report to: Student Services,  
Juanita Martinez, jmartine@montereycoe.org

- ☒ Student Learning and Achievement
- ☐ Health and Safety of Students and Schools
- ☐ Credibility and Communication
- ☐ Fiscal Solvency, Accountability and Integrity

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

---

**SUBJECT:** Contract for Services with Premier Studios of California

**DATE:** June 2, 2022

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

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**RECOMMENDATION:**

The District Administration recommends the Board review and approve the contract for services with Premier Studios of California.

**BACKGROUND:**

Premier Studios has provided photo services for FGE annually. We are pleased with their professionalism and product. We will continue to use them for school photos.

**INFORMATION:**

Premier Studios will provide school pictures for the 2022-2023 school year.

**FISCAL IMPACT:**

There is no fiscal impact for this service to the school or the district. Premier Studios collects payment from the families who choose to purchase the photo packages directly from the company.

# PACIFIC GROVE UNIFIED SCHOOL DISTRICT INDEPENDENT CONSULTANT AGREEMENT

**CONSULTANT FULL NAME** Premier Studios of California

**TAX I.D. NUMBER\*** \_\_\_\_\_ (Consultant to complete)

**SITE/DEPARTMENT** Forest Grove Elementary School

**SUBMITTED BY** Buck Roggeman, Principal

**ACCOUNT CODE** no cost

**FUNDING SOURCE** n/a

**AGREEMENT TOTAL AMOUNT** no cost

The District employee providing the attached Independent Consultant Agreement to the person or entity who will be providing special services to the District should first do the following:

1. Provide only the Pacific Grove Unified School District's approved Independent Consultant Agreement. The Independent Consultant Agreement should be completed in lieu of signing any vendor contract for services.
2. Review the insurance requirements for the person or entity and revise the insurance provisions of the agreement accordingly.
3. Review the forms under Section 20 and determine which of those documents should be attached to the agreement.

This Independent Consultant Agreement for Special Services ("Agreement") is made as of June 2, 2022 between the Pacific Grove Unified School District ("District") and Premier Studios of California ("Consultant") (together, "Parties").

WHEREAS, the District is authorized by Section 53060 of the California Government Code to contract with and employ any persons for the furnishing of special services and advice in financial, economic, accounting, engineering, legal, transportation, administrative matters or other specialized services, if those persons are specially trained and experienced and competent to perform the special services required; and

WHEREAS, the District is in need of those services and/or advice; and

WHEREAS, the Consultant is specially trained and experienced and competent to perform the services required by the District, and those services are needed on a limited basis;

NOW, THEREFORE, the Parties agree as follows:

1. **Services.** The Consultant shall furnish to the District the following services herein by this reference ("Services" or "Work"): Consultant shall serve as a photographer. Consultant shall use their specialized experience and skills to organize, maintain to serve in this capacity. Services shall include but not be limited to: provide a photography services at Forest Grove Elementary School including but not limited to school portraits.
2. **Term.** Consultant shall commence providing services under this Agreement on July 1, 2022, and will diligently perform as required and complete performance by June 30, 2023.
3. **Compensation.** District agrees to pay \$0.00 to Consultant for Services satisfactorily rendered pursuant to this Agreement. This is not to exceed \$0.00 during the term of this Agreement. District shall pay Consultant according to the following terms and conditions:

- 3.1. Payment for the Services shall be made for all undisputed amounts in installment payments within thirty (30) days after the Consultant submits an invoice to the District for Services actually completed.
4. **Expenses.** District shall not be liable to Consultant for any costs or expenses paid or incurred by Consultant in performing Services for District.
5. **Independent Consultant.** Consultant, in the performance of this Agreement, shall be and act as an Independent Consultant. Consultant understands and agrees that he/she shall not be considered an officer, employee, agent, partner, or joint venture of the District, and is not entitled to benefits of any kind or nature normally provided employees of the District and/or to which District's employees are normally entitled, including, but not limited to, State Unemployment Compensation or Worker's Compensation. Consultant shall assume full responsibility for payment of all federal, state and local taxes or contributions, including unemployment insurance, Social Security and income taxes with respect to Consultant. In the performance of the Services herein contemplated, Consultant is an independent Consultant or business entity, with the sole authority for controlling and directing the performance of the details of the Services, District being interested only in the results obtained.
6. **Performance of Services.**
  - 6.1. **Standard of Care.** Consultant represents that Consultant has the qualifications and ability to perform the Services in a professional manner, without the advice, control or supervision of the District. Consultant's Services will be performed, findings obtained, reports and recommendations prepared in accordance with generally and currently accepted principles and practices of his/her profession for services to California school districts.
  - 6.2. **District Approval.** The Services 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.
  - 6.3. **Licenses.** Consultant's represents that s/he possesses all required licenses to perform the Services provided in this Agreement.
7. **Termination.**
  - 7.1. **Without Cause by District.** District may, at any time, with or without reason, terminate this Agreement and compensate Consultant only for services satisfactorily rendered to the date of termination. Written notice by District shall be sufficient to stop further performance of services by Consultant. Notice shall be deemed given when received by the Consultant or no later than three days after the day of mailing, whichever is sooner.
  - 7.2. **Without Cause by Consultant.** Consultant may, upon thirty (30) days' notice, with or without reason, terminate this Agreement. Upon this termination, District shall only be obligated to compensate Consultant for services satisfactorily rendered to the date of termination. Written notice by Consultant shall be sufficient to stop further performance of services to District. Consultant acknowledges that this thirty (30) day notice period is acceptable so that the District can attempt to procure the Services from another source.
  - 7.3. **With Cause by District.** District may terminate this Agreement upon giving of written notice of intention to terminate for cause. Cause shall include:
    - 7.3.1. Material violation of this Agreement by the Consultant; or
    - 7.3.2. Any act by Consultant exposing the District to liability to others for personal injury or property damage.Written notice by District shall contain the reasons for such intention to terminate and unless within three (3) calendar days after that notice the condition or violation shall cease, or satisfactory arrangements for the

correction thereof be made, this Agreement shall upon the expiration of the three (3) calendar days cease and terminate. In the event of this termination, the District may secure the required services from another Consultant. If the expense, fees, and/or costs to the District exceeds the cost of providing the services pursuant to this Agreement, the Consultant shall immediately pay the excess expense, fees, and/or costs to the District upon the receipt of the District's notice of these expense, fees, and/or costs. The foregoing provisions are in addition to and not a limitation of any other rights or remedies available to District.

8. **Fingerprinting.** The Fingerprinting/Criminal Background Investigation Certification must be completed and attached to this Agreement. (Applicable only if checked under Section 20, Submittal of Documents.)
9. **Compliance.** Consultant shall, at all times while providing the Services, comply with all federal, state, local and District laws, statutes, codes, ordinances, rules, regulations, policies, and requirements, as well as all state executive orders and all public health orders regarding student health and safety, including but not limited to, policies and procedures related to social distancing, the use of personal protective equipment ("PPE") such as face coverings and gloves, and the sanitization of facilities to help prevent the spread of COVID-19 and other contagious diseases.
10. **District's Evaluation of Consultant.** The District may evaluate the Consultant's performance. In no event shall an evaluation of Consultant be considered a prerequisite to the District exercising its rights under paragraph 7 above.
11. **Limitation of District Liability.** Other than as provided in this Agreement, District's financial obligations under this Agreement shall be limited to the payment of the compensation provided in this Agreement. Notwithstanding any other provision of this Agreement, in no event shall District be liable to Consultant, regardless of whether any claim is based on contract or tort, for any special, consequential, indirect or incidental damages, including, but not limited to, lost profits or revenue, arising out of or in connection with this Agreement for the services performed in connection with this Agreement.
12. **Indemnity.** Consultant shall defend, indemnify, and hold harmless District and its agents, representatives, officers, consultants, employees, Board of Trustees, members of the Board of Trustees (collectively, the "District Parties"), from and against any and all claims, demands, liabilities, damages, losses, suits and actions, and expenses (including, but not limited to attorney fees and costs including fees of consultants) of any kind, nature and description (collectively, the "Claims") directly or indirectly arising out of, connected with, or resulting from any act, error, omission, negligence, or willful misconduct of Consultant, its agents, subcontractors, employees, material or equipment suppliers, invitees, or licensees (collectively, the "Consultant Parties") in the performance of or failure to perform Consultant's or Consultant Parties' obligations under this Agreement, including, but not limited to Consultant's or Consultant Parties' use of District sites, performance of the Services, breach of any of the representations or warranties contained in this Agreement, or for injury to or death of persons or damage to property or delay or damage to the District or the District Parties. Such obligation shall not be construed to negate, abridge, or reduce other rights or obligations of indemnity, which would otherwise exist as to a party, person, or entity described in this paragraph. The indemnification provided for in this Section includes, without limitation to the foregoing, claims that may be made against District by any taxing authority asserting that an employer-employee relationship exists by reason of this Agreement, and any claims made against District alleging civil rights violations by Consultant or Consultant Parties under the California Fair Employment and Housing Act ("FEHA").
13. **Confidentiality.** The Consultant and all Consultant's agents, personnel, employee(s), and/or Sub-consultant(s) shall maintain the confidentiality of all information received in the course of performing the Services. This requirement to maintain confidentiality shall extend beyond the termination of this Agreement.
14. **Notice.** Any notice required or permitted to be given under this Agreement shall be deemed to have been given, served, and received if given in writing and either personally delivered or deposited in the United States

mail, registered or certified mail, postage prepaid, return receipt required, or sent by overnight delivery service, or facsimile transmission, addressed as follows:

<u>District</u>	<u>Consultant</u>
Pacific Grove Unified School District	Name <u>Premier Studios of California</u>
435 Hillcrest Avenue	Address: <u>4746 West Jennifer Ave, Ste 101</u>
Pacific Grove, CA 93950	City/State/Zip: <u>Fresno, CA 93722</u>
ATTENTION: Song Chin-Bendib,	Phone: <u>559-274-9231</u>
Assistant Superintendent/CBO	Email: <u>premierstudios@comcast.net</u>

Any notice personally given or sent by facsimile transmission shall be effective upon receipt. Any notice sent by overnight delivery service shall be effective the business day next following delivery thereof to the overnight delivery service. Any notice given by mail shall be effective three (3) days after deposit in the United States mail.

15. **Integration/Entire Agreement of Parties.** This Agreement constitutes the entire agreement between the Parties and supersedes all prior discussions, negotiations, and agreements, whether oral or written. This Agreement may be amended or modified only by a written instrument executed by both Parties.
16. **California Law.** This Agreement shall be governed by and the rights, duties and obligations of the Parties shall be determined and enforced in accordance with the laws of the State of California. The Parties further agree that any action or proceeding brought to enforce the terms and conditions of this Agreement shall be maintained in Monterey County, California.
17. **Waiver.** The waiver by either party of any breach of any term, covenant, or condition herein contained shall not be deemed to be a waiver of such term, covenant, condition, or any subsequent breach of the same or any other term, covenant, or condition herein contained.
18. **Severability.** If any term, condition or provision of this Agreement is held by a court of competent jurisdiction to be invalid, void or unenforceable, the remaining provisions will nevertheless continue in full force and effect, and shall not be affected, impaired or invalidated in any way.
19. **Attorney Fees/Costs.** Should litigation be necessary to enforce any terms or provisions of this Agreement, then each party shall bear its own litigation and collection expenses, witness fees, court costs and attorney's fees.
20. **Counterparts.** This Agreement and all amendments and supplements to it may be executed in counterparts, and all counterparts together shall be construed as one document.
21. **Incorporation of Recitals and Exhibits.** The Recitals and each exhibit attached hereto are hereby incorporated herein by reference.
22. **Non-Assignability.** Consultant may not, without the written permission of the District, use other consultants within Consultant's own firm, or outside experts to perform the services for the District.
23. **Submittal of Documents.** The Consultant shall not commence the Services under this Agreement until the Consultant has submitted and the District has approved the following documents:

- ☒ Signed Agreement
- ☐ Fingerprinting/Criminal Background Investigation Certification
- ☐ W-9 Form
- ☐ TB Declaration
- ☐ SafeSchools Training – completed within 6 weeks (Certification of Completion document required)

**IN WITNESS WHEREOF, the Parties hereto have executed this Agreement on the date indicated below.**

**Pacific Grove Unified School District**

**Consultant**

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

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

Name: \_\_\_\_\_

Name: \_\_\_\_\_

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

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

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

**Consultant Information** *(Consultant to complete):*

Address: \_\_\_\_\_

Telephone: \_\_\_\_\_

E-Mail: \_\_\_\_\_

**Type of Business Entity:**

- ☐ Corporation, State
- ☐ Individual
- ☐ Partnership
- ☐ Limited Liability Company
- ☐ Sole Proprietorship
- ☐ Limited Partnership
- ☐ Other: \_\_\_\_\_

*\*Federal Code of Regulations sections 6041 and 6209 require non-corporate recipients of \$600.00 or more to furnish their taxpayer identification number to the payer. The regulations also provide that a penalty may be imposed for failure to furnish the taxpayer identification number. In order to comply with these regulations, the District requires your federal tax identification number or Social Security number, whichever is applicable.*



- ☐ Student Learning and Achievement
- ☒ Health and Safety of Students and Schools
- ☐ Credibility and Communication
- ☐ Fiscal Solvency, Accountability and Integrity

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

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**SUBJECT:** Contract for Services with Pacific West Water Purification, Inc.

**DATE:** June 2, 2022

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

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**RECOMMENDATION:**

The District Administration recommends the Board review and approve a contract for services with Pacific West Water Purification, Inc.

**BACKGROUND:**

Forest Grove installed a reverse osmosis drinking water system in the staff lounge several years ago. Each year the system needs to be serviced to maintain water purity and quality. This contract for services occurs yearly to provide the necessary maintenance to the system.

**INFORMATION:**

Pacific West Water Purification, Inc. will maintain and service a reverse osmosis water system in the staff lounge that provides filtered water.

**FISCAL IMPACT:**

General Fund \$350.00 Budgeted yearly, contract 2022-2023 school year

**PACIFIC GROVE UNIFIED SCHOOL DISTRICT  
INDEPENDENT CONSULTANT AGREEMENT**

**CONSULTANT FULL NAME** Pacific West Water Purification, Inc.

**TAX I.D. NUMBER\*** \_\_\_\_\_ (Consultant to complete)

**SITE/DEPARTMENT** Forest Grove Elementary School

**SUBMITTED BY** Buck Roggeman, Principal

**ACCOUNT CODE** 01-0000-0-1110-2700-5800-00-003-7205-0720

**FUNDING SOURCE** Site Funds

**AGREEMENT TOTAL AMOUNT** \$350.00

The District employee providing the attached Independent Consultant Agreement to the person or entity who will be providing special services to the District should first do the following:

1. Provide only the Pacific Grove Unified School District's approved Independent Consultant Agreement. The Independent Consultant Agreement should be completed in lieu of signing any vendor contract for services.
2. Review the insurance requirements for the person or entity and revise the insurance provisions of the agreement accordingly.
3. Review the forms under Section 20 and determine which of those documents should be attached to the agreement.

This Independent Consultant Agreement for Special Services ("Agreement") is made as of June 3, 2022 between the Pacific Grove Unified School District ("District") and Pacific West Water Purifications, Inc. ("Consultant") (together, "Parties").

WHEREAS, the District is authorized by Section 53060 of the California Government Code to contract with and employ any persons for the furnishing of special services and advice in financial, economic, accounting, engineering, legal, transportation, administrative matters or other specialized services, if those persons are specially trained and experienced and competent to perform the special services required; and

WHEREAS, the District is in need of those services and/or advice; and

WHEREAS, the Consultant is specially trained and experienced and competent to perform the services required by the District, and those services are needed on a limited basis;

NOW, THEREFORE, the Parties agree as follows:

1. **Services.** The Consultant shall furnish to the District the following services herein by this reference ("Services" or "Work"): Consultant shall serve as a maintenance. Consultant shall use their specialized experience and skills to organize, maintain to serve in this capacity. Services shall include but not be limited to: provide maintenance and service of reverse osmosis drinking water system.
2. **Term.** Consultant shall commence providing services under this Agreement on July 1, 2022, and will diligently perform as required and complete performance by June 30, 2023.
3. **Compensation.** District agrees to pay \$350.00 to Consultant for Services satisfactorily rendered pursuant to this Agreement. This is not to exceed \$350.00 during the term of this Agreement. District shall pay Consultant according to the following terms and conditions:

- 3.1. Payment for the Services shall be made for all undisputed amounts in installment payments within thirty (30) days after the Consultant submits an invoice to the District for Services actually completed.
4. **Expenses.** District shall not be liable to Consultant for any costs or expenses paid or incurred by Consultant in performing Services for District.
5. **Independent Consultant.** Consultant, in the performance of this Agreement, shall be and act as an Independent Consultant. Consultant understands and agrees that he/she shall not be considered an officer, employee, agent, partner, or joint venture of the District, and is not entitled to benefits of any kind or nature normally provided employees of the District and/or to which District's employees are normally entitled, including, but not limited to, State Unemployment Compensation or Worker's Compensation. Consultant shall assume full responsibility for payment of all federal, state and local taxes or contributions, including unemployment insurance, Social Security and income taxes with respect to Consultant. In the performance of the Services herein contemplated, Consultant is an independent Consultant or business entity, with the sole authority for controlling and directing the performance of the details of the Services, District being interested only in the results obtained.
6. **Performance of Services.**
  - 6.1. **Standard of Care.** Consultant represents that Consultant has the qualifications and ability to perform the Services in a professional manner, without the advice, control or supervision of the District. Consultant's Services will be performed, findings obtained, reports and recommendations prepared in accordance with generally and currently accepted principles and practices of his/her profession for services to California school districts.
  - 6.2. **District Approval.** The Services 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.
  - 6.3. **Licenses.** Consultant's represents that s/he possesses all required licenses to perform the Services provided in this Agreement.
7. **Termination.**
  - 7.1. **Without Cause by District.** District may, at any time, with or without reason, terminate this Agreement and compensate Consultant only for services satisfactorily rendered to the date of termination. Written notice by District shall be sufficient to stop further performance of services by Consultant. Notice shall be deemed given when received by the Consultant or no later than three days after the day of mailing, whichever is sooner.
  - 7.2. **Without Cause by Consultant.** Consultant may, upon thirty (30) days' notice, with or without reason, terminate this Agreement. Upon this termination, District shall only be obligated to compensate Consultant for services satisfactorily rendered to the date of termination. Written notice by Consultant shall be sufficient to stop further performance of services to District. Consultant acknowledges that this thirty (30) day notice period is acceptable so that the District can attempt to procure the Services from another source.
  - 7.3. **With Cause by District.** District may terminate this Agreement upon giving of written notice of intention to terminate for cause. Cause shall include:
    - 7.3.1. Material violation of this Agreement by the Consultant; or
    - 7.3.2. Any act by Consultant exposing the District to liability to others for personal injury or property damage.Written notice by District shall contain the reasons for such intention to terminate and unless within three (3) calendar days after that notice the condition or violation shall cease, or satisfactory arrangements for the

correction thereof be made, this Agreement shall upon the expiration of the three (3) calendar days cease and terminate. In the event of this termination, the District may secure the required services from another Consultant. If the expense, fees, and/or costs to the District exceeds the cost of providing the services pursuant to this Agreement, the Consultant shall immediately pay the excess expense, fees, and/or costs to the District upon the receipt of the District's notice of these expense, fees, and/or costs. The foregoing provisions are in addition to and not a limitation of any other rights or remedies available to District.

8. **Fingerprinting.** The Fingerprinting/Criminal Background Investigation Certification must be completed and attached to this Agreement. (Applicable only if checked under Section 20, Submittal of Documents.)
9. **Compliance.** Consultant shall, at all times while providing the Services, comply with all federal, state, local and District laws, statutes, codes, ordinances, rules, regulations, policies, and requirements, as well as all state executive orders and all public health orders regarding student health and safety, including but not limited to, policies and procedures related to social distancing, the use of personal protective equipment ("PPE") such as face coverings and gloves, and the sanitization of facilities to help prevent the spread of COVID-19 and other contagious diseases.
10. **District's Evaluation of Consultant.** The District may evaluate the Consultant's performance. In no event shall an evaluation of Consultant be considered a prerequisite to the District exercising its rights under paragraph 7 above.
11. **Limitation of District Liability.** Other than as provided in this Agreement, District's financial obligations under this Agreement shall be limited to the payment of the compensation provided in this Agreement. Notwithstanding any other provision of this Agreement, in no event shall District be liable to Consultant, regardless of whether any claim is based on contract or tort, for any special, consequential, indirect or incidental damages, including, but not limited to, lost profits or revenue, arising out of or in connection with this Agreement for the services performed in connection with this Agreement.
12. **Indemnity.** Consultant shall defend, indemnify, and hold harmless District and its agents, representatives, officers, consultants, employees, Board of Trustees, members of the Board of Trustees (collectively, the "District Parties"), from and against any and all claims, demands, liabilities, damages, losses, suits and actions, and expenses (including, but not limited to attorney fees and costs including fees of consultants) of any kind, nature and description (collectively, the "Claims") directly or indirectly arising out of, connected with, or resulting from any act, error, omission, negligence, or willful misconduct of Consultant, its agents, subcontractors, employees, material or equipment suppliers, invitees, or licensees (collectively, the "Consultant Parties") in the performance of or failure to perform Consultant's or Consultant Parties' obligations under this Agreement, including, but not limited to Consultant's or Consultant Parties' use of District sites, performance of the Services, breach of any of the representations or warranties contained in this Agreement, or for injury to or death of persons or damage to property or delay or damage to the District or the District Parties. Such obligation shall not be construed to negate, abridge, or reduce other rights or obligations of indemnity, which would otherwise exist as to a party, person, or entity described in this paragraph. The indemnification provided for in this Section includes, without limitation to the foregoing, claims that may be made against District by any taxing authority asserting that an employer-employee relationship exists by reason of this Agreement, and any claims made against District alleging civil rights violations by Consultant or Consultant Parties under the California Fair Employment and Housing Act ("FEHA").
13. **Confidentiality.** The Consultant and all Consultant's agents, personnel, employee(s), and/or Sub-consultant(s) shall maintain the confidentiality of all information received in the course of performing the Services. This requirement to maintain confidentiality shall extend beyond the termination of this Agreement.

14. **Notice.** Any notice required or permitted to be given under this Agreement shall be deemed to have been given, served, and received if given in writing and either personally delivered or deposited in the United States mail, registered or certified mail, postage prepaid, return receipt required, or sent by overnight delivery service, or facsimile transmission, addressed as follows:

**District**

**Consultant**

Pacific Grove Unified School District  
435 Hillcrest Avenue  
Pacific Grove, CA 93950  
ATTENTION: Song Chin-Bendib,  
Assistant Superintendent/CBO

Name Barry Haylings  
Address: PO Box GH  
City/State/Zip: Pacific Grove, CA 93950  
Phone: 831-375-5888  
Email: bhaylings@gmail.com

Any notice personally given or sent by facsimile transmission shall be effective upon receipt. Any notice sent by overnight delivery service shall be effective the business day next following delivery thereof to the overnight delivery service. Any notice given by mail shall be effective three (3) days after deposit in the United States mail.

15. **Integration/Entire Agreement of Parties.** This Agreement constitutes the entire agreement between the Parties and supersedes all prior discussions, negotiations, and agreements, whether oral or written. This Agreement may be amended or modified only by a written instrument executed by both Parties.
16. **California Law.** This Agreement shall be governed by and the rights, duties and obligations of the Parties shall be determined and enforced in accordance with the laws of the State of California. The Parties further agree that any action or proceeding brought to enforce the terms and conditions of this Agreement shall be maintained in Monterey County, California.
17. **Waiver.** The waiver by either party of any breach of any term, covenant, or condition herein contained shall not be deemed to be a waiver of such term, covenant, condition, or any subsequent breach of the same or any other term, covenant, or condition herein contained.
18. **Severability.** If any term, condition or provision of this Agreement is held by a court of competent jurisdiction to be invalid, void or unenforceable, the remaining provisions will nevertheless continue in full force and effect, and shall not be affected, impaired or invalidated in any way.
19. **Attorney Fees/Costs.** Should litigation be necessary to enforce any terms or provisions of this Agreement, then each party shall bear its own litigation and collection expenses, witness fees, court costs and attorney's fees.
20. **Counterparts.** This Agreement and all amendments and supplements to it may be executed in counterparts, and all counterparts together shall be construed as one document.
21. **Incorporation of Recitals and Exhibits.** The Recitals and each exhibit attached hereto are hereby incorporated herein by reference.
22. **Non-Assignability.** Consultant may not, without the written permission of the District, use other consultants within Consultant's own firm, or outside experts to perform the services for the District.

23. **Submittal of Documents.** The Consultant shall not commence the Services under this Agreement until the Consultant has submitted and the District has approved the following documents:

- ☒ Signed Agreement
- ☐ Fingerprinting/Criminal Background Investigation Certification
- ☐ W-9 Form
- ☐ TB Declaration
- ☐ SafeSchools Training – completed within 6 weeks (Certification of Completion document required)

**IN WITNESS WHEREOF, the Parties hereto have executed this Agreement on the date indicated below.**

**Pacific Grove Unified School District**

**Consultant**

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

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

Name: \_\_\_\_\_

Name: \_\_\_\_\_

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

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

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

**Consultant Information (Consultant to complete):**

Address: \_\_\_\_\_

Telephone: \_\_\_\_\_

E-Mail: \_\_\_\_\_

**Type of Business Entity:**

- ☐ Corporation, State
- ☐ Individual
- ☐ Partnership
- ☐ Limited Liability Company
- ☐ Sole Proprietorship
- ☐ Limited Partnership
- ☐ Other: \_\_\_\_\_

*\*Federal Code of Regulations sections 6041 and 6209 require non-corporate recipients of \$600.00 or more to furnish their taxpayer identification number to the payer. The regulations also provide that a penalty may be imposed for failure to furnish the taxpayer identification number. In order to comply with these regulations, the District requires your federal tax identification number or Social Security number, whichever is applicable.*

- |   |   |
|---|---|
| <input type="checkbox"/> Student Learning and Achievement                     | <input checked="" type="checkbox"/> Consent     |
| <input checked="" type="checkbox"/> Health and Safety of Students and Schools | <input type="checkbox"/> Action/Discussion      |
| <input type="checkbox"/> Credibility and Communication                        | <input type="checkbox"/> Information/Discussion |
| <input type="checkbox"/> Fiscal Solvency, Accountability, and Integrity       | <input type="checkbox"/> Public Hearing         |

**SUBJECT:** Contract with Grade Break Inc for the asphalt paving at David Avenue

**DATE:** June 2, 2022

**PERSON(S) RESPONSIBLE:** C. John Dominguez, Interim Director of Maintenance Operations  
Transportations Facilities

**RECOMMENDATION:**

The District Administration recommends the Board award the contract for the asphalt milling and paving at 1004 David Avenue to the lowest responsive and responsible bidder Grade Break Inc.

**BACKGROUND:**

The parking lot and driveway areas in front of Community HS and Monterey Bay Charter have significant damage from potholes and tree roots. Over the last several years, damaged areas have been repaired but the lifespan of the asphalt is at its end and needs replacing. The project will consist of removal of the existing driveway and parking lots and the placement, grinding and asphalt placement, and striping. The project is schedule to take approximately 4 weeks and is proposed to commence on June 6, 2022.

**INFORMATION:**

Funding for this project will be provided from Measure D Funds. Specifications have been prepared and the project has been advertised. An invitation for bid was issued and advertised; bids were received on May 13, 2022. Contract is to be per base bid as noted in the legal advertisement. Grade Break was the lowest responsible bidder with the base bid amount of \$73,991.00. The base project will consist of grind and pave 7,426 SF of asphalt and seal and striping of 16,330 SF of asphalt area. Three add alternates were a part of the Grade Break quote. The project team recommends taking the add alternate for 46,500 SF of type 2 slurry at a cost of \$20,767.00. The Measure D budget for the David Avenue is \$110,000 dollars. Total project cost for the base bid amount and the addition of type 2 slurry brings the total project cost to \$94,758 dollars. \$15,242 will remain in the budget for this project should there be unforeseen conditions that require additional funds or to apply to the curb demo and replacement as an add alternate.

**FISCAL IMPACT:**

Funded by Measure D – Base Bid	\$73,991.00
<u>Add Alternate – Type 2 Slurry</u>	<u>\$20,767.00</u>
	Total \$94,758.00

Measure D David Avenue Driveway Improvement Project Budget - \$110,000.00



# PACIFIC GROVE UNIFIED SCHOOL DISTRICT INDEPENDENT CONSULTANT AGREEMENT

**CONSULTANT FULL NAME** Grade Break Engineering Inc

**TAX I.D. NUMBER\*** 82-0950321 (Consultant to complete)

**SITE/DEPARTMENT** Business

**SUBMITTED BY** C. John Dominguez

**SIGNATURE FROM BUDGET  
CONTROL ADMINISTRATOR:** \_\_\_\_\_

**REQ (P.O.) NUMBER** Click or tap here to enter text.

**ACCOUNT CODE** Click or tap here to enter text.

**FUNDING SOURCE** Measure D

**AGREEMENT TOTAL AMOUNT** \$94,758.00 (Base Bid + Alternate for Type II Slurry)

The District employee providing the attached Independent Consultant Agreement to the person or entity who will be providing special services to the District should first do the following:

1. Provide only the Pacific Grove Unified School District's approved Independent Consultant Agreement. The Independent Consultant Agreement should be completed in lieu of signing any vendor contract for services.
2. Review the insurance requirements for the person or entity and revise the insurance provisions of the agreement accordingly.
3. Review the forms under Section 20 and determine which of those documents should be attached to the agreement.

This Independent Consultant Agreement for Special Services ("Agreement") is made as of May 23, 2022 between the Pacific Grove Unified School District ("District") and Grade Break Engineering, Inc. ("Consultant") (together, "Parties").

WHEREAS, the District is authorized by Section 53060 of the California Government Code to contract with and employ any persons for the furnishing of special services and advice in financial, economic, accounting, engineering, legal, transportation, or administrative matters, if those persons are specially trained and experienced and competent to perform the special services required; and

WHEREAS, the District is in need of those services and/or advice; and

WHEREAS, the Consultant is specially trained and experienced and competent to perform the services required by the District, and those services are needed on a limited basis;

NOW, THEREFORE, the Parties agree as follows:

1. **Services.** The Consultant shall furnish to the District the following services herein by this reference ("Services" or "Work"): Consultant shall serve as a Contractor. Consultant shall use their specialized experience and skills to organize, maintain to serve in this capacity. Services shall include but not be limited to: Grind & pave 4" section of asphalt; single seal & stripe back. Alternate for Type II Slurry.

2. **Term.** Consultant shall commence providing services under this Agreement on 6/6/2022, and will diligently perform as required and complete performance by 7/6/2022.
3. **Compensation.** District agrees to pay \$94,758.00 to Consultant for Services satisfactorily rendered pursuant to this Agreement. This is not to exceed \$94,758.00. during the term of this Agreement. District shall pay Consultant according to the following terms and conditions:
  - 3.1. Payment for the Services shall be made for all undisputed amounts in installment payments within thirty (30) days after the Consultant submits an invoice to the District for Services actually completed.
4. **Expenses.** District shall not be liable to Consultant for any costs or expenses paid or incurred by Consultant in performing Services for District.
5. **Independent Consultant.** Consultant, in the performance of this Agreement, shall be and act as an Independent Consultant. Consultant understands and agrees that he/she shall not be considered an officer, employee, agent, partner, or joint venture of the District, and is not entitled to benefits of any kind or nature normally provided employees of the District and/or to which District's employees are normally entitled, including, but not limited to, State Unemployment Compensation or Worker's Compensation. Consultant shall assume full responsibility for payment of all federal, state and local taxes or contributions, including unemployment insurance, Social Security and income taxes with respect to Consultant. In the performance of the Services herein contemplated, Consultant is an independent Consultant or business entity, with the sole authority for controlling and directing the performance of the details of the Services, District being interested only in the results obtained.
6. **Performance of Services.**
  - 6.1. **Standard of Care.** Consultant represents that Consultant has the qualifications and ability to perform the Services in a professional manner, without the advice, control or supervision of the District. Consultant's Services will be performed, findings obtained, reports and recommendations prepared in accordance with generally and currently accepted principles and practices of his/her profession for services to California school districts.
  - 6.2. **District Approval.** The Services 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.
  - 6.3. **Licenses.** Consultant's represents that s/he possesses all required licenses to perform the Services provided in this Agreement.
7. **Termination.**
  - 7.1. **Without Cause by District.** District may, at any time, with or without reason, terminate this Agreement and compensate Consultant only for services satisfactorily rendered to the date of termination. Written notice by District shall be sufficient to stop further performance of services by Consultant. Notice shall be deemed given when received by the Consultant or no later than three days after the day of mailing, whichever is sooner.
  - 7.2. **Without Cause by Consultant.** Consultant may, upon thirty (30) days' notice, with or without reason, terminate this Agreement. Upon this termination, District shall only be obligated to compensate Consultant for services satisfactorily rendered to the date of termination. Written notice by Consultant shall be sufficient to stop further performance of services to District. Consultant acknowledges that this thirty (30) day notice period is acceptable so that the District can attempt to procure the Services from another source.

7.3. **With Cause by District.** District may terminate this Agreement upon giving of written notice of intention to terminate for cause. Cause shall include:

7.3.1. Material violation of this Agreement by the Consultant; or

7.3.2. Any act by Consultant exposing the District to liability to others for personal injury or property damage.

Written notice by District shall contain the reasons for such intention to terminate and unless within three (3) calendar days after that notice the condition or violation shall cease, or satisfactory arrangements for the correction thereof be made, this Agreement shall upon the expiration of the three (3) calendar days cease and terminate. In the event of this termination, the District may secure the required services from another Consultant. If the expense, fees, and/or costs to the District exceeds the cost of providing the services pursuant to this Agreement, the Consultant shall immediately pay the excess expense, fees, and/or costs to the District upon the receipt of the District's notice of these expense, fees, and/or costs. The foregoing provisions are in addition to and not a limitation of any other rights or remedies available to District.

8. **Fingerprinting.** The Fingerprinting/Criminal Background Investigation Certification must be completed and attached to this Agreement. (Applicable only if checked under Section 20, Submittal of Documents.)

9. **District's Evaluation of Consultant.** The District may evaluate the Consultant's performance. In no event shall an evaluation of Consultant be considered a prerequisite to the District exercising its rights under paragraph 7 above.

10. **Limitation of District Liability.** Other than as provided in this Agreement, District's financial obligations under this Agreement shall be limited to the payment of the compensation provided in this Agreement. Notwithstanding any other provision of this Agreement, in no event shall District be liable to Consultant, regardless of whether any claim is based on contract or tort, for any special, consequential, indirect or incidental damages, including, but not limited to, lost profits or revenue, arising out of or in connection with this Agreement for the services performed in connection with this Agreement.

11. **Confidentiality.** The Consultant and all Consultant's agents, personnel, employee(s), and/or Sub-consultant(s) shall maintain the confidentiality of all information received in the course of performing the Services. This requirement to maintain confidentiality shall extend beyond the termination of this Agreement.

12. **Notice.** Any notice required or permitted to be given under this Agreement shall be deemed to have been given, served, and received if given in writing and either personally delivered or deposited in the United States mail, registered or certified mail, postage prepaid, return receipt required, or sent by overnight delivery service, or facsimile transmission, addressed as follows:

**District**

Pacific Grove Unified School District  
435 Hillcrest Avenue  
Pacific Grove, CA 93950  
ATTENTION: Song Chin-Bendib,  
Assistant Superintendent/CBO

**Consultant**

Name Grade Break Engineering, Inc.  
Address: P.O. Box 4957  
City/State/Zip: Salinas, CA 93912  
Phone: 831-272-5181  
Email: Johnny@gradebreak.com

Any notice personally given or sent by facsimile transmission shall be effective upon receipt. Any notice sent by overnight delivery service shall be effective the business day next following delivery thereof to the overnight delivery service. Any notice given by mail shall be effective three (3) days after deposit in the United States mail.

Any notice personally given or sent by facsimile transmission shall be effective upon receipt. Any notice sent by overnight delivery service shall be effective the business day next following delivery thereof to the overnight delivery service. Any notice given by mail shall be effective three (3) days after deposit in the United States mail.

13. **Integration/Entire Agreement of Parties.** This Agreement constitutes the entire agreement between the Parties and supersedes all prior discussions, negotiations, and agreements, whether oral or written. This Agreement may be amended or modified only by a written instrument executed by both Parties.
14. **California Law.** This Agreement shall be governed by and the rights, duties and obligations of the Parties shall be determined and enforced in accordance with the laws of the State of California. The Parties further agree that any action or proceeding brought to enforce the terms and conditions of this Agreement shall be maintained in Monterey County, California.
15. **Waiver.** The waiver by either party of any breach of any term, covenant, or condition herein contained shall not be deemed to be a waiver of such term, covenant, condition, or any subsequent breach of the same or any other term, covenant, or condition herein contained.
16. **Severability.** If any term, condition or provision of this Agreement is held by a court of competent jurisdiction to be invalid, void or unenforceable, the remaining provisions will nevertheless continue in full force and effect, and shall not be affected, impaired or invalidated in any way.
17. **Attorney Fees/Costs.** Should litigation be necessary to enforce any terms or provisions of this Agreement, then each party shall bear its own litigation and collection expenses, witness fees, court costs and attorney's fees.
18. **Counterparts.** This Agreement and all amendments and supplements to it may be executed in counterparts, and all counterparts together shall be construed as one document.
19. **Incorporation of Recitals and Exhibits.** The Recitals and each exhibit attached hereto are hereby incorporated herein by reference.
20. **Non-Assignability.** Consultant may not, without the written permission of the District, use other consultants within Consultant's own firm, or outside experts to perform the services for the District.
21. **Submittal of Documents.** The Consultant shall not commence the Services under this Agreement until the Consultant has submitted and the District has approved the following documents:

- ☐ Signed Agreement
- ☐ Fingerprinting/Criminal Background Investigation Certification
- ☐ W-9 Form
- ☐ TB Declaration
- ☐ SafeSchools Training – completed within 6 weeks (Certification of Completion document required)

IN WITNESS WHEREOF, the Parties hereto have executed this Agreement on the date indicated below.

Pacific Grove Unified School District

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

Name: \_\_\_\_\_

Consultant

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

Names: \_\_\_\_\_

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

Date: 5-23-2022

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

**Consultant Information (Consultant to complete):**

Address: P.O. Box 4957, SAUNAS, CA 93912

Telephone: 831-272-5181

E-Mail: JOHNNY@GRADEBREAK.COM

**Type of Business Entity:**

- ☒ Corporation, State
- ☐ Individual
- ☐ Partnership
- ☐ Limited Liability Company
- ☐ Sole Proprietorship
- ☐ Limited Partnership
- ☐ Other: \_\_\_\_\_

*\*Federal Code of Regulations sections 6041 and 6209 require non-corporate recipients of \$600.00 or more to furnish their taxpayer identification number to the payer. The regulations also provide that a penalty may be imposed for failure to furnish the taxpayer identification number. In order to comply with these regulations, the District requires your federal tax identification number or Social Security number, whichever is applicable.*

# BID FORM

## PACIFIC GROVE UNIFIED SCHOOL DISTRICT

435 Hillcrest Ave  
Pacific Grove CA 93950-4398

Dear Board Members:

The undersigned doing business under the firm name of:

GRADE BREAK ENGINEERING, INC.

hereby propose and agree to enter into a Contract, to furnish any and all labor, materials, applicable taxes, equipment and services for the Completion of Work described hereinafter and in the Contract Documents:

David Ave Asphalt Improvement Project  
Project # 05-06-2022

prepared by:

Mr. C. John Dominguez  
Interim Director MOTF  
Pacific Grove Unified School District  
435 Hillcrest Ave  
Pacific Grove CA 93950-4398  
Cell: 916-257-2534  
Email: john@schoolsitesolutions.com

for the amount of SEVENTY THREE THOUSAND NINE HUNDRED NINETY ONE Dollars (\$ 73,991.00 )

Per Sq Ft Amount \$ 9.50 Dollars ( Nine Dollars Fifty Cents )

The low bid shall be determined by the base bid only.

### 11.1.6.1 COURSE-OF-CONSTRUCTION INSURANCE REQUIREMENTS

Contractor, during the progress of the Work and until final acceptance of the Work by Owner upon Completion of the entire Contract, shall maintain Builder's Risk/Course-of-Construction insurance satisfactory to the Owner, issued on a completed value basis on all insurable Work included under the Contract Documents. This insurance shall insure against all risks, including but not limited to the following perils: vandalism, theft, malicious mischief, fire, sprinkler leakage, civil authority, sonic boom, explosion, collapse,

flood, earthquake (for projects not solely funded through revenue bonds, limited to earthquakes equivalent to or under 3.5 on the Richter Scale in magnitude), wind, hail, lightning, smoke, riot or civil commotion, debris removal (including demolition) and reasonable compensation for the Architect's services and expenses required as a result of such insured loss. This insurance shall provide coverage in an amount not less than the full cost to repair, replace or reconstruct the Work. Such insurance shall include the Owner, the Architect, and any other person or entity with an insurable interest in the Work as an additional named insured.

The Contractor shall submit to the Owner for its approval all items deemed to be uninsurable under the Builder's Risk/Course-of Construction insurance. The risk of the damage to the Work due to the perils covered by the Builder's Risk/Course-of-Construction insurance, as well as any other hazard which might result in damage to the Work, is that of the Contractor and the surety, and no claims for such loss or damage shall be recognized by the Owner, nor will such loss or damage excuse the Complete and satisfactory performance of the Contract by the Contractor.

The undersigned hereby designates as the office to which such Notice of Award of Contract may be mailed, faxed, or delivered:

P.O. BOX 4957

SALINAS, CA 93912

Our Public Liability and Property Damage Insurance is placed with:

COLONY INSURANCE COMPANY

Our Workers' Compensation Insurance is placed with:

STATE FUND COMPENSATION INSURANCE

Circular letters, bulletins, addenda, etc., bound with the specifications or issued during the time of bidding are included in the bid, and, in Completing the Contract, they are to become a part thereof.

The receipt of the following addenda to the specifications is acknowledged:

Addendum No. 1 Date 4/26/22 Addendum No.        Date       

Addendum No.        Date        Addendum No.        Date       

This bid may be withdrawn at any time prior to the scheduled time for the opening of bids or any authorized postponement thereof.

A bidder shall not submit a bid unless the bidder's California contractor's license number appears clearly on the bid, the license expiration date and class are stated, and the bid contains a statement that the representations made therein are made under penalty of



perjury. Any bid submitted by a contractor who is not licensed pursuant to Business and Professions Code section 7028.15 shall be considered nonresponsive and shall be rejected. Any bid not containing the above information may be considered nonresponsive and may be rejected.

**NOTE:** Each bid must give the full business address of the bidder and be signed by bidder with bidder's usual signature. Bids by partnerships must furnish the full name of all partners and must be signed in the partnership name by a general partner with authority to bind the partnership in such matters, followed by the signature and designation of the person signing. The name of the person signing shall also be typed or printed below the signature. Bids by corporations must be signed with the legal name of the corporation, followed by the name of the state of incorporation and by the signature and designation of the chairman of the board, president or any vice president, and then followed by a second signature by the secretary, assistant secretary, the chief financial officer or assistant treasurer. All persons signing must be authorized to bind the corporation in the matter. The name of each person signing shall also be typed or printed below the signature. Satisfactory evidence of the authority of the officer signing on behalf of a corporation shall be furnished.

The undersigned declares under penalty of perjury under the laws of the State of California that the representations made in this bid are true and correct.

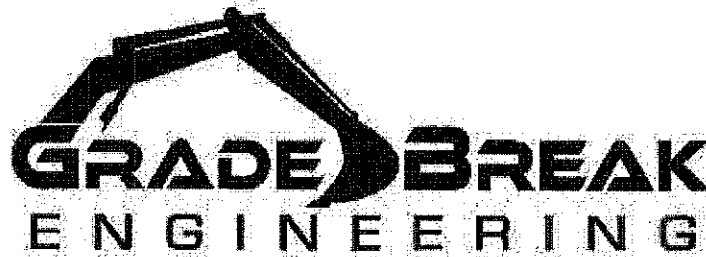
Print or Type Name: JOHNNY JARAMILLO FERNANDO GARCIA  
 Title: OWNER, RMO OWNER, CEO  
 Name of Company as Licensed: GRADE BREAK ENGINEERING, INC.  
 Business Address: P.O. BOX 4957  
SALINAS, CA 93912  
 Telephone Number: 831-272-5181  
 California Contractor License No.: 1027079  
 Class and Expiration Date: CLASS "A"; EXPIRATION: 5/31/2023  
 Public Works Contractor Registration No. (if applicable): 1000049567  
 State of Incorporation, if Applicable: CALIFORNIA

☒ Evidence of authority to bind corporation is attached.

Dated: MAY 13TH, 2022  
 Signed: [Signature]  
JOHNNY JARAMILLO

Dated: MAY 13TH, 2022  
 Signed: [Signature]  
FERNANDO GARCIA

J:\wdocs\00025004\egv\0536222.DOC



General Engineering Contractor LIC # 1027079, DIR # 1000049567  
920 Day St, Gonzales Ca 93926, PO Box 4957 Salinas Ca 93912  
Johnny: (831)-272-5181; Fernando: (831)-210-1308

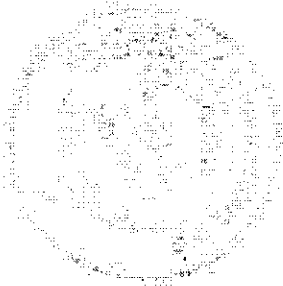
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February 21, 2017

To Whom It May Concern:

Grade Break Engineering, Inc. hereby certifies that the following individuals have the authority to bind the corporation: Johnny Jaramillo (Owner, RMO) and Fernando Garcia (Owner, CEO) are duly authorized to sign on behalf of Grade Break Engineering, Inc.

Corporate Seal



# Proposal

GRADE BREAK ENGINEERING INC  
PO BOX 4957 SALINAS CA 93912  
831.272.5181

**CONFIDENTIAL**

CLIENT: PGUSD

PROJECT: DAVID AVE PAVING

Contractor agrees to furnish all equipment, materials, supplies, services and labor in accordance with all applicable labor, building and Building Plans and Specifications and to complete the following work:

DESCRIPTION	QUANTITY	PRICE	AMOUNT
<b>DAVID AVE ASPHALT IMP PROJECT</b>			
05-06-2022			
<b>GRIND AND PAVE ASPHALT</b>	7426 SF	8.988/SF	66,747
4" SECTION			
<b>SEAL AND STRIPE</b>	16330 SF	0.444/SF	7,244
SINGLE SEAL AND STRIPE BACK			
<b>ADD ALTERNATES</b>			
<b>EXCAVATE AND ADD 6" BASE</b>	8386 SF	8.310/SF	69,688
<b>CURB DEMO AND REPLACE</b>	200 LF	91.150/LF	18,230
<b>TYPE 2 SLURRY</b>	46500 SF	0.447/SF	20,767
<b>TOTAL BID:</b>			<b>\$182,676</b>

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

Dated: \_\_\_\_\_

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

- ☐ Student Learning and Achievement
- ☒ Health and Safety of Students and Schools
- ☐ Credibility and Communication
- ☐ Fiscal Solvency, Accountability and Integrity

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

---

**SUBJECT:** Contract for Services to Wilson’s Plumbing and Heating for Adult School Sewer Line Repair

**DATE:** June 2, 2022

**PERSON(S) RESPONSIBLE:** C. John Dominguez, Interim Director of Maintenance Operations  
Transportations Facilities

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**RECOMMENDATION:**

The District Administration recommends the Board review and approve the contract for services to Wilson’s Plumbing and Heating for the repair of the PGUSD Adult School Sewer Line.

**BACKGROUND:**

Currently, there is a blockage in the sewer system that has been present at least since 2014. As a result, foul odor is occurring inside the facility emanating from bathroom fixtures, especially in the women’s bathroom. In addition, backflow of sewage continues to occur due to root intrusion of the sewer line servicing the women’s bathroom. This is a major source of the blockage.

**INFORMATION:**

A job walk was conducted for this project on May 3<sup>rd</sup> 2022. This proposal in regard to the sewer line repair for the PGUSD Adult School. The scope of work consist of the replacement of all clean outs that are outside the building. The contractor will demolish the section of concrete in front of the entrance, and we will patch back the demolition area. The contractor will make all proper tie in connections. They will also replace the 6” sewer main going out to the street that is full of roots and that will require to cut and demo asphalt near the utility access. The contractor is responsible for all utility permits. This bid is only to replace all exterior piping. Necessary further work may be required if the sewer lines inside the building are also damaged. One of two bids were received to regarding this request for proposal.

**FISCAL IMPACT:**

**Proposed Contract**

Measure D Adult School Sewer Line Repair	\$51,148.59 Not to Exceed
<u>Project Contingency Unforeseen Conditions</u>	<u>\$23,851.41</u>
Measure D Budget	\$75,000.00

# PACIFIC GROVE UNIFIED SCHOOL DISTRICT INDEPENDENT CONSULTANT AGREEMENT

**CONSULTANT FULL NAME** Wilson's Plumbing and Heating

**TAX I.D. NUMBER\*** \_\_\_\_\_ (Consultant to complete)

**SITE/DEPARTMENT** Business

**SUBMITTED BY** C. John Dominguez

**SIGNATURE FROM BUDGET**

**CONTROL ADMINISTRATOR:** \_\_\_\_\_

**REQ (P.O.) NUMBER** Click or tap here to enter text.

**ACCOUNT CODE** Click or tap here to enter text.

**FUNDING SOURCE** Measure D

**AGREEMENT TOTAL AMOUNT** \$51,148.59

The District employee providing the attached Independent Consultant Agreement to the person or entity who will be providing special services to the District should first do the following:

1. Provide only the Pacific Grove Unified School District's approved Independent Consultant Agreement. The Independent Consultant Agreement should be completed in lieu of signing any vendor contract for services.
2. Review the insurance requirements for the person or entity and revise the insurance provisions of the agreement accordingly.
3. Review the forms under Section 20 and determine which of those documents should be attached to the agreement.

This Independent Consultant Agreement for Special Services ("Agreement") is made as of June 2, 2022 between the Pacific Grove Unified School District ("District") and Wilson's Plumbing and Heating ("Consultant") (together, "Parties").

WHEREAS, the District is authorized by Section 53060 of the California Government Code to contract with and employ any persons for the furnishing of special services and advice in financial, economic, accounting, engineering, legal, transportation, or administrative matters, if those persons are specially trained and experienced and competent to perform the special services required; and

WHEREAS, the District is in need of those services and/or advice; and

WHEREAS, the Consultant is specially trained and experienced and competent to perform the services required by the District, and those services are needed on a limited basis;

NOW, THEREFORE, the Parties agree as follows:

1. **Services.** The Consultant shall furnish to the District the following services herein by this reference ("Services" or "Work"): Consultant shall serve as a Contractor. Consultant shall use their specialized experience and skills to organize, maintain to serve in this capacity. Services shall include but not be limited to: Click or tap here to enter text.

2. **Term.** Consultant shall commence providing services under this Agreement on June 27, 2022, and will diligently perform as required and complete performance by July 1, 2022.
3. **Compensation.** District agrees to pay \$51,148.59 to Consultant for Services satisfactorily rendered pursuant to this Agreement. This is not to exceed \$51,148.59 during the term of this Agreement. District shall pay Consultant according to the following terms and conditions:
  - 3.1. Payment for the Services shall be made for all undisputed amounts in installment payments within thirty (30) days after the Consultant submits an invoice to the District for Services actually completed.
4. **Expenses.** District shall not be liable to Consultant for any costs or expenses paid or incurred by Consultant in performing Services for District.
5. **Independent Consultant.** Consultant, in the performance of this Agreement, shall be and act as an Independent Consultant. Consultant understands and agrees that he/she shall not be considered an officer, employee, agent, partner, or joint venture of the District, and is not entitled to benefits of any kind or nature normally provided employees of the District and/or to which District's employees are normally entitled, including, but not limited to, State Unemployment Compensation or Worker's Compensation. Consultant shall assume full responsibility for payment of all federal, state and local taxes or contributions, including unemployment insurance, Social Security and income taxes with respect to Consultant. In the performance of the Services herein contemplated, Consultant is an independent Consultant or business entity, with the sole authority for controlling and directing the performance of the details of the Services, District being interested only in the results obtained.
6. **Performance of Services.**
  - 6.1. **Standard of Care.** Consultant represents that Consultant has the qualifications and ability to perform the Services in a professional manner, without the advice, control or supervision of the District. Consultant's Services will be performed, findings obtained, reports and recommendations prepared in accordance with generally and currently accepted principles and practices of his/her profession for services to California school districts.
  - 6.2. **District Approval.** The Services 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.
  - 6.3. **Licenses.** Consultant's represents that s/he possesses all required licenses to perform the Services provided in this Agreement.
7. **Termination.**
  - 7.1. **Without Cause by District.** District may, at any time, with or without reason, terminate this Agreement and compensate Consultant only for services satisfactorily rendered to the date of termination. Written notice by District shall be sufficient to stop further performance of services by Consultant. Notice shall be deemed given when received by the Consultant or no later than three days after the day of mailing, whichever is sooner.
  - 7.2. **Without Cause by Consultant.** Consultant may, upon thirty (30) days' notice, with or without reason, terminate this Agreement. Upon this termination, District shall only be obligated to compensate Consultant for services satisfactorily rendered to the date of termination. Written notice by Consultant shall be sufficient to stop further performance of services to District. Consultant acknowledges that this thirty (30) day notice period is acceptable so that the District can attempt to procure the Services from another source.

7.3. **With Cause by District.** District may terminate this Agreement upon giving of written notice of intention to terminate for cause. Cause shall include:

7.3.1. Material violation of this Agreement by the Consultant; or

7.3.2. Any act by Consultant exposing the District to liability to others for personal injury or property damage.

Written notice by District shall contain the reasons for such intention to terminate and unless within three (3) calendar days after that notice the condition or violation shall cease, or satisfactory arrangements for the correction thereof be made, this Agreement shall upon the expiration of the three (3) calendar days cease and terminate. In the event of this termination, the District may secure the required services from another Consultant. If the expense, fees, and/or costs to the District exceeds the cost of providing the services pursuant to this Agreement, the Consultant shall immediately pay the excess expense, fees, and/or costs to the District upon the receipt of the District's notice of these expense, fees, and/or costs. The foregoing provisions are in addition to and not a limitation of any other rights or remedies available to District.

8. **Fingerprinting.** The Fingerprinting/Criminal Background Investigation Certification must be completed and attached to this Agreement. (Applicable only if checked under Section 20, Submittal of Documents.)

9. **District's Evaluation of Consultant.** The District may evaluate the Consultant's performance. In no event shall an evaluation of Consultant be considered a prerequisite to the District exercising its rights under paragraph 7 above.

10. **Limitation of District Liability.** Other than as provided in this Agreement, District's financial obligations under this Agreement shall be limited to the payment of the compensation provided in this Agreement. Notwithstanding any other provision of this Agreement, in no event shall District be liable to Consultant, regardless of whether any claim is based on contract or tort, for any special, consequential, indirect or incidental damages, including, but not limited to, lost profits or revenue, arising out of or in connection with this Agreement for the services performed in connection with this Agreement.

11. **Confidentiality.** The Consultant and all Consultant's agents, personnel, employee(s), and/or Sub-consultant(s) shall maintain the confidentiality of all information received in the course of performing the Services. This requirement to maintain confidentiality shall extend beyond the termination of this Agreement.

12. **Notice.** Any notice required or permitted to be given under this Agreement shall be deemed to have been given, served, and received if given in writing and either personally delivered or deposited in the United States mail, registered or certified mail, postage prepaid, return receipt required, or sent by overnight delivery service, or facsimile transmission, addressed as follows:

**District**

Pacific Grove Unified School District  
435 Hillcrest Avenue  
Pacific Grove, CA 93950  
ATTENTION: Song Chin-Bendib,  
Assistant Superintendent/CBO

**Consultant**

Name Wilson's Plumbing and Heating  
Address: 307 Grand Avenue  
City/State/Zip: Pacific Grove CA 93950  
Phone: 831.375.4591  
Email: kurt@wilsonplumbing.com

Any notice personally given or sent by facsimile transmission shall be effective upon receipt. Any notice sent by overnight delivery service shall be effective the business day next following delivery thereof to the overnight delivery service. Any notice given by mail shall be effective three (3) days after deposit in the United States mail.



13. **Integration/Entire Agreement of Parties.** This Agreement constitutes the entire agreement between the Parties and supersedes all prior discussions, negotiations, and agreements, whether oral or written. This Agreement may be amended or modified only by a written instrument executed by both Parties.
14. **California Law.** This Agreement shall be governed by and the rights, duties and obligations of the Parties shall be determined and enforced in accordance with the laws of the State of California. The Parties further agree that any action or proceeding brought to enforce the terms and conditions of this Agreement shall be maintained in Monterey County, California.
15. **Waiver.** The waiver by either party of any breach of any term, covenant, or condition herein contained shall not be deemed to be a waiver of such term, covenant, condition, or any subsequent breach of the same or any other term, covenant, or condition herein contained.
16. **Severability.** If any term, condition or provision of this Agreement is held by a court of competent jurisdiction to be invalid, void or unenforceable, the remaining provisions will nevertheless continue in full force and effect, and shall not be affected, impaired or invalidated in any way.
17. **Attorney Fees/Costs.** Should litigation be necessary to enforce any terms or provisions of this Agreement, then each party shall bear its own litigation and collection expenses, witness fees, court costs and attorney's fees.
18. **Counterparts.** This Agreement and all amendments and supplements to it may be executed in counterparts, and all counterparts together shall be construed as one document.
19. **Incorporation of Recitals and Exhibits.** The Recitals and each exhibit attached hereto are hereby incorporated herein by reference.
20. **Non-Assignability.** Consultant may not, without the written permission of the District, use other consultants within Consultant's own firm, or outside experts to perform the services for the District.
21. **Submittal of Documents.** The Consultant shall not commence the Services under this Agreement until the Consultant has submitted and the District has approved the following documents:

- ☐ Signed Agreement
- ☐ Fingerprinting/Criminal Background Investigation Certification
- ☐ W-9 Form
- ☐ TB Declaration
- ☐ SafeSchools Training – completed within 6 weeks (Certification of Completion document required)

**IN WITNESS WHEREOF, the Parties hereto have executed this Agreement on the date indicated below.**

**Pacific Grove Unified School District**

**Consultant**

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

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

Name: \_\_\_\_\_

Name: \_\_\_\_\_

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

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

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

**Consultant Information** *(Consultant to complete):*

Address: \_\_\_\_\_

Telephone: \_\_\_\_\_

E-Mail: \_\_\_\_\_

**Type of Business Entity:**

- ☐ Corporation, State
- ☐ Individual
- ☐ Partnership
- ☐ Limited Liability Company
- ☐ Sole Proprietorship
- ☐ Limited Partnership
- ☐ Other: \_\_\_\_\_

*\*Federal Code of Regulations sections 6041 and 6209 require non-corporate recipients of \$600.00 or more to furnish their taxpayer identification number to the payer. The regulations also provide that a penalty may be imposed for failure to furnish the taxpayer identification number. In order to comply with these regulations, the District requires your federal tax identification number or Social Security number, whichever is applicable.*

**WILSON'S PLUMBING & HEATING**  
 307 GRAND AVENUE  
 PACIFIC GROVE, CA 93950  
 8313754591



License: #312880

## ESTIMATE

### BILLING ADDRESS

PG UNIFIED SCHOOL DISTRICT  
 435 HILLCREST AVE.  
 PACIFIC GROVE, CA 93950

### LOCATION ADDRESS

PG ADULT EDUCATION  
 1025 Lighthouse Ave  
 Pacific Grove, CA 93950

Technician: JONATHAN M.

Po #:

Estimate: 2205209\*1

Estimate Date: 05/20/22

DESCRIPTION	QTY	CHARGE
-------------	-----	--------

This bid is for the following:

1

\$51,148.59

Replace about 200ft of sewer line that is back grading and causing consistent problems. we will replace all clean outs that are out side the building. Will require to demo section of concrete in front of the entrance and we will take care of the patch up. Will make all proper tie in connections. We will also replace the 6" sewer main going out to the street that is full of roots and that will require to cut and demo asphalt near the man hole. We will take care of all patch up work and complete all permits required. We will have a backhoe on site to assist with all the digging that is required. This bid is only to replace all exterior piping and some further work may be required if the sewer lines inside the building are also damaged.

Subtotal	\$51,148.59
Discount	\$0.00
Tax	\$0.00
<b>Total</b>	<b>\$51,148.59</b>

- ☐ Student Learning and Achievement
- ☒ Health and Safety of Students and Schools
- ☐ Credibility and Communication
- ☒ Fiscal Solvency, Accountability and Integrity

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

**SUBJECT:** Proposal for Services - Lopez Tree Service

**DATE:** June 2, 2022

**PERSON(S) RESPONSIBLE:** C. John Dominguez, Interim Director of Maintenance Operations  
Transportations Facilities

**RECOMMENDATION:**

The District Administration recommends the Board review and approval of the contract for services with Lopez Tree Service.

**BACKGROUND:**

Site walks of the PGUSD Adult School and the 1004 David Avenue for tree trimming scope of services and proposal development were conducted on April 21<sup>st</sup> with Topes Tree Service and on May 3<sup>rd</sup> with Lopez Tree Services Tree Services. This attached proposal is to address the tree removal and pruning needs at the David Avenue School Site and the Pacific Grove Adult School.

**INFORMATION:**

The tree trimming scope of work at the Pacific Grove Adult School and the David Avenue School site will include removing limbs along driveways and parking lot that present a possible danger to vehicles and pedestrians, keeping trees from overhanging on to the roof of buildings, removal of dead limbs and trees overall and the removal of stumps and logs of trees that have been cut down. The contractor shall secure all necessary permits to carry out the work. Two quotes were submitted in response to our request for proposal. Topes estimate for the Adult School was \$15,500 and \$22,000 for the David Avenue schools. The proposals from Lopez Tree Service came in at \$2,400 dollars for the Pacific Grove Adult School and \$6,700 dollars for the David Avenue Schools. Both fees for each proposal was as result of the recommendations by each contractor regarding the necessary scope of work. Both proposals exclude yearly emergency services. Staff is recommending Lopez Tree Service for this project. Work is proposed for the Summer of 2022.

**Cost Estimate:**

David Avenue School -	\$6,700.00
Pacific Grove Adult School -	\$2,400.00
<b>Total:</b>	<b>\$9,100.00</b>

**FISCAL IMPACT:**

\$9,100.00 to be paid from Fund 01, Routine Restricted Maintenance (RRM).

# PACIFIC GROVE UNIFIED SCHOOL DISTRICT INDEPENDENT CONSULTANT AGREEMENT

**CONSULTANT FULL NAME** Lopez Tree Service

**TAX I.D. NUMBER\*** \_\_\_\_\_ (Consultant to complete)

**SITE/DEPARTMENT** Click or tap here to enter text.

**SUBMITTED BY** Click or tap here to enter Site Administrator's Name.

**SIGNATURE FROM BUDGET  
CONTROL ADMINISTRATOR:** \_\_\_\_\_

**REQ (P.O.) NUMBER** Click or tap here to enter text.

**ACCOUNT CODE** Click or tap here to enter text.

**FUNDING SOURCE** Click or tap here to enter text.

**AGREEMENT TOTAL AMOUNT** \$9100.00

The District employee providing the attached Independent Consultant Agreement to the person or entity who will be providing special services to the District should first do the following:

1. Provide only the Pacific Grove Unified School District's approved Independent Consultant Agreement. The Independent Consultant Agreement should be completed in lieu of signing any vendor contract for services.
2. Review the insurance requirements for the person or entity and revise the insurance provisions of the agreement accordingly.
3. Review the forms under Section 20 and determine which of those documents should be attached to the agreement.

This Independent Consultant Agreement for Special Services ("Agreement") is made as of June 2, 2022 between the Pacific Grove Unified School District ("District") and Lopez Tree Service ("Consultant") (together, "Parties").

WHEREAS, the District is authorized by Section 53060 of the California Government Code to contract with and employ any persons for the furnishing of special services and advice in financial, economic, accounting, engineering, legal, transportation, or administrative matters, if those persons are specially trained and experienced and competent to perform the special services required; and

WHEREAS, the District is in need of those services and/or advice; and

WHEREAS, the Consultant is specially trained and experienced and competent to perform the services required by the District, and those services are needed on a limited basis;

NOW, THEREFORE, the Parties agree as follows:

1. **Services.** The Consultant shall furnish to the District the following services herein by this reference ("Services" or "Work"): Consultant shall serve as a contractor. Consultant shall use their specialized experience and skills to organize, maintain to serve in this capacity. Services shall include but not be limited to: Click or tap here to enter text.

2. **Term.** Consultant shall commence providing services under this Agreement on June 6, 2022, and will diligently perform as required and complete performance by June 10, 2022.
3. **Compensation.** District agrees to pay \$9,100.00 to Consultant for Services satisfactorily rendered pursuant to this Agreement. This is not to exceed \$9,100.00 during the term of this Agreement. District shall pay Consultant according to the following terms and conditions:
  - 3.1. Payment for the Services shall be made for all undisputed amounts in installment payments within thirty (30) days after the Consultant submits an invoice to the District for Services actually completed.
4. **Expenses.** District shall not be liable to Consultant for any costs or expenses paid or incurred by Consultant in performing Services for District.
5. **Independent Consultant.** Consultant, in the performance of this Agreement, shall be and act as an Independent Consultant. Consultant understands and agrees that he/she shall not be considered an officer, employee, agent, partner, or joint venture of the District, and is not entitled to benefits of any kind or nature normally provided employees of the District and/or to which District's employees are normally entitled, including, but not limited to, State Unemployment Compensation or Worker's Compensation. Consultant shall assume full responsibility for payment of all federal, state and local taxes or contributions, including unemployment insurance, Social Security and income taxes with respect to Consultant. In the performance of the Services herein contemplated, Consultant is an independent Consultant or business entity, with the sole authority for controlling and directing the performance of the details of the Services, District being interested only in the results obtained.
6. **Performance of Services.**
  - 6.1. **Standard of Care.** Consultant represents that Consultant has the qualifications and ability to perform the Services in a professional manner, without the advice, control or supervision of the District. Consultant's Services will be performed, findings obtained, reports and recommendations prepared in accordance with generally and currently accepted principles and practices of his/her profession for services to California school districts.
  - 6.2. **District Approval.** The Services 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.
  - 6.3. **Licenses.** Consultant's represents that s/he possesses all required licenses to perform the Services provided in this Agreement.
7. **Termination.**
  - 7.1. **Without Cause by District.** District may, at any time, with or without reason, terminate this Agreement and compensate Consultant only for services satisfactorily rendered to the date of termination. Written notice by District shall be sufficient to stop further performance of services by Consultant. Notice shall be deemed given when received by the Consultant or no later than three days after the day of mailing, whichever is sooner.
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7.3.1. Material violation of this Agreement by the Consultant; or

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Written notice by District shall contain the reasons for such intention to terminate and unless within three (3) calendar days after that notice the condition or violation shall cease, or satisfactory arrangements for the correction thereof be made, this Agreement shall upon the expiration of the three (3) calendar days cease and terminate. In the event of this termination, the District may secure the required services from another Consultant. If the expense, fees, and/or costs to the District exceeds the cost of providing the services pursuant to this Agreement, the Consultant shall immediately pay the excess expense, fees, and/or costs to the District upon the receipt of the District's notice of these expense, fees, and/or costs. The foregoing provisions are in addition to and not a limitation of any other rights or remedies available to District.

8. **Fingerprinting.** The Fingerprinting/Criminal Background Investigation Certification must be completed and attached to this Agreement. (Applicable only if checked under Section 20, Submittal of Documents.)

9. **District's Evaluation of Consultant.** The District may evaluate the Consultant's performance. In no event shall an evaluation of Consultant be considered a prerequisite to the District exercising its rights under paragraph 7 above.

10. **Limitation of District Liability.** Other than as provided in this Agreement, District's financial obligations under this Agreement shall be limited to the payment of the compensation provided in this Agreement. Notwithstanding any other provision of this Agreement, in no event shall District be liable to Consultant, regardless of whether any claim is based on contract or tort, for any special, consequential, indirect or incidental damages, including, but not limited to, lost profits or revenue, arising out of or in connection with this Agreement for the services performed in connection with this Agreement.

11. **Confidentiality.** The Consultant and all Consultant's agents, personnel, employee(s), and/or Sub-consultant(s) shall maintain the confidentiality of all information received in the course of performing the Services. This requirement to maintain confidentiality shall extend beyond the termination of this Agreement.

12. **Notice.** Any notice required or permitted to be given under this Agreement shall be deemed to have been given, served, and received if given in writing and either personally delivered or deposited in the United States mail, registered or certified mail, postage prepaid, return receipt required, or sent by overnight delivery service, or facsimile transmission, addressed as follows:

**District**

Pacific Grove Unified School District  
435 Hillcrest Avenue  
Pacific Grove, CA 93950  
ATTENTION: Song Chin-Bendib,  
Assistant Superintendent/CBO

**Consultant**

Name Lopez Tree Service  
Address: PO BOX 1023  
City/State/Zip: Seaside California 93955  
Phone: 831.521.8495  
Email: lopeztreeservice@comcast.net

Any notice personally given or sent by facsimile transmission shall be effective upon receipt. Any notice sent by overnight delivery service shall be effective the business day next following delivery thereof to the overnight delivery service. Any notice given by mail shall be effective three (3) days after deposit in the United States mail.



13. **Integration/Entire Agreement of Parties.** This Agreement constitutes the entire agreement between the Parties and supersedes all prior discussions, negotiations, and agreements, whether oral or written. This Agreement may be amended or modified only by a written instrument executed by both Parties.
14. **California Law.** This Agreement shall be governed by and the rights, duties and obligations of the Parties shall be determined and enforced in accordance with the laws of the State of California. The Parties further agree that any action or proceeding brought to enforce the terms and conditions of this Agreement shall be maintained in Monterey County, California.
15. **Waiver.** The waiver by either party of any breach of any term, covenant, or condition herein contained shall not be deemed to be a waiver of such term, covenant, condition, or any subsequent breach of the same or any other term, covenant, or condition herein contained.
16. **Severability.** If any term, condition or provision of this Agreement is held by a court of competent jurisdiction to be invalid, void or unenforceable, the remaining provisions will nevertheless continue in full force and effect, and shall not be affected, impaired or invalidated in any way.
17. **Attorney Fees/Costs.** Should litigation be necessary to enforce any terms or provisions of this Agreement, then each party shall bear its own litigation and collection expenses, witness fees, court costs and attorney's fees.
18. **Counterparts.** This Agreement and all amendments and supplements to it may be executed in counterparts, and all counterparts together shall be construed as one document.
19. **Incorporation of Recitals and Exhibits.** The Recitals and each exhibit attached hereto are hereby incorporated herein by reference.
20. **Non-Assignability.** Consultant may not, without the written permission of the District, use other consultants within Consultant's own firm, or outside experts to perform the services for the District.
21. **Submittal of Documents.** The Consultant shall not commence the Services under this Agreement until the Consultant has submitted and the District has approved the following documents:

- ☒ Signed Agreement
- ☐ Fingerprinting/Criminal Background Investigation Certification
- ☒ W-9 Form
- ☐ TB Declaration
- ☐ SafeSchools Training – completed within 6 weeks (Certification of Completion document required)

**IN WITNESS WHEREOF, the Parties hereto have executed this Agreement on the date indicated below.**

**Pacific Grove Unified School District**

**Consultant**

By: \_\_\_\_\_  
 Name: \_\_\_\_\_  
 Title: \_\_\_\_\_  
 Date: \_\_\_\_\_

By: \_\_\_\_\_  
 Name: \_\_\_\_\_  
 Date: \_\_\_\_\_

**Consultant Information** *(Consultant to complete):*

Address: \_\_\_\_\_

Telephone: \_\_\_\_\_

E-Mail: \_\_\_\_\_

**Type of Business Entity:**

- ☐ Corporation, State
- ☐ Individual
- ☐ Partnership
- ☐ Limited Liability Company
- ☐ Sole Proprietorship
- ☐ Limited Partnership
- ☐ Other: \_\_\_\_\_

*\*Federal Code of Regulations sections 6041 and 6209 require non-corporate recipients of \$600.00 or more to furnish their taxpayer identification number to the payer. The regulations also provide that a penalty may be imposed for failure to furnish the taxpayer identification number. In order to comply with these regulations, the District requires your federal tax identification number or Social Security number, whichever is applicable.*

# PROPOSAL

CONFIDENTIAL

DATE 5/2/22

**LOPEZ**



Lic. # 956363

**TREE SERVICE**

P.O. Box 1023  
SEASIDE, CA 93955  
MICHAEL LOPEZ JR (831) 521-8495  
MIKE LOPEZ SR (831) 915-4571  
LOPEZTREESERVICE@COMCAST.NET  
WWW. LOPEZTREESERVICEMONTEREY.COM

COMPANY PG School District  
NAME John Dominguez  
PHONE 916-257-2534  
LOCATION Pacific Grove, CA  
MEMO \_\_\_\_\_

DESCRIPTION	TOTAL
PG Charter School:	
Raise & remove deadwood from child pick up area in front	
Remove large dead wood & height reduction from oak trees going down towards play ground and past art area	
Remove all the large trunks on ground by art area & greenhouse	
Clean & haul away all debris	
Total proposal for charter school	\$6700-
PG Adult school	
Remove two dead pine trees	
Cut back a couple eucalyptus limbs by young kids play area	
Clean & haul debris	
Total proposal for adult school	\$2400-
Total proposal for both locations	\$9100-

THIS ESTIMATE IS FOR COMPLETING THE JOB AS DESCRIBED ABOVE. IT IS BASED ON OUR EVALUATION AND DOES NOT INCLUDE MATERIAL PRICE INCREASES OR ADDITIONAL LABOR AND MATERIALS WHICH MAY BE REQUIRED SHOULD UNFORESEEN PROBLEMS OR ADVERSE WEATHER CONDITIONS ARISE AFTER THE WORK AS STARTED.

TOTAL \$9100-  
DEPOSIT         
AMOUNT DUE         
☐ CASH    ☐ CHECK    ☐ CC

X \_\_\_\_\_ Thank you for your business!

- |   |   |
|---|---|
| <input type="checkbox"/> Student Learning and Achievement                     | <input checked="" type="checkbox"/> Consent     |
| <input checked="" type="checkbox"/> Health and Safety of Students and Schools | <input type="checkbox"/> Action/Discussion      |
| <input type="checkbox"/> Credibility and Communication                        | <input type="checkbox"/> Information/Discussion |
| <input type="checkbox"/> Fiscal Solvency, Accountability and Integrity        | <input type="checkbox"/> Public Hearing         |

**SUBJECT:** Proposal for Pacific Grove High School Pool Covers with Lincoln

**DATE:** June 2, 2022

**PERSON(S) RESPONSIBLE:** C. John Dominguez, Interim Director of Maintenance Operations  
Transportations Facilities

**RECOMMENDATION:**

The District Administration recommends the Board review and approve the proposals from Lincoln Aquatics for 6 thermal pool blankets.

**BACKGROUND:**

The PGUSD pool thermal covers need replacement due to their deterioration as a result of their age. If not replaced, the pool filtration system will be impacted from the cover fragments as time goes on.

Besides offering energy savings, pool covers also do the following:

- Conserve water by reducing the amount of make-up water needed by 30%–50%
- Reduce the pool's chemical consumption by 35%–60%
- Reduce cleaning time by keeping dirt and other debris out of the pool.

**INFORMATION:**

The district received two quotes for pool cover replacement. The Lincoln Aquatics proposal is \$15,281.19. The proposal from Knorr Systems Int. is 17,189.22. The District's project team reviewed both proposals and determined Lincoln Aquatics was responsive and met all District requirements.

**FISCAL IMPACT:**

Fund 14 Deferred Maintenance  
\$15,281.19 - Budgeted Maintenance & Grounds  
2022-23 school year



265-LINCOLN AQUATICS  
2051 COMMERCE AVE  
CONCORD, CA 94520-4901  
Phone 800-223-5450  
Fax 888-680-2825

## Quotation

QUOTE #	C885E464 MM
LOCATION	36
DATE	05/12/22
PAGE	1 of 1

**BILL TO**

948998  
PACIFIC GROVE U.S.D.  
435 HILLCREST AVE  
PACIFIC GROVE, CA 93950-4900  
Phone 831-646-6519

**SHIP TO**

PACIFIC GROVE HIGH SCHOOL  
615 SUNSET DR  
PACIFIC GROVE, CA 93950-4827

QUOTE DATE 05/12/22	EXPIRE DATE 06/11/22	REQUIRED DATE	REFERENCE NUMBER	PAYMENT TERMS NET 60 DAYS
WRITTEN BY A TIM ELSON(265)			CONTACT ROBERT BULLAS	SHIP VIA
FREIGHT TERMS IN/OUTBOUND			JOB NUMBER	SALES REP 265 /

PRODUCT/DESCRIPTION	QUANTITY	PRICE	U/M	EXTENSION
*SRS70-COM COMMERCIAL THERMAL BLANKETS S.R. SMITH 5 YEAR WARRANTY QUOTE NUMBER 21-5241-1 6 PANELS 13FEET 8"X 75FEET 1 PANEL 15FEET X 20FEET INCLUDES A 32FOOT X 20 FOOT WING. 10 CUT OUTS BETWEEN 7 COVERS.	1	12,326.67	EA	12,326.67

CONTACT ROBERT BULLAS FOR  
DELIVERY, CALL FOR  
APPOINTMENT 831-402-0231  
RBULLAS@pgusd.org

MERCHANDISE TOTAL	HANDLING	MISC CHARGE	TAX	FREIGHT	QUOTE TOTAL
12,326.67	0.00	0.00	1,229.52	1,725.00	15,281.19

**Accepted:**

PGUSD

Regular Meeting of June 2, 2022

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

Date: \_\_\_\_\_ 567

- |  |   |
|--|---|
| <input checked="" type="checkbox"/> Student Learning and Achievement   | <input checked="" type="checkbox"/> Consent     |
| <input type="checkbox"/> Health and Safety of Students and Schools     | <input type="checkbox"/> Action/Discussion      |
| <input type="checkbox"/> Credibility and Communication                 | <input type="checkbox"/> Information/Discussion |
| <input type="checkbox"/> Fiscal Solvency, Accountability and Integrity | <input type="checkbox"/> Public Hearing         |

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**SUBJECT:** Contract for Service with Home Campus, for the 2022-23 School Year

**DATE:** June 2, 2022

**PERSON(S) RESPONSIBLE:** Lito M. Garcia, Principal, Pacific Grove High School

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**RECOMMENDATION:**

The District Administration recommends the Board review and approve the Contract for Services with Home Campus.

**BACKGROUND:**

Last year we had a trail run with Home Campus to see if it was a good fit for the High School in managing sports physicals. The software was very easy to use and created much needed support in managing the amount of paperwork that used to be involved with keeping track of who is clear to play and who was not. The secure site is a huge help for parents and coaches when managing this much data.

**INFORMATION:**

This service is specific to sports physicals. It made everything easier when keeping track who had turned in their sports physical and was then clear to play.

**FISCAL IMPACT:**

There is no fiscal impact to the district. This service is paid for through the Wells Fargo Athletics Fund account. Not to exceed \$995.00.



## Home Campus Service Contract

**This Software License Agreement ("Agreement") is made and effective this May 23, 2022 by and between Carty Web Strategies ("Developer") and Pacific Grove HS ("Licensee").**

Developer has developed and licenses to users its software program marketed under the name Home Campus (the "Software").

Licensee desires to utilize a copy of the Software.

NOW, THEREFORE, in consideration of the mutual promises set forth herein, Developer and Licensee agree as follows:

### **1. License**

Developer hereby grants to Licensee a perpetual, non-exclusive, limited license to use the Software as set forth in this Agreement.

This license will last for 1 year from 8/2/2022 and a new agreement is required to extend the license.

### **2. Restrictions**

Licensee shall not modify, copy, duplicate, reproduce, license or sublicense the Software, or transfer or convey the Software or any right in the Software to anyone else without the prior written consent of Developer.

### **3.1 – Software Subscription Level**

Pacific Grove will receive the “Basic +Athletic Clearance” subscription level. The features under this level are subject to change. The features under this level subscription at the time of the contract will always be included in the License.

### **3.2 - Fee**

In consideration for the grant of the license and the use of the Software, Licensee agrees to pay Developer \$995 per year.

### **4. Warranty of Title**

Developer hereby represents and warrants to Licensee that Developer is the owner of the Software or otherwise has the right to grant to Licensee the rights set forth in this Agreement. In the event any breach or threatened breach of the foregoing representation and warranty, Licensee's sole remedy shall be to require Developer or to either: i) procure, at Developer's expense, the right to use the Software, ii) replace the Software or any part thereof that is in breach and replace it with Software of comparable functionality that does not cause any breach, or iii) refund to Licensee the full amount of the license fee upon the return of the Software and all copies thereof to Developer.

### **5. Warranty of Functionality**

For a period of one year following delivery of the Software to Licensee (the "Warranty Period"), Developer warrants that the Software shall perform in all material respects according to the





## Home Campus Service Contract

Developer's specifications concerning the Software when used with the appropriate computer equipment. In the event of any breach or alleged breach of this warranty, Licensee shall promptly notify Developer and return the Software to Developer at Licensee's expense. Licensee's sole remedy shall be that Developer shall correct the Software so that it operates according to the warranty. This warranty shall not apply to the Software if modified by anyone or if used improperly or on an operating environment not approved by Licensor.

### 6. Software Maintenance

During the Warranty Period, Developer shall provide to Licensee any new, corrected or enhanced version of the Software as created by Developer, which fall under the Licensee's subscription level. Such enhancement shall include all modifications to the Software, which increase the speed, efficiency or ease of use of the Software, or add additional capabilities or functionality to the Software, but shall not include any substantially new or rewritten version of the Software.

### 7. Customizations

Customizations made for the Licensee will be made at the will of the Developer.

### 8. Warranty Disclaimer

DEVELOPER'S WARRANTIES SET FORTH IN THIS AGREEMENT ARE EXCLUSIVE AND ARE IN LIEU OF ALL OTHER WARRANTIES, EXPRESS OR IMPLIED, INCLUDING BUT NOT LIMITED TO, THE IMPLIED WARRANTIES OF MERCHANTABILITY AND FITNESS FOR A PARTICULAR PURPOSE.

### 9. Limitation of Liability

Developer shall not be responsible for, and shall not pay, any amount of incidental, consequential or other indirect damages, whether based on lost revenue or otherwise, regardless of whether Developer was advised of the possibility of such losses in advance. In no event shall Developer's liability hereunder exceed the amount of license fees paid by Licensee, regardless of whether Licensee's claim is based on contract, tort, strict liability, product liability or otherwise.

### 10. Notice

Any notice required by this Agreement or given in connection with it, shall be in writing and shall be given to the appropriate party by personal delivery or by certified mail, postage prepaid, or recognized overnight delivery services.

If to Developer:

Carty Web Strategies, Inc.  
PO Box #807  
Dana Point, CA 92629

If to Licensee:

Pacific Grove High School  
615 Sunset Drive  
Pacific Grove, CA 93950

## Home Campus Service Contract



CONSENT NN

### 11. Governing Law

This Agreement shall be construed and enforced in accordance with the laws of the state of California.

### 12. No Assignment

Neither this Agreement nor any interest in this Agreement may be assigned by Licensee without the prior express written approval of Developer.

### 13. Final Agreement

This Agreement terminates and supersedes all prior understandings or agreements on the subject matter hereof. This Agreement may be modified only by a further writing that is duly executed by both parties.

### 14. Severability

If any term of this Agreement is held by a court of competent jurisdiction to be invalid or unenforceable, then this Agreement, including all of the remaining terms, will remain in full force and effect as if such invalid or unenforceable term had never been included.

### 15. Headings

Headings used in this Agreement are provided for convenience only and shall not be used to construe meaning or intent.

IN WITNESS WHEREOF, Developer and Licensee have executed this Software License Agreement on the day and year first above written.

\_\_\_\_\_  
**Pacific Grove**  
**Authorized Signature**

\_\_\_\_\_  
**Date**

5/23/2022

\_\_\_\_\_  
**Date**

\_\_\_\_\_  
**Carty Web Strategies**  
**Authorized Signature**

- |   |  |
|---|--|
| <input type="checkbox"/> Student Learning and Achievement                         | <input type="checkbox"/> Consent                   |
| <input type="checkbox"/> Health and Safety of Students and Schools                | <input type="checkbox"/> Action/Discussion         |
| <input checked="" type="checkbox"/> Credibility and Communication                 | <input type="checkbox"/> Information/Discussion    |
| <input checked="" type="checkbox"/> Fiscal Solvency, Accountability and Integrity | <input checked="" type="checkbox"/> Public Hearing |
- 

**SUBJECT:** Public Hearing of the District General Fund Budget and All Other Funds for fiscal year 2022-23

**DATE:** June 2, 2022

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

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**RECOMMENDATION:**

The District Administration recommends that the Board hold a public hearing for the District General Fund Budget and all other Funds for fiscal year 2022-23.

**BACKGROUND:**

Per Education Code 42127, school districts are required to adopt their budgets prior to July 1 of each fiscal year for the next fiscal year. With the introduction of the Local Control Accountability Plan (LCAP), Governing Boards must hold at least one public hearing prior to adoption of the District's LCAP and Adopted Budget. Per Education Code 52062, this public hearing must take place in advance of, and at a meeting separate from, the Board meeting to adopt the LCAP and the District's Adopted Budget.

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

**INFORMATION:**

The attached budget documents include the most recent set of assumptions regarding enrollment, State Teacher Retirement System (STRS) and Public Employees Retirement System (PERS) employer contribution rates, property tax revenue, state categoricals, site allocations, and other pertinent factors that were used in preparing the final 2022-23 Adopted Budget.

Below are some key components of the 2022-23 Adopted Budget:

- 1) Enrollment: District enrollment is projected at 1,824 students, the same number of students as 2021-22.

- 2) STRS and PERS employer contribution rates:
  - a. The CalSTRS Board has set the employer contribution rate for 2022-23 at **19.10%**. It is the same rate as 2021-22 except that the state provided a subsidy of 2.18% in 2021-22, reducing the scheduled 19.10% to 16.92%. For the May Revision, the governor has not provided a proposal to reduce the employer rate for 2022-23.
  - b. The California Public Employees' Retirement System (CalPERS) Board, on April 18, 2022, approved the staff recommendation to set the 2022-23 employer contribution rate at **25.37%**. At the 2021-22 Second Interim report, it was projected at 26.10%, thus, a savings of 0.73% for 2022-23.
- 3) Property Tax Revenue: Property tax revenue for 2022-23 is projected to increase by **5.15%** over the 2021-22 Estimated Actuals (actuals-to-date up to April 2022 and projections for May and June). This represents an increase of \$1,577,099 to \$32,200,377
  - The April 2022 receipts came in lower than projected by \$256,249, wiping off the gains received in November and December
- 4) Categorical Funding: Categorical funding is estimated at \$1,729,419 for 2022-23. Other state categoricals were combined into one LCFF line item since 2013-14, which was then reduced by the Fair Share deduction. The District's share has been a constant \$2,505,456 over the years for the LCFF amount.
- 5) Site Allocations: the pupil rate was increased by \$10 to \$150, given the inflationary cost of supplies and materials. Preliminary distribution is at 97% of the projected enrollment data and will be adjusted to reflect actual CBEDs in October.
- 6) General Fund: The District is projecting an operating **deficit** for 2022-23, at (\$590,049). The Unrestricted Reserve level is projected at 11.0%.
  - At the 2021-22 Second Interim, the projection for 2022-23 was 19.0% for the Reserve, **before** negotiated settlements for 2021-22
  - For negotiations, staff projected an operating deficit of (\$988,018) for 2022-23
    - This was before negotiations were finalized
    - Allowable expenditures were shifted to ESSER III and Expanded Learning Opportunity Grant (ELO)
- 7) One time funds: An amount of \$473,703 for Elementary & Secondary School Emergency Relief (ESSER) funds, or AB 86 funds is included in the 2022-23 Adopted Budget.
  - This amount is to pay for Teacher on Special Assignment (TOSA) and Mental Health positions
  - Any unspent funds from 2021-22 will be carried forward into 2022-23 after the books are closed.
- 8) Salaries and Benefits: Negotiated salary and health benefit increases for all employees have been incorporated into the 2022-23 Adopted Budget.
- 9) Other Funds for 2022-23:
  - a) Adult Education Fund – Projected Fund Balance is \$1,463,240
  - b) Child Development Fund – Projected Fund Balance is \$81,814
  - c) Cafeteria Fund – Projected Fund Balance is \$135,278
  - d) Deferred Maintenance Fund – Projected Fund Balance is \$254,021
  - e) Postemployment Benefits Fund – Projected Fund Balance is \$6,394
  - f) Building Fund (Education Technology and Facilities Bond, Measure A and D respectively) – Projected Fund Balance is \$3,437,345

g) Capital Outlay Projects Fund – Projected Fund Balance is \$621,596

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

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

**FISCAL IMPACT:**

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



[www.pgusd.org](http://www.pgusd.org)

# PACIFIC GROVE UNIFIED SCHOOL DISTRICT

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

**Dr. Ralph Gómez Porras**

**Superintendent**

(831) 646-6520

Fax (831) 646-6500

[rporras@pgusd.org](mailto:rporras@pgusd.org)

**Song Chin-Bendib**

**Assistant Superintendent**

(831) 646-6509

Fax (831) 646-6582

[schinbendib@pgusd.org](mailto:schinbendib@pgusd.org)

## PUBLIC HEARING NOTICE

Pursuant to California Education Code § 42127 and § 42103, the Pacific Grove Unified School District Governing Board will hold a public hearing on Thursday, June 2, 2022 regarding

### ADOPTION OF THE 2022-23 BUDGET & LOCAL CONTROL ACCOUNTABILITY PLAN

The hearing will be held during the regular Board meeting which begins at 6:30 p.m. via Zoom (please visit our website at [www.pgusd.org](http://www.pgusd.org) to find the Zoom link located on the front page announcements).

Copies of the Budget and Local Control Accountability Plan will be available for public viewing beginning May 27, 2022 through June 2, 2022 at the District Office. For more information, please contact Ralph Porras, Superintendent at 646-6520.

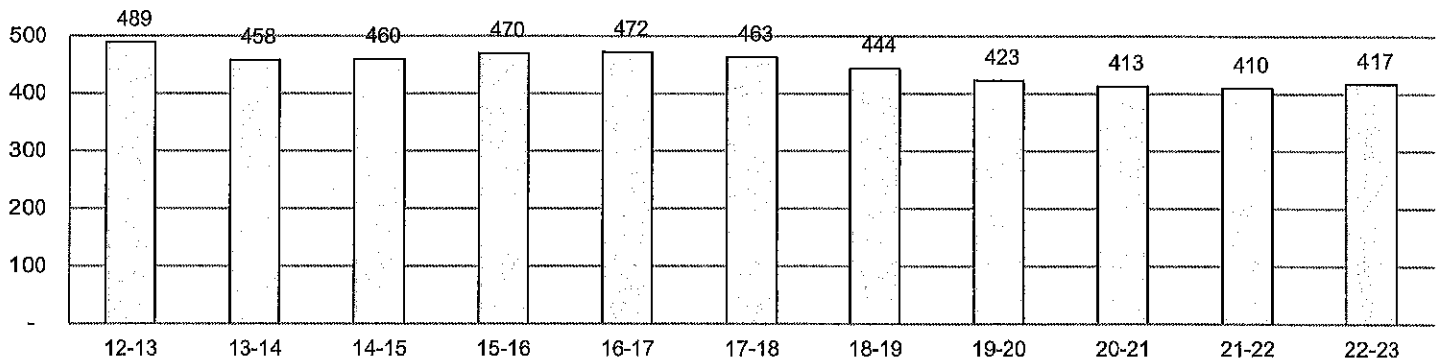
Posted: May 19, 2022

## Pacific Grove Unified School District

## Enrollment - CBEDS

	2015-16 actual		2016-17 actual		2017-18 actual		2018-19 actual		2019-20 actual		2020-21 actual		2021-22 actual		2022-23 Estimate	
	CBEDS	%	CBEDS	%	CBEDS	%	CBEDS	%	CBEDS	%	CBEDS	%	CBEDS	%	CBEDS	%
<b>Forest Grove</b>																
TK	26		28		27		26		25		17		18		22	
K	78		85		65		65		68		59		71		71	
1	82	5.1%	73	-6.4%	86	1.2%	58	-10.8%	62	-4.6%	66	-2.9%	61	3.4%	71	0.0%
2	66	3.1%	80	-2.4%	66	-9.6%	89	3.5%	60	3.4%	66	6.5%	64	-3.0%	61	0.0%
3	70	1.4%	72	9.1%	77	-3.8%	63	-4.5%	84	-5.6%	61	1.7%	58	-12.1%	64	0.0%
4	71	2.9%	68	-2.9%	76	5.6%	73	-5.2%	55	-12.7%	83	-1.2%	70	14.8%	58	0.0%
5	77	2.7%	66	-7.0%	66	-2.9%	70	-7.9%	69	-5.5%	61	10.9%	68	-18.1%	70	0.0%
<b>Total</b>	<b>470</b>		<b>472</b>		<b>463</b>		<b>444</b>		<b>423</b>		<b>413</b>		<b>410</b>		<b>417</b>	
<b>change</b>	<b>10</b>	<b>2.2%</b>	<b>2</b>	<b>0.4%</b>	<b>(9)</b>	<b>-1.9%</b>	<b>(19)</b>	<b>-4.1%</b>	<b>(21)</b>	<b>-4.7%</b>	<b>(10)</b>	<b>-2.4%</b>	<b>(3)</b>	<b>-0.7%</b>	<b>7</b>	<b>1.7%</b>

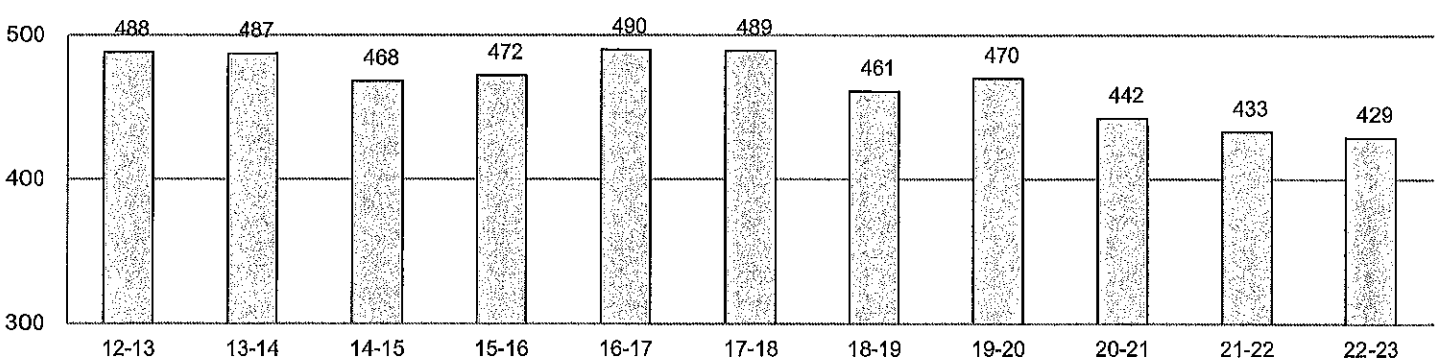
Forest Grove Enrollment



Robert Down

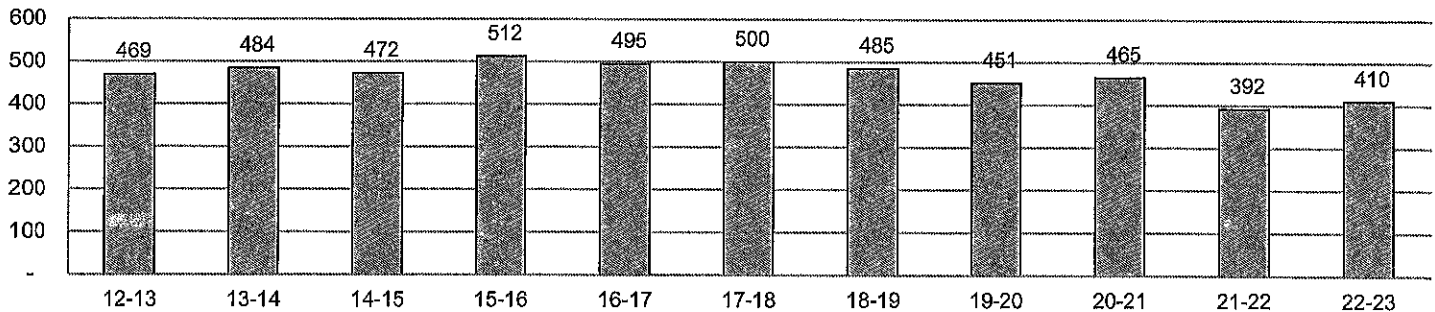
<b>K</b>	68		87		76		81		66		61		72		72	
<b>1</b>	83	9.2%	78	14.7%	90	3.4%	73	-3.9%	86	6.2%	72	9.1%	62	1.6%	72	0.0%
<b>2</b>	79	9.7%	78	-6.0%	81	3.8%	88	-2.2%	74	1.4%	88	2.3%	70	-2.8%	62	0.0%
<b>3</b>	87	10.1%	73	-7.6%	76	-2.6%	76	-6.2%	92	4.5%	75	1.4%	82	-6.8%	70	0.0%
<b>4</b>	86	1.2%	93	6.9%	73	0.0%	79	3.9%	73	-3.9%	79	-14.1%	71	-5.3%	82	0.0%
<b>5</b>	69	-4.2%	81	-5.8%	93	0.0%	64	-12.3%	79	0.0%	67	-8.2%	76	-3.8%	71	0.0%
<b>Total</b>	<b>472</b>		<b>490</b>		<b>489</b>		<b>461</b>		<b>470</b>		<b>442</b>		<b>433</b>		<b>429</b>	
<b>change</b>	<b>4</b>	<b>0.9%</b>	<b>18</b>	<b>3.8%</b>	<b>(1)</b>	<b>-0.2%</b>	<b>(28)</b>	<b>-5.7%</b>	<b>9</b>	<b>2.0%</b>	<b>(28)</b>	<b>-6.0%</b>	<b>(9)</b>	<b>-2.0%</b>	<b>(4)</b>	<b>-0.9%</b>

Robert Down Enrollment

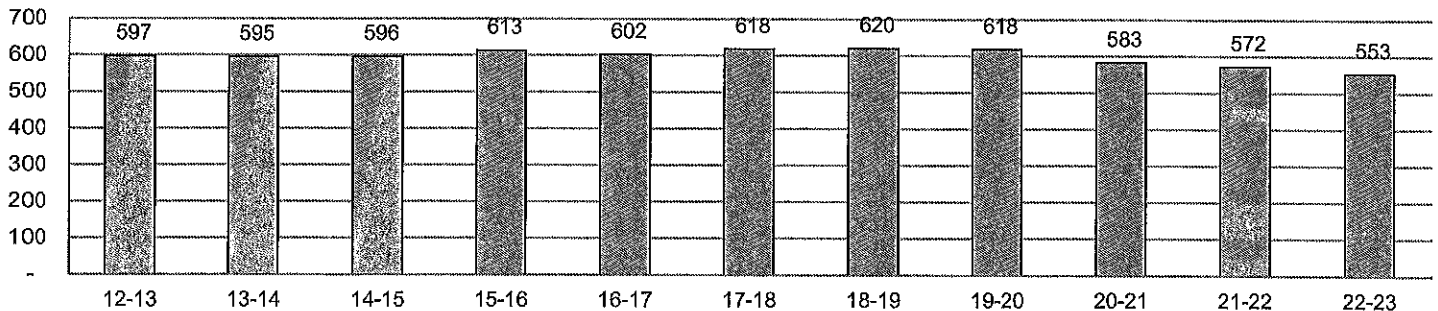




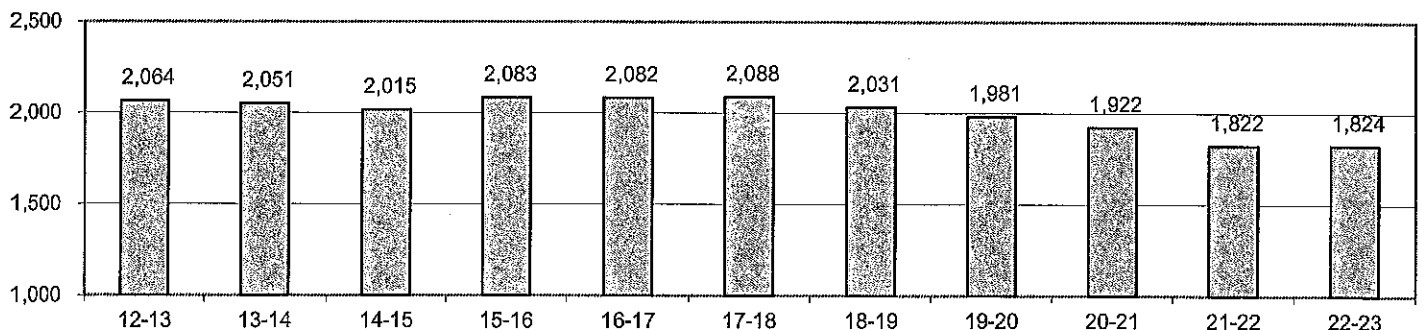
	2015-16		2016-17		2017-18		2018-19		2019-20		2020-21		2021-22		2022-23	
	actual		actual		actual		actual		actual		actual		actual		Estimate	
	CBEDS	%	CBEDS	%	CBEDS	%	CBEDS	%	CBEDS	%	CBEDS	%	CBEDS	%	CBEDS	%
<b>Middle School</b>																
6	188	18.0%	151	3.4%	155	5.4%	174	9.4%	131	-2.2%	151	2.0%	127	-0.8%	144	0.0%
7	164	7.2%	186	-1.1%	161	6.6%	144	-7.1%	180	3.4%	133	1.5%	139	-7.9%	127	0.0%
8	160	-1.8%	158	-3.7%	184	-1.1%	167	3.7%	140	-2.8%	181	0.6%	126	-5.3%	139	0.0%
<b>Total</b>	<b>512</b>	<b>8.5%</b>	<b>495</b>	<b>-3.3%</b>	<b>500</b>	<b>1.0%</b>	<b>485</b>	<b>-3.0%</b>	<b>451</b>	<b>-7.0%</b>	<b>465</b>	<b>3.1%</b>	<b>392</b>	<b>-15.7%</b>	<b>410</b>	<b>4.6%</b>
<b>change</b>	<b>40</b>	<b>8.5%</b>	<b>(17)</b>	<b>-3.3%</b>	<b>5</b>	<b>1.0%</b>	<b>(15)</b>	<b>-3.0%</b>	<b>(34)</b>	<b>-7.0%</b>	<b>14</b>	<b>3.1%</b>	<b>(73)</b>	<b>-15.7%</b>	<b>18</b>	<b>4.6%</b>

**Middle School Enrollment****High School**

9	164	5.1%	170	6.3%	169	7.0%	184	0.0%	168	0.6%	136	-2.9%	163	-9.9%	126	0.0%
10	155	-3.1%	152	-7.3%	170	0.0%	150	-11.2%	171	-7.1%	157	-6.5%	123	-9.6%	163	0.0%
11	147	-2.6%	138	-11.0%	144	-5.3%	148	-12.9%	138	-8.0%	154	-9.9%	141	-10.2%	123	0.0%
12	147	-2.6%	142	-3.4%	135	-2.2%	138	-4.2%	141	-4.7%	136	-1.4%	145	-5.8%	141	0.0%
<b>Total</b>	<b>613</b>		<b>602</b>		<b>618</b>		<b>620</b>		<b>618</b>		<b>583</b>		<b>572</b>		<b>553</b>	
<b>change</b>	<b>17</b>	<b>2.9%</b>	<b>(11)</b>	<b>-1.8%</b>	<b>16</b>	<b>2.7%</b>	<b>2</b>	<b>0.3%</b>	<b>(2)</b>	<b>-0.3%</b>	<b>(35)</b>	<b>-5.7%</b>	<b>(11)</b>	<b>-1.9%</b>	<b>(19)</b>	<b>-3.3%</b>

**High School Enrollment**

<b>CHS</b>	<b>16</b>	<b>23</b>	<b>18</b>	<b>21</b>	<b>19</b>	<b>19</b>	<b>15</b>	<b>15</b>
<b>District</b>	<b>2,083</b>	<b>2,082</b>	<b>2,088</b>	<b>2,031</b>	<b>1,981</b>	<b>1,922</b>	<b>1,822</b>	<b>1,824</b>
<b>change</b>	<b>68</b>	<b>3.4%</b>	<b>(1)</b>	<b>0.0%</b>	<b>6</b>	<b>0.3%</b>	<b>(57)</b>	<b>-2.7%</b>
							<b>(50)</b>	<b>-2.5%</b>
							<b>(59)</b>	<b>-3.0%</b>
							<b>(100)</b>	<b>-5.2%</b>
							<b>2</b>	<b>0.1%</b>

**Total District Enrollment**

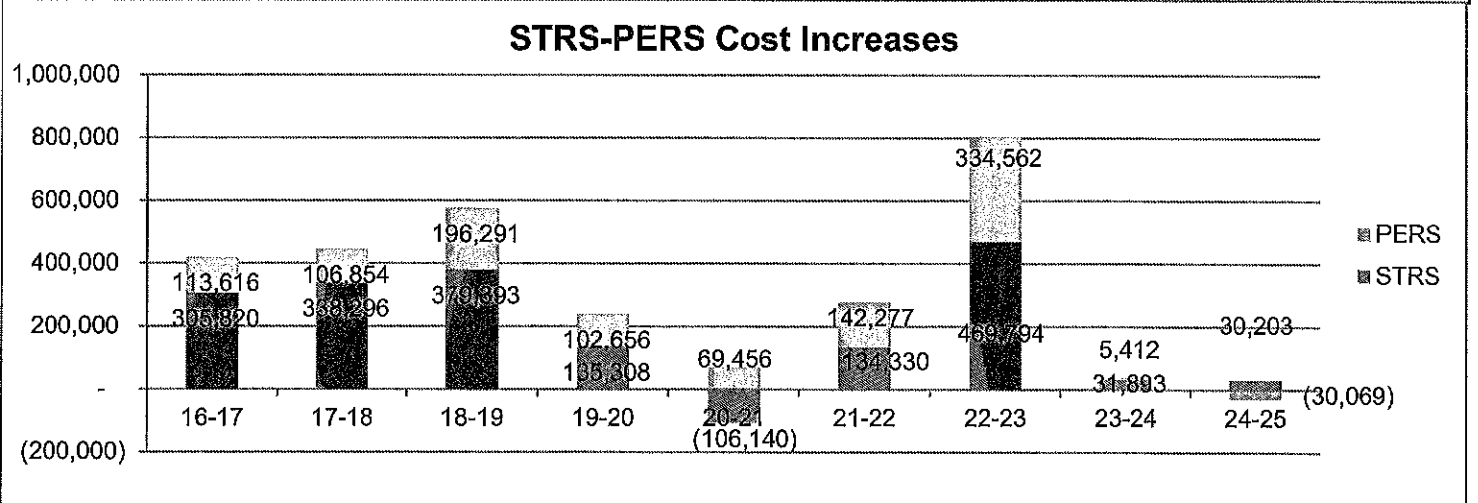
## Pacific Grove Unified School District

## STRS-PERS Cost Increases

STRS	16-17	17-18	18-19	19-20	20-21	21-22	22-23	23-24	24-25
Old Rate	8.25%	8.25%	8.25%	8.25%	8.25%	8.25%	8.25%	8.25%	8.25%
Cert Payroll	15,120,421	16,068,126	17,090,954	17,036,292	17,741,410	17,715,125	18,485,672	18,779,616	19,057,986
Cost	1,247,435	1,325,620	1,410,004	1,405,494	1,463,666	1,461,498	1,525,068	1,549,318	1,572,284
New Rate	12.58%	14.43%	16.28%	17.10%	16.15%	16.92%	19.10%	19.10%	19.10%
Cert Payroll	15,120,421	16,068,126	17,090,954	17,036,292	17,741,410	17,715,125	18,485,672	18,779,616	19,057,986
Cost	1,902,149	2,318,631	2,782,407	2,913,206	2,865,238	2,997,399	3,530,763	3,586,907	3,640,075
Addtl Cost	654,714	993,010	1,372,404	1,507,712	1,401,571	1,535,901	2,005,695	2,037,588	2,067,792
compared to old rate									
Addtl Cost	305,820	338,296	379,393	135,308	(106,140)	134,330	469,794	31,893	30,203
compared to prior year									

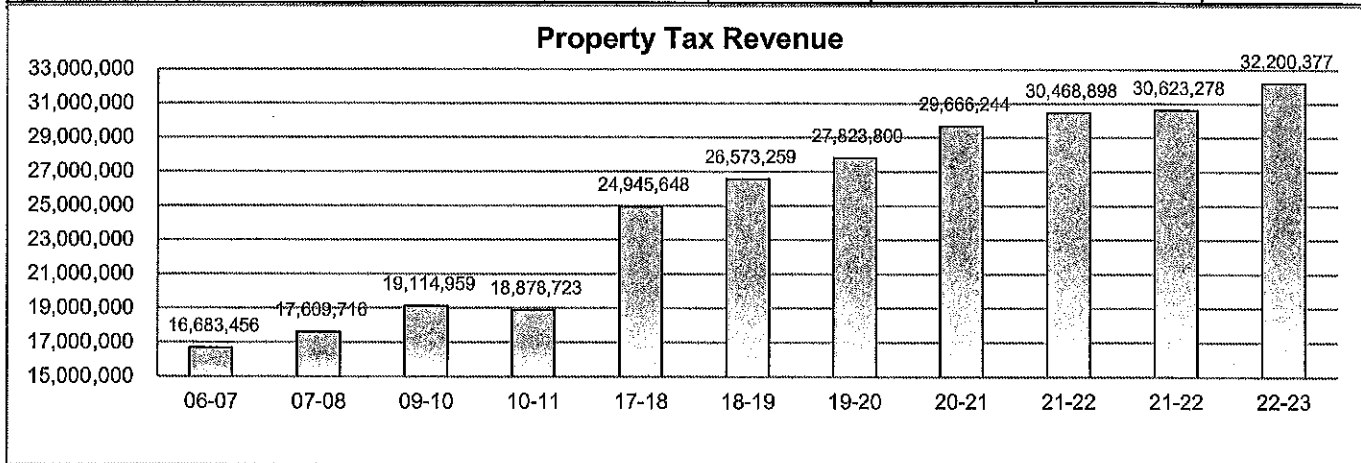
PERS	16-17	17-18	18-19	19-20	20-21	21-22	22-23	23-24	24-25
Old Rate	11.44%	11.44%	11.44%	11.44%	11.44%	11.44%	11.44%	11.44%	11.44%
Class Payroll	5,478,317	5,892,951	6,605,049	6,521,442	6,582,045	6,554,260	7,798,713	7,934,417	8,067,704
Cost	626,829	674,271	755,750	746,183	753,118	749,938	892,329	907,856	923,107
New Rate	13.89%	15.53%	18.062%	19.721%	20.700%	22.910%	25.370%	25.200%	24.600%
Class Payroll	5,478,317	5,892,951	6,605,049	6,521,442	6,582,045	6,554,260	7,798,713	7,934,417	8,067,704
Cost	760,938	915,234	1,193,004	1,286,094	1,362,483	1,501,581	1,978,533	1,999,473	1,984,655
(these rates were adopted by Cal-PERS on 4-17-18)									
Addtl Cost	134,109	240,963	437,254	539,910	609,366	751,643	1,086,205	1,091,617	1,061,549
compared to old rate									
Addtl Cost	113,616	106,854	196,291	102,656	69,456	142,277	334,562	5,412	(30,069)
compared to prior year									

STRS-PERS	16-17	17-18	18-19	19-20	20-21	21-22	22-23	23-24	24-25
Combined	788,823	1,233,973	1,809,658	2,047,622	2,010,937	2,287,544	3,091,900	3,129,205	3,129,340
Compared to old rate									
Combined	419,435	445,150	575,685	237,964	(36,685)	276,607	804,356	37,305	135



# Property Tax Revenue

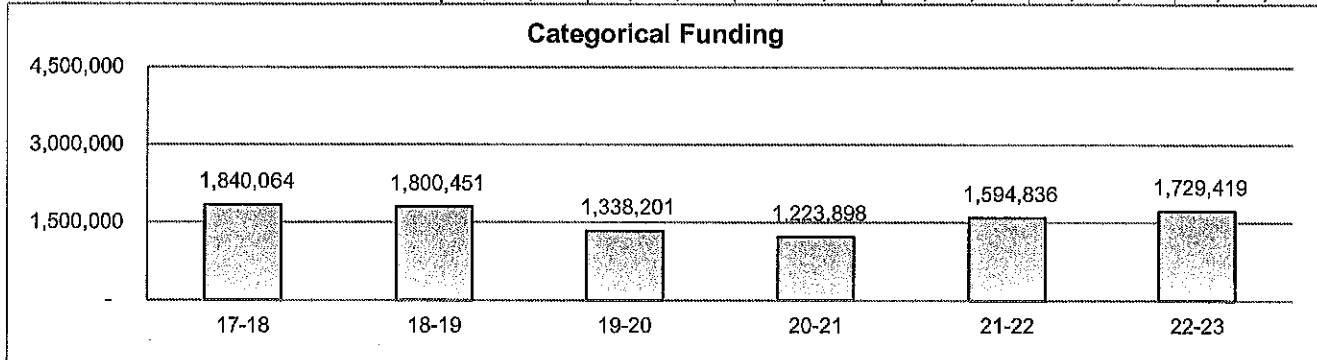
	5.96%	6.52%	4.71%	6.62%	4.15%	3.23%	5.15%
	2017-18	2018-19	2019-20	2020-21	2021-22	2021-22	2022-23
	actual	actual	actual	actuals	Adopted Bdgt	Est & Actuals	Estimate
<b>July</b>	-	-	-	-	-	-	-
Year-to-Date	-	-	-	-	-	-	-
<b>August</b>	-	-	-	-	-	-	-
Year-to-Date	-	-	-	-	-	-	-
<b>September</b>	56,920	81,929	91,507	109,662	99,117	85,291	89,683
Year-to-Date	56,920	81,929	91,507	109,662	99,117	85,291	89,683
<b>October</b>	818,005	-	-	-	-	-	-
Year-to-Date	874,925	81,929	-	109,662	99,117	85,291	89,683
<b>November</b>	46,407	943,522	1,012,590	1,025,732	1,096,797	1,327,911	1,396,299
Year-to-Date	921,332	1,025,451	1,104,097	1,135,394	1,195,914	1,413,202	1,485,982
<b>December</b>	13,648,659	13,591,740	14,644,626	15,891,982	15,843,632	16,471,008	17,319,265
Year-to-Date	14,569,991	14,617,191	15,748,723	17,027,376	17,039,545	17,884,211	18,805,247
percent change	7.34%	0.32%	7.74%	4.08%	4.15%	5.03%	5.15%
<b>January</b>	755,156	880,650	645,269	280,379	698,930	331,670	348,751
Year-to-Date	15,325,147	15,497,841	16,393,992	17,307,755	17,738,475	18,215,881	19,153,999
percent change	10.41%	1.13%	5.78%	1.62%	4.15%	5.25%	5.15%
<b>February</b>	1,459,505	719,652	726,703	657,961	787,135	698,073	734,024
Year-to-Date	16,784,652	16,217,492	17,120,695	17,965,716	18,525,610	18,913,954	19,888,023
percent change	15.90%	-3.38%	5.57%	1.00%	4.15%	5.28%	5.15%
<b>March</b>	5,135	560,829	635,096	866,946	662,126	794,324	835,232
Year-to-Date	16,789,787	16,778,321	17,755,791	18,832,662	19,187,736	19,708,278	20,723,254
percent change	12.05%	-0.07%	5.83%	2.22%	4.15%	4.65%	5.15%
<b>April</b>	7,665,157	9,268,101	9,353,536	10,108,449	10,659,167	10,167,265	10,690,879
Year-to-Date	24,454,944	26,046,422	27,109,326	28,941,111	29,846,904	29,875,543	31,414,134
percent change	6.21%	6.51%	4.08%	0.99%	4.15%	3.23%	5.15%
<b>May</b>	72,178	102,453	62,709	82,045	120,959	84,602	88,959
Year-to-Date	24,527,122	26,148,876	27,172,035	29,023,156	29,967,862	29,960,145	31,503,093
percent change	6.14%	6.61%	3.91%	0.87%	4.15%	3.23%	5.15%
<b>June</b>	418,526	424,383	651,765	643,089	501,035	663,133	697,284
Year-to-Date	24,945,648	26,573,259	27,823,800	29,666,244	30,468,898	30,623,278	32,200,377
percent change	5.96%	6.52%	4.71%	1.41%	4.15%	3.23%	5.15%
<b>Total</b>	24,945,648	26,573,259	27,823,800	29,666,244	30,468,898	30,623,278	32,200,377
<b>Inc (Dec)</b>	1,403,586	1,627,611	1,250,541	1,842,444	1,214,075	957,034	1,577,099
percent change	5.96%	6.52%	4.71%	6.62%	4.15%	3.23%	5.15%



## Pacific Grove Unified School District

**Categoricals**

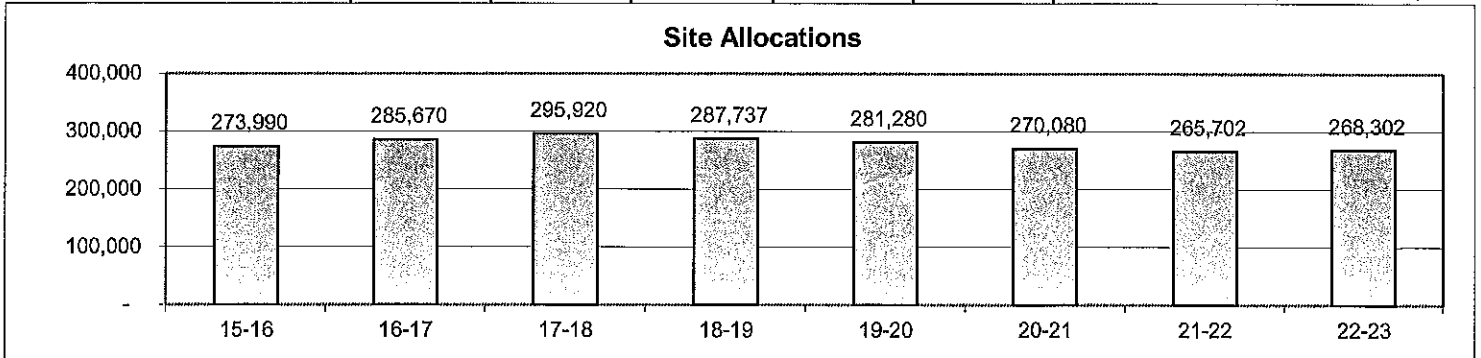
Title	Obj-Res	2017-18	2018-19	2019-20	2020-21	2021-22	2022-23
1 Special Ed/ Mental health	8181-3310	395,383	382,284	377,224	379,110	381,006	376,592
2 MAA	8290-0000	150,579	51,500	50,000	50,000	50,000	50,000
3 Title I	8290-3010	162,825	124,888	126,137	128,394	164,859	147,447
4 VEA	8290-3550	21,112	21,510	21,246	27,312	27,312	23,700
5 ESSER - covid 19	8290-3710	-	-	-	-	168,059	473,703
5 Title II Teacher Quality	8290-4035	33,429	31,476	31,791	32,839	40,531	34,500
6 Title II Principal Training	8290-4036	-	-	-	-	-	-
7 Title III Limited English	8290-4201	22,150	36,983	10,000	10,000	10,000	10,000
8 EIA	8311-7090	-	-	-	-	-	-
9 Transportation	8311-7230	-	-	-	-	-	-
10 Mandated Costs	8550-0000	293,305	443,730	79,086	79,086	78,833	79,000
11 Lottery - Rest	8560-6300	124,776	108,650	102,816	103,032	91,580	101,246
12 Lottery - Unrest	8560-1100	324,015	309,550	291,312	291,924	274,740	288,231
13 Oth State Rev/Medi Cal		54,619	30,909	31,218	31,530	-	-
14 Fair Share	8590-0000	-	-	-	-	-	-
15 MENTAL HTL - SPEC	8590-6512	38,671	38,671	38,671	38,671	-	30,000
16 School Counselor	8590-0080	-	-	-	-	-	-
17 CSR 9-12	8590-0120	-	-	-	-	-	-
18 K-3 Class Size Reductio	8590-0130	-	-	-	-	-	-
19 GATE	8590-0140	-	-	-	-	-	-
20 Instructional Materials	8590-0156	-	-	-	-	-	-
21 PAR	8590-0271	-	-	-	-	-	-
23 Math and Reading	8590-0294	-	-	-	-	-	-
24 Math and Reading	8590-0296	-	-	-	-	-	-
25 Adminstrator Training	8590-0325	-	-	-	-	-	-
26 ROP (CTE)	8590-0350	112,373	87,772	178,700	52,000	59,000	115,000
27 Adult Education	8590-0390	-	-	-	-	-	-
28 Prof Development	8590-0393	-	-	-	-	-	-
29 TIIG	8590-0394	-	-	-	-	-	-
30 SIP	8590-0395	-	-	-	-	-	-
31 School Safety	8590-0405	-	-	-	-	-	-
32 Pupil Retention	8590-0739	-	-	-	-	-	-
33 CAHSEE	8590-0755	-	-	-	-	-	-
34 Art and Music Grant	8590-0760	-	-	-	-	-	-
35 Prop 39 Energy Efficient	8590-6230	105,886	15,943	-	-	-	-
36 TUPE	8590-6690	941	-	-	-	-	-
37 Common Core	8590-7405	-	116,585	-	-	248,916	-
<b>Total</b>		<b>1,840,064</b>	<b>1,800,451</b>	<b>1,338,201</b>	<b>1,223,898</b>	<b>1,594,836</b>	<b>1,729,419</b>



## Pacific Grove Unified School District

## Site Allocations

	2015-16 actual	2016-17 actual	2017-18 actual	2018-19 actual	2019-20 actual	2020-21 actual	2021-22 budget	2022-23 budget
<b>Forest Grove</b>								
Enrollment (97% of estimate)	428	458	449	448	437	423	415	404
Allocation per Student	\$ 130.00	\$ 135.00	\$ 140.00	\$ 140.00	\$ 140.00	\$ 140.00	\$ 140.00	\$ 150.00
<b>Initial Allocation</b>	<b>\$ 55,575</b>	<b>\$ 61,830</b>	<b>\$ 62,875</b>	<b>\$ 62,740</b>	<b>\$ 61,180</b>	<b>\$ 59,220</b>	<b>\$ 58,122</b>	<b>\$ 60,674</b>
Enrollment (actual CBEDS)	470	472	463	448	422	393	415	404
<b>Final Allocation</b>	<b>\$ 61,100</b>	<b>\$ 63,720</b>	<b>\$ 64,820</b>	<b>\$ 62,740</b>	<b>\$ 59,080</b>	<b>\$ 55,020</b>	<b>\$ 58,122</b>	<b>\$ 60,674</b>
<b>Increase (Decrease)</b>	<b>\$ 5,525</b>	<b>\$ 1,890</b>	<b>\$ 1,945</b>	<b>\$ -</b>	<b>\$ (2,100)</b>	<b>\$ (4,200)</b>	<b>\$ -</b>	<b>\$ -</b>
<b>Robert Down</b>								
Enrollment (97% of estimate)	447	458	474	458	462	451	427	416
Allocation per Student	\$ 130.00	\$ 135.00	\$ 140.00	\$ 140.00	\$ 140.00	\$ 140.00	\$ 140.00	\$ 150.00
<b>Initial Allocation</b>	<b>\$ 58,045</b>	<b>\$ 61,830</b>	<b>\$ 66,406</b>	<b>\$ 64,098</b>	<b>\$ 64,680</b>	<b>\$ 63,140</b>	<b>\$ 59,752</b>	<b>\$ 62,420</b>
Enrollment (actual CBEDS)	472	490	489	458	472	443	427	416
<b>Final Allocation</b>	<b>\$ 61,360</b>	<b>\$ 66,150</b>	<b>\$ 68,460</b>	<b>\$ 64,098</b>	<b>\$ 66,080</b>	<b>\$ 62,020</b>	<b>\$ 59,752</b>	<b>\$ 62,420</b>
<b>Increase (Decrease)</b>	<b>\$ 3,315</b>	<b>\$ 4,320</b>	<b>\$ 2,054</b>	<b>\$ -</b>	<b>\$ 1,400</b>	<b>\$ (1,120)</b>	<b>\$ -</b>	<b>\$ -</b>
<b>Middle School</b>								
Enrollment (97% of estimate)	454	496	485	461	440	459	400	398
Allocation per Student	\$ 130.00	\$ 135.00	\$ 140.00	\$ 140.00	\$ 140.00	\$ 140.00	\$ 140.00	\$ 150.00
<b>Initial Allocation</b>	<b>\$ 59,033</b>	<b>\$ 66,960</b>	<b>\$ 67,900</b>	<b>\$ 64,540</b>	<b>\$ 61,600</b>	<b>\$ 64,260</b>	<b>\$ 55,950</b>	<b>\$ 59,655</b>
Enrollment (actual CBEDS)	512	495	500	461	451	464	400	398
<b>Final Allocation</b>	<b>\$ 66,560</b>	<b>\$ 66,825</b>	<b>\$ 70,000</b>	<b>\$ 64,540</b>	<b>\$ 63,140</b>	<b>\$ 64,960</b>	<b>\$ 55,950</b>	<b>\$ 59,655</b>
<b>Increase (Decrease)</b>	<b>\$ 7,527</b>	<b>\$ (135)</b>	<b>\$ 2,100</b>	<b>\$ -</b>	<b>\$ 1,540</b>	<b>\$ 700</b>	<b>\$ -</b>	<b>\$ -</b>
<b>High School</b>								
Enrollment (97% of estimate)	561	591	599	647	633	615	609	536
Allocation per Student	\$ 130.00	\$ 135.00	\$ 140.00	\$ 140.00	\$ 140.00	\$ 140.00	\$ 140.00	\$ 150.00
<b>Initial Allocation</b>	<b>\$ 72,865</b>	<b>\$ 79,785</b>	<b>\$ 83,924</b>	<b>\$ 90,579</b>	<b>\$ 88,620</b>	<b>\$ 86,100</b>	<b>\$ 85,282</b>	<b>\$ 80,462</b>
Enrollment (actual CBEDS)	613	602	618	647	618	583	609	536
<b>Final Allocation</b>	<b>\$ 79,690</b>	<b>\$ 81,270</b>	<b>\$ 86,520</b>	<b>\$ 90,579</b>	<b>\$ 86,520</b>	<b>\$ 81,620</b>	<b>\$ 85,282</b>	<b>\$ 80,462</b>
<b>Increase (Decrease)</b>	<b>\$ 6,825</b>	<b>\$ 1,485</b>	<b>\$ 2,596</b>	<b>\$ -</b>	<b>\$ (2,100)</b>	<b>\$ (4,480)</b>	<b>\$ -</b>	<b>\$ -</b>
<b>Community High School</b>								
Enrollment (97% of estimate)	18	14	17	17	19	20	19	15
Allocation per Student	\$ 330.00	\$ 335.00	\$ 340.00	\$ 340.00	\$ 340.00	\$ 340.00	\$ 340.00	\$ 350.00
<b>Initial Allocation</b>	<b>\$ 5,957</b>	<b>\$ 4,690</b>	<b>\$ 5,936</b>	<b>\$ 5,780</b>	<b>\$ 6,460</b>	<b>\$ 6,800</b>	<b>\$ 6,596</b>	<b>\$ 5,093</b>
Enrollment (actual CBEDS)	16	23	18	17	19	19	19	15
<b>Final Allocation</b>	<b>\$ 5,280</b>	<b>\$ 7,705</b>	<b>\$ 6,120</b>	<b>\$ 5,780</b>	<b>\$ 6,460</b>	<b>\$ 6,460</b>	<b>\$ 6,596</b>	<b>\$ 5,093</b>
<b>Increase (Decrease)</b>	<b>\$ (677)</b>	<b>\$ 3,015</b>	<b>\$ 184</b>	<b>\$ -</b>	<b>\$ -</b>	<b>\$ (340)</b>	<b>\$ -</b>	<b>\$ -</b>
<b>Total Final Allocations</b>	<b>\$ 273,990</b>	<b>\$ 285,670</b>	<b>\$ 295,920</b>	<b>\$ 287,737</b>	<b>\$ 281,280</b>	<b>\$ 270,080</b>	<b>\$ 265,702</b>	<b>\$ 268,302</b>



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

**Fund 1 - General Fund - Combined**

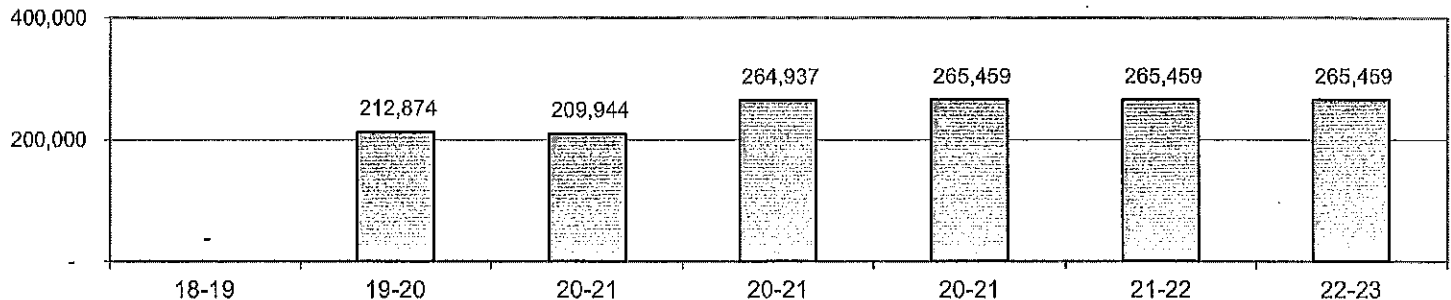
	6.52%	4.71%	6.62%	4.36%	5.15%	4.15%	4.00%
	2018-19	2019-20	2020-21	2021-22	2022-23	2023-24	2024-25
	Actuals	Actuals	Unaudited Actuals	Second Interim	Adopted Budget	Estimate	Estimate
Beginning Fund Balance - Rest	446,664	526,947	916,588	1,404,399	505,374	-	-
Beginning Fund Balance - Unrest.	4,151,404	4,169,422	4,496,234	5,435,813	5,042,913	4,958,238	5,363,337
<b>Beginning Fund Balance</b>	<b>4,598,068</b>	<b>4,696,369</b>	<b>5,412,822</b>	<b>6,840,212</b>	<b>5,548,287</b>	<b>4,958,238</b>	<b>5,363,337</b>
<b>Revenues:</b>							
LCFF Sources 8000	29,357,332	30,391,753	32,234,767	33,104,444	34,706,630	36,042,946	37,384,413
Federal Sources 8100	719,971	669,659	2,011,995	2,702,852	1,115,942	1,119,981	1,124,052
State Sources 8300	2,700,969	2,837,359	3,081,226	2,453,976	2,280,637	2,280,784	2,299,969
Local Sources 8600	1,721,841	1,973,552	1,719,742	1,896,238	1,716,254	1,716,254	1,716,254
<b>Total Revenues</b>	<b>34,500,113</b>	<b>35,872,323</b>	<b>39,047,731</b>	<b>40,157,510</b>	<b>39,819,463</b>	<b>41,159,965</b>	<b>42,524,688</b>
percent change	2.7%	0.5%	4.2%	7.0%	2.0%	13.2%	3.3%
<b>Expenditures:</b>							
Certificated Salaries 1000	17,073,639	17,045,277	18,000,573	18,088,259	18,485,672	18,779,616	19,057,986
Classified Salaries 2000	6,579,721	6,532,991	6,989,510	7,087,956	7,798,713	7,934,417	8,067,704
Employee Benefits 3000	7,068,637	7,861,659	8,174,039	8,660,600	10,316,927	10,111,873	10,122,341
Books and Supplies 4000	933,021	907,160	1,357,427	2,512,033	995,266	1,000,242	1,006,744
Services and Other 5000	2,435,873	2,374,406	2,390,198	3,972,791	2,755,302	2,855,720	2,962,881
Capital Outlay 6000	41,256	115,593	53,065	69,620	-	-	-
Other Outgo 7000	650	318,895	655,530	46,797	57,632	72,997	77,997
<b>Total Expenditures</b>	<b>34,132,796</b>	<b>35,155,981</b>	<b>37,620,342</b>	<b>40,438,056</b>	<b>40,409,512</b>	<b>40,754,866</b>	<b>41,295,653</b>
percent change	-1.6%	-1.1%	1.1%	8.5%	7.4%	14.7%	1.3%
<b>Surplus (Deficit)</b>	<b>367,317</b>	<b>716,343</b>	<b>1,427,389</b>	<b>(280,546)</b>	<b>(590,049)</b>	<b>405,099</b>	<b>1,229,035</b>
carryover funds			(487,811)	(1,043,444)			
<b>Transfers In (Out)</b>							
Fund 11 - Adult Education	(93,891)		(36,358)	41,910	-	-	
Fund 12 - Child Development		95,515	(313,544)	-	(19,635)	35,000	40,000
Fund 13 - Cafeteria	(58,105)	95,111	(277,819)	-	-	-	-
Fund 14 - Deferred Maintenance							
Fund 20 - Postemployment Ben.							
Other Sources (Uses) Bus/FD 40	(117,024)	-	-	-	-	-	-
<b>Net Transfers In (Out)</b>	<b>(269,019)</b>	<b>190,626</b>	<b>(627,720)</b>	<b>41,910</b>	<b>(19,635)</b>	<b>35,000</b>	<b>40,000</b>
<b>Ending Fund Balance</b>	<b>4,696,366</b>	<b>5,412,712</b>	<b>6,840,211</b>	<b>6,559,666</b>	<b>4,958,238</b>	<b>5,363,337</b>	<b>6,592,372</b>
<b>Components of Ending Fund Balance</b>							
<b>a Nonspendable - Revolving Cash</b>	5,000	5,000	5,000	5,000	5,000	5,000	5,000
<b>b Restricted (restricted carryover)</b>	526,947	916,588	1,404,408	360,964	490,374	426,468	287,140
<b>c Committed / Prepaid Exp.</b>	3,220						
<b>d Assigned</b>							
Prop Tax Reserve (0.50%)	132,866	139,119	148,332	161,002	161,002	167,683	174,391
Basic Aid Reserve	1,032,054	2,636,125	3,589,206	4,299,148	2,611,308	3,120,763	4,312,284
Sick Leave Incentive Reserve	70,000	70,000	70,000	70,000	70,000	-	-
Deferred Maint. & RRM Reserve	539,351	355,539	369,714	332,577	276,846	287,207	303,431
STRS/PERS Reserve 2020-21	1,057,412	235,783	124,950	125,881	131,422	133,570	271,257
C/o to FD 40; Donations	297,461						
<b>e 3% Resv for Econ Uncertainties (3)</b>	<b>1,032,054</b>	<b>1,054,679</b>	<b>1,128,610</b>	<b>1,213,142</b>	<b>1,212,285</b>	<b>1,222,646</b>	<b>1,238,870</b>
Unassigned/Unappropriated							
<b>subtotal Unrestricted Reserves</b>	<b>4,161,199</b>	<b>4,491,246</b>	<b>5,430,813</b>	<b>6,201,749</b>	<b>4,462,864</b>	<b>4,931,869</b>	<b>6,300,232</b>
Undesignated Resv Percent	12.1%	12.8%	14.4%	15.4%	11.0%	12.1%	15.3%
<b>Ending Fund Balance</b>	<b>4,696,366</b>	<b>5,412,834</b>	<b>6,840,221</b>	<b>6,567,713</b>	<b>4,958,238</b>	<b>5,363,337</b>	<b>6,592,372</b>

## Fund 11 - Adult Education Fund

		2018-19	2019-20	2020-21	2021-22	2022-23	2023-24	2024-25
		Actuals	Actuals	Unaudited Actuals	Second Interim	Adopted Budget	Estimate	Estimate
<b>Beginning Fund Balance</b>		<b>2,336,590</b>	<b>2,005,884</b>	<b>1,922,958</b>	<b>2,210,660</b>	<b>1,783,232</b>	<b>1,463,240</b>	<b>1,057,278</b>
<b>Revenues:</b>								
LCFF Sources	8000	-	212,874	209,944	264,937	265,459	265,459	265,459
Federal Revenue	8200	35,628	56,076	55,022	49,435	59,915	60,000	60,000
Other State Revenue	8091/8590	1,387,498	1,662,622	1,527,706	1,592,134	1,669,948	1,669,948	1,669,948
Other Local Revenue	8600	632,818	550,920	536,912	384,506	441,250	442,000	442,000
<b>Total Revenues</b>		<b>2,055,943</b>	<b>2,482,492</b>	<b>2,329,584</b>	<b>2,291,012</b>	<b>2,436,572</b>	<b>2,437,407</b>	<b>2,437,407</b>
<b>Expenditures:</b>								
Certificated Salaries	1000	599,032	594,616	546,437	632,714	666,749	676,884	687,511
Classified Salaries	2000	642,999	866,106	795,267	912,991	1,055,592	1,073,854	1,092,431
Employee Benefits	3000	328,805	426,275	410,135	494,328	596,538	608,931	619,695
Books and Supplies	4000	259,354	131,850	133,263	342,573	242,331	250,700	250,700
Services & Other Opera	5000	86,482	90,808	76,208	219,114	112,594	150,000	150,000
Capital Outlay	6000	453,868	455,764	-	32,080	-	-	-
Other Outgo	7100	-	-	-	-	-	-	-
Indirect Costs	7350	110,000	-	80,574	84,640	82,760	83,000	83,000
<b>Total Expenditures</b>		<b>2,480,540</b>	<b>2,565,418</b>	<b>2,041,884</b>	<b>2,718,440</b>	<b>2,756,564</b>	<b>2,843,369</b>	<b>2,883,338</b>
<b>Surplus (Deficit)</b>		<b>(424,597)</b>	<b>(82,926)</b>	<b>287,700</b>	<b>(427,428)</b>	<b>(319,992)</b>	<b>(405,962)</b>	<b>(445,931)</b>
<b>Transfers In - Fund 1</b>	8900	93,891	-	-	-	-	-	-
<b>Ending Fund Balance</b>		<b>2,005,884</b>	<b>1,922,958</b>	<b>2,210,657</b>	<b>1,783,232</b>	<b>1,463,240</b>	<b>1,057,278</b>	<b>611,348</b>
<b>Components of Ending Fund Balance:</b>								
a) Nonspendable - Revolvi	9711	-	-	-	-	-	-	-
b) Restricted - grants/dons	9740	996,295	499,125	366,935	97,344	97,344	-	-
c) Committed	9750	-	-	-	-	-	-	-
d) Assigned	9780	1,009,589	1,423,833	1,843,722	1,685,885	1,365,896	1,057,278	611,348
e) Unassigned/Unappropri	9790	-	-	-	-	-	-	-
<b>Ending Fund Balance</b>		<b>2,005,884</b>	<b>1,922,958</b>	<b>2,210,657</b>	<b>1,783,229</b>	<b>1,463,240</b>	<b>1,057,278</b>	<b>611,348</b>

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

### Fund 11 - Transfers In From General Fund



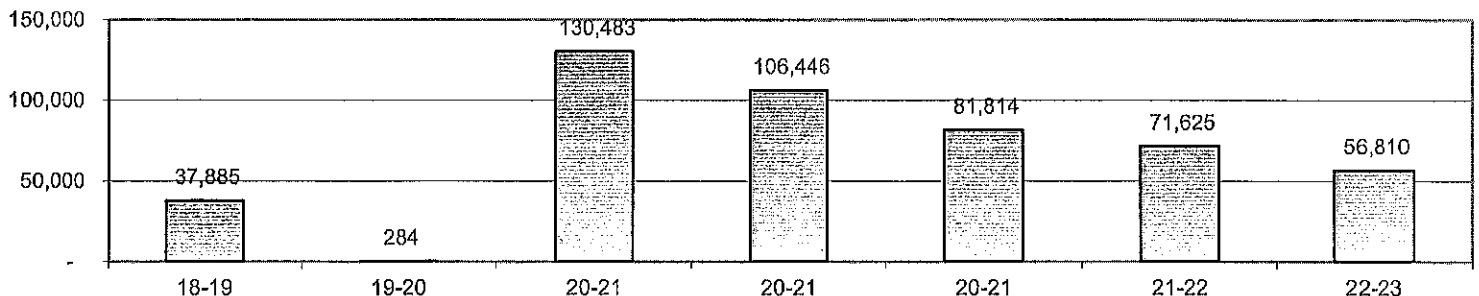


## Fund 12 - Child Development Fund

	2018-19	2019-20	2020-21	2021-22	2022-23	2023-24	2024-25
	Actuals	Actuals	Unaudited Actuals	Second Interim	Adopted Budget	Estimate	Estimate
<b>Beginning Fund Balance</b>	<b>108,280</b>	<b>37,885</b>	<b>284</b>	<b>130,483</b>	<b>97,076</b>	<b>81,814</b>	<b>71,625</b>
<b>Revenues:</b>							
LCFF Sources 8000							
Federal Revenue 8100			9,371				
State Rev. (Preschool) 8500	124,217	132,612	124,244	129,042	129,899	130,000	131,000
Local Rev. (BASRP) 8600	353,160	313,499	(1,544)	350,000	360,000	360,000	360,500
<b>Total Revenues</b>	<b>477,377</b>	<b>446,111</b>	<b>132,071</b>	<b>479,042</b>	<b>489,899</b>	<b>490,000</b>	<b>491,500</b>
<b>Expenditures:</b>							
Certificated Salaries 1000	65,542	63,426	68,364	65,948	64,104	65,110	66,133
Classified Salaries 2000	319,384	337,524	149,732	299,509	297,389	302,534	307,768
Employee Benefits 3000	121,028	141,117	71,503	139,194	130,575	134,182	137,853
Books and Supplies 4000	9,136	7,710	2,149	12,908	10,866	11,000	12,000
Services & Other Opera 5000	3,505	4,911	3,581	5,542	4,500	5,000	5,200
Capital Outlay 6000	4,637				-	-	-
Other Outgo 7100							
Indirect Costs 7300	24,540	24,540	20,050	21,888	17,362	17,362	17,362
<b>Total Expenditures</b>	<b>547,773</b>	<b>579,228</b>	<b>315,379</b>	<b>544,989</b>	<b>524,796</b>	<b>535,189</b>	<b>546,315</b>
<b>Surplus (Deficit)</b>	<b>(70,395)</b>	<b>(133,117)</b>	<b>(183,308)</b>	<b>(65,947)</b>	<b>(34,897)</b>	<b>(45,189)</b>	<b>(54,815)</b>
<b>Transfers In from Fund C 8900</b>		95,515	313,508	41,910	19,635	35,000	40,000
<b>Ending Fund Balance</b>	<b>37,885</b>	<b>284</b>	<b>130,483</b>	<b>106,446</b>	<b>81,814</b>	<b>71,625</b>	<b>56,810</b>
<b>Components of Ending Fund Balance:</b>							
a) Nonspendable - Revolvi 9711							
b) Restricted 9740			9,371	9,372	-		
c) Committed 9750							
d) Assigned 9780	37,885	284	121,112	97,074	81,814	71,625	56,810
e) Unassigned-Res for Ecc 9789							
Unassigned/Unappropri. 9790							
<b>Ending Fund Balance</b>	<b>37,885</b>	<b>284</b>	<b>130,483</b>	<b>106,446</b>	<b>81,814</b>	<b>71,625</b>	<b>56,810</b>

Fund 12 accounts for all the transactions related to the State Preschool program and the Before and After School Recreation Program (BASRP). In 2011-12, fees were raised which allowed the Fund to operate at a surplus. In 2013-14, Fund 12 paid for a new portable classroom to be located at Forest Grove Elementary School.

**Fund 12 - Ending Fund Balance**

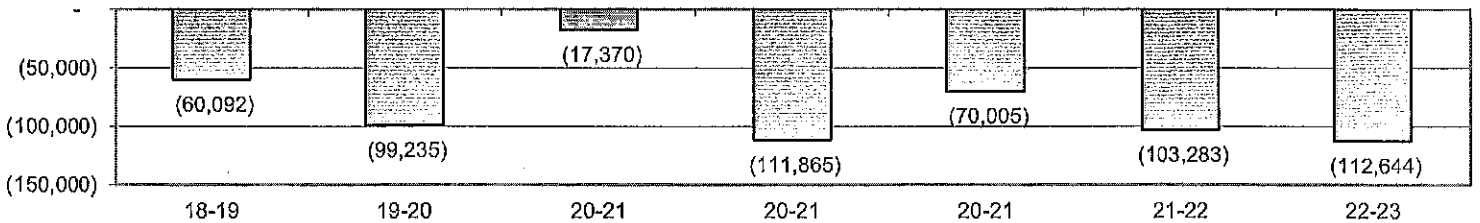


## Fund 13 - Cafeteria Fund

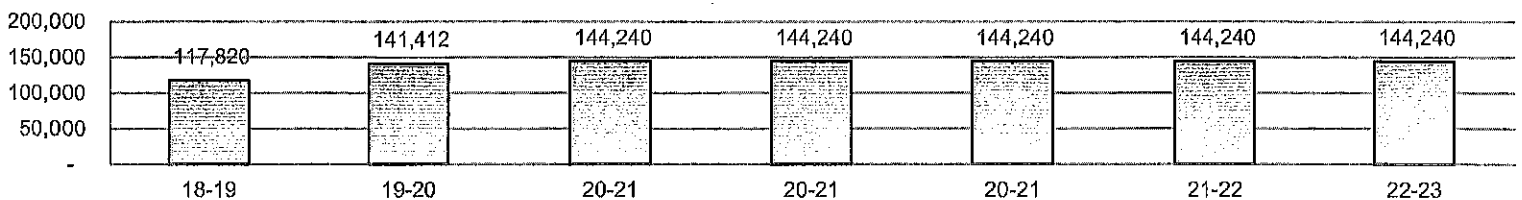
	2018-19	2019-20	2020-21	2021-22	2022-23	2023-24	2024-25
	Actuals	Actuals	Unaudited Actuals	Second Interim	Adopted Budget	Estimate	Estimate
<b>Beginning Fund Balance</b>	<b>13,765</b>	<b>11,778</b>	<b>56,696</b>	<b>317,148</b>	<b>205,283</b>	<b>135,278</b>	<b>31,995</b>
<b>Revenues:</b>							
LCFF Sources 8000							
Federal Revenue 8200	178,292	231,886	470,081	930,000	903,104	905,000	907,000
Other State Revenue 8500	12,282	22,148	43,305	60,000	59,894	60,000	60,000
Other Local Revenue 8600	429,035	338,397	6,606	5,846	5,500	5,500	6,000
<b>Total Revenues</b>	<b>619,608</b>	<b>592,431</b>	<b>519,992</b>	<b>995,846</b>	<b>968,498</b>	<b>970,500</b>	<b>973,000</b>
<b>Expenditures:</b>							
Certificated Salaries 1000							
Classified Salaries 2000	301,683	302,089	282,727	323,330	351,820	357,906	364,528
Employee Benefits 3000	81,293	86,937	83,488	105,436	123,988	133,548	138,287
Supplies 4000	282,802	288,598	160,744	650,000	536,242	552,329	552,829
Services 5000	13,921	14,042	10,403	28,945	26,453	30,000	30,000
Capital Outlay 6000							
Other Outgo 7100							
<b>Total Expenditures</b>	<b>679,700</b>	<b>691,666</b>	<b>537,362</b>	<b>1,107,711</b>	<b>1,038,503</b>	<b>1,073,783</b>	<b>1,085,644</b>
<b>Surplus (Deficit)</b>	<b>(60,092)</b>	<b>(99,235)</b>	<b>(17,370)</b>	<b>(111,865)</b>	<b>(70,005)</b>	<b>(103,283)</b>	<b>(112,644)</b>
<b>Transfers In - General Fd 8900</b>	<b>58,105</b>	<b>95,111</b>	<b>277,819</b>				
<b>Ending Fund Balance</b>	<b>11,778</b>	<b>7,653</b>	<b>317,145</b>	<b>205,283</b>	<b>135,278</b>	<b>31,995</b>	<b>(80,649)</b>

<b>Components of Ending Fund Balance:</b>							
a) Nonspendable - Stores 9711	11,226	6,783	7,815				
b) Restricted 9740	-			201,041	135,278	31,995	(80,649)
c) Committed							
d) Assigned - cash in drawer	552	870	309,330	4,242	-		
e) Unassigned/Unappropri. 9790							
<b>Ending Fund Balance</b>	<b>11,778</b>	<b>7,653</b>	<b>317,145</b>	<b>205,283</b>	<b>135,278</b>	<b>31,995</b>	<b>(80,649)</b>

**Fund 13 - Surplus (Deficit)**



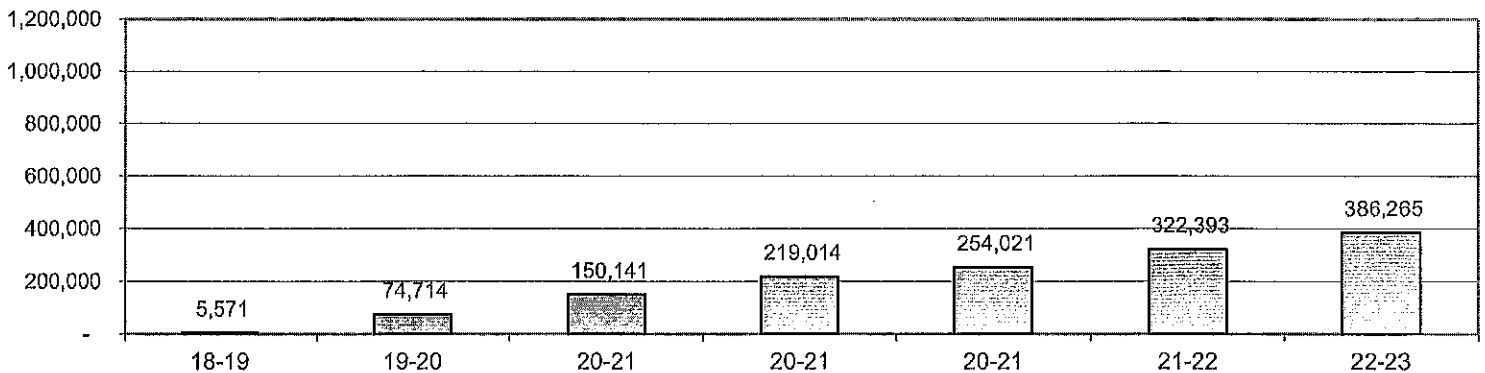
**Meals Served**



## Fund 14 - Deferred Maintenance Fund

	2018-19	2019-20	2020-21	2021-22	2022-23	2023-24	2024-25
	Actuals	Actuals	Unaudited Actuals	Second Interim	Adopted Budget	Estimate	Estimate
<b>Beginning Fund Balance</b>	<b>26,040</b>	<b>5,571</b>	<b>74,714</b>	<b>150,142</b>	<b>185,149</b>	<b>254,021</b>	<b>322,393</b>
<b>Revenues:</b>							
LCFF Sources 8000	93,372	93,372	93,372	93,372	93,372	93,372	93,372
Federal Revenue 8100							
Other State Revenue 8590						-	-
Other Local Revenue 8660	(272)	31	795	500	500	500	500
<b>Total Revenues</b>	<b>93,100</b>	<b>93,403</b>	<b>94,167</b>	<b>93,872</b>	<b>93,872</b>	<b>93,872</b>	<b>93,872</b>
<b>Expenditures:</b>							
Certificated Salaries 1000							
Classified Salaries 2000							
Employee Benefits 3000							
Supplies 4300						-	-
Services 5800	113,569	24,260	18,741	25,000	25,000	25,500	30,000
Capital Outlay 6000							
Other Outgo 7100							
Indirect Costs 7300							
<b>Total Expenditures</b>	<b>113,569</b>	<b>24,260</b>	<b>18,741</b>	<b>25,000</b>	<b>25,000</b>	<b>25,500</b>	<b>30,000</b>
<b>Surplus (Deficit)</b>	<b>(20,469)</b>	<b>69,144</b>	<b>75,427</b>	<b>68,872</b>	<b>68,872</b>	<b>68,372</b>	<b>63,872</b>
<b>Transfers In (Out) - to G 8900</b>							
<b>Ending Fund Balance</b>	<b>5,571</b>	<b>74,714</b>	<b>150,141</b>	<b>219,014</b>	<b>254,021</b>	<b>322,393</b>	<b>386,265</b>
<b>Components of Ending Fund Balance:</b>							
a) Nonspendable - Revolve 9711							
b) Restricted 9740							
c) Committed 9750							
d) Assigned 9780	5,571	74,714	150,141	219,014	254,021	322,393	386,265
e) Unassigned-Reserve for 9789							
Unassigned/Unappropri. 9790							
<b>Ending Fund Balance</b>	<b>5,571</b>	<b>74,714</b>	<b>150,141</b>	<b>219,014</b>	<b>254,021</b>	<b>322,393</b>	<b>386,265</b>

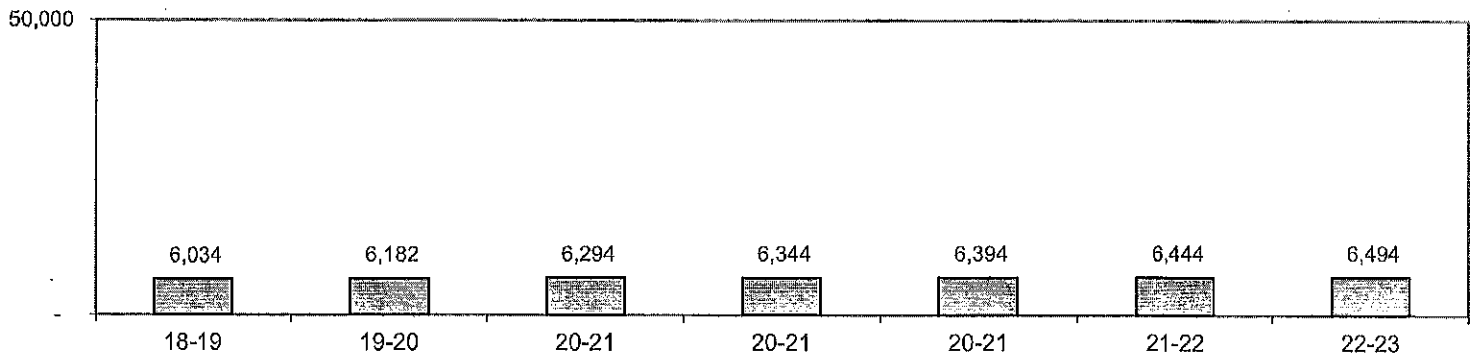
**Fund 14 - Ending Fund Balance**



## Fund 20 - Postemployment Benefits Fund

	2018-19	2019-20	2020-21	2021-22	2022-23	2023-24	2024-25
	Actuals	Actuals	Unaudited Actuals	Second Interim	Adopted Budget	Estimate	Estimate
<b>Beginning Fund Balance</b>	5,860	6,034	6,182	6,294	6,344	6,394	6,444
<b>Revenues:</b>							
LCFF Sources 8000							
Federal Revenue 8100							
Other State Revenue 8300							
Other Local Revenue 8600	174	148	112	50	50	50	50
<b>Total Revenues</b>	<b>174</b>	<b>148</b>	<b>112</b>	<b>50</b>	<b>50</b>	<b>50</b>	<b>50</b>
<b>Expenditures:</b>							
Certificated Salaries 1000							
Classified Salaries 2000							
Employee Benefits 3000							
Supplies 4000							
Services 5000							
Capital Outlay 6000							
Other Outgo 7100							
Indirect Costs 7300							
<b>Total Expenditures</b>	<b>-</b>	<b>-</b>	<b>-</b>	<b>-</b>	<b>-</b>	<b>-</b>	<b>-</b>
<b>Surplus (Deficit)</b>	<b>174</b>	<b>148</b>	<b>112</b>	<b>50</b>	<b>50</b>	<b>50</b>	<b>50</b>
<b>Transfers In (Out) - from 8900</b>							
<b>Ending Fund Balance</b>	<b>6,034</b>	<b>6,182</b>	<b>6,294</b>	<b>6,344</b>	<b>6,394</b>	<b>6,444</b>	<b>6,494</b>
<b>Components of Ending Fund Balance:</b>							
a) Nonspendable - Revolve 9711							
b) Restricted 9740							
c) Committed 9750							
d) Assigned - Medigap 9780	6,034	6,182	6,294	6,344	6,394	6,444	6,494
e) Unassigned-Reserve for 9789							
Unassigned/Unappropriated 9790							
<b>Ending Fund Balance</b>	<b>6,034</b>	<b>6,182</b>	<b>6,294</b>	<b>6,344</b>	<b>6,394</b>	<b>6,444</b>	<b>6,494</b>

**Fund 20 - Ending Fund Balance**



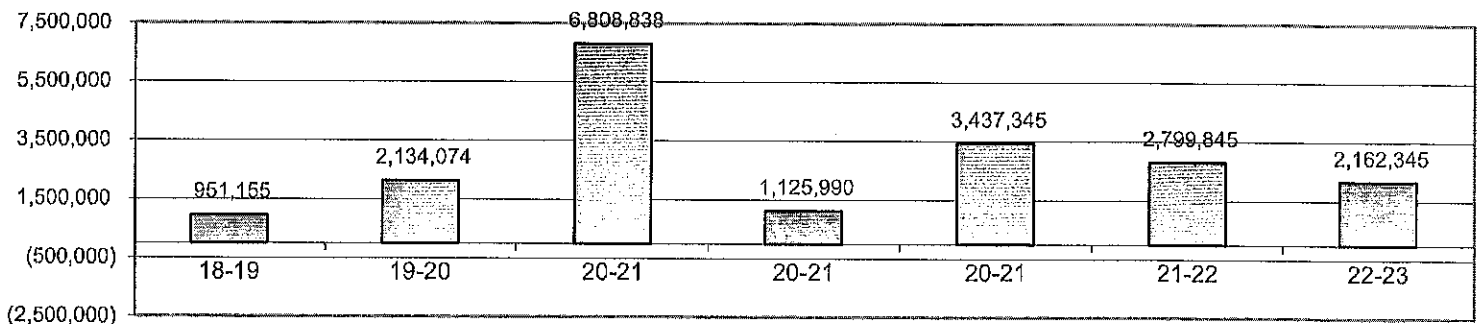
## Fund 21 - Building Fund (Education Technology)

	2018-19	2019-20	2020-21	2021-22	2022-23	2023-24	2024-25
	Actuals	Actuals	Unaudited Actuals	Second Interim	Adopted Budget	Estimate	Estimate
<b>Beginning Fund Balance</b>	<b>1,504,309</b>	<b>951,155</b>	<b>2,134,074</b>	<b>6,808,840</b>	<b>1,125,990</b>	<b>3,437,345</b>	<b>2,799,845</b>
<b>Revenues:</b>							
Mea D - Series A 8951			6,388,830				
Mea D - Series B					5,871,750		
Mea A - Series C 8951		2,000,000					
Mea A - Series D 8951				2,000,000			
Other Local Revenue 8600	28,524	19,879	49,144	16,200	2,500	2,500	2,500
<b>Total Revenues</b>	<b>28,524</b>	<b>2,019,879</b>	<b>6,437,975</b>	<b>2,016,200</b>	<b>5,874,250</b>	<b>2,500</b>	<b>2,500</b>
<b>Expenditures:</b>							
Certificated Salaries 1000			Display Series but not part of the sum				
Classified Salaries 2000			12,577	38,127	49,411		
Employee Benefits 3000			3,585	12,903	18,004		
Supplies 4000	383,315	289,095	53,033	2,766,617	988,480	100,000	100,000
Services 5000	177,836	180,461	521,951	900,754	1,324,500	440,000	440,000
Capital Outlay 6000	20,527	367,404	819,995	1,980,649	1,182,500	100,000	100,000
Other Outgo 7100							
Indirect Costs 7300							
<b>Total Expenditures</b>	<b>581,677</b>	<b>836,960</b>	<b>1,411,141</b>	<b>5,699,050</b>	<b>3,562,895</b>	<b>640,000</b>	<b>640,000</b>
<b>Surplus (Deficit)</b>	<b>(553,154)</b>	<b>1,182,919</b>	<b>5,026,833</b>	<b>(3,682,850)</b>	<b>2,311,355</b>	<b>(637,500)</b>	<b>(637,500)</b>
<b>Transfers In (Out) 8900/(7619)</b>			<b>(352,069)</b>				
<b>Ending Fund Balance</b>	<b>951,155</b>	<b>2,134,074</b>	<b>6,808,838</b>	<b>1,125,990</b>	<b>3,437,345</b>	<b>2,799,845</b>	<b>2,162,345</b>

<b>Components of Ending Fund Balance:</b>							
a) Nonspendable - Revolving 9711							
b) Restricted 9740	912,112	2,095,030	6,808,838	1,060,741	3,372,096	2,799,845	2,162,345
c) Committed 9750							
d) Assigned 9780	39,044	39,044	-	65,249	65,249		
e) Unassigned-Reserve for 9789							
Unassigned/Unappropri. 9790							
<b>Ending Fund Balance</b>	<b>951,155</b>	<b>2,134,074</b>	<b>6,808,838</b>	<b>1,125,990</b>	<b>3,437,345</b>	<b>2,799,845</b>	<b>2,162,345</b>

Fund 21 accounts for the revenues and expenditures associated with Measure A and Measure D Bonds.

**Fund 21 - Ending Fund Balance**



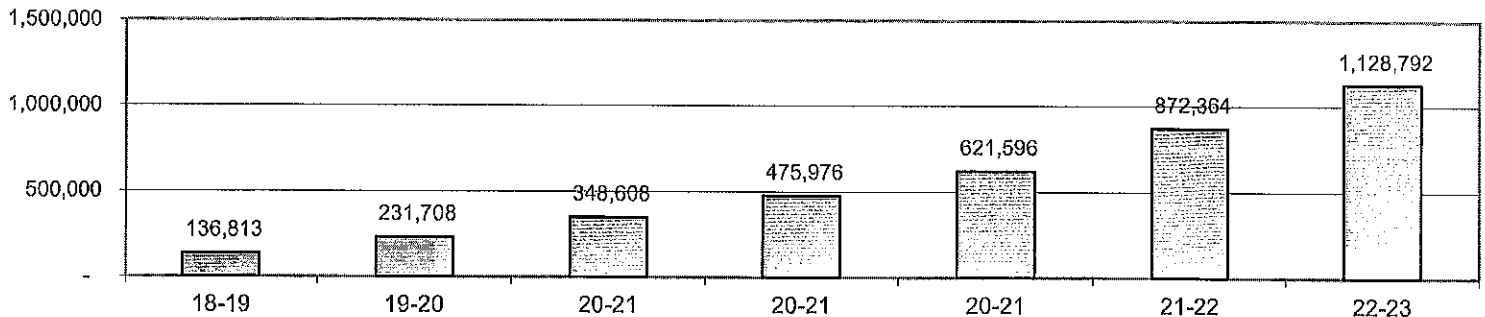
## Fund 40 - Capital Outlay Projects Fund

	2018-19	2019-20	2020-21	2021-22	2022-23	2023-24	2024-25
	Actuals	Actuals	Unaudited Actuals	Second Interim	Adopted Budget	Estimate	Estimate
<b>Beginning Fund Balance</b>	10,636	136,813	231,708	348,609	475,976	621,596	872,364
<b>Revenues:</b>							
LCFF Sources 8000							
Other State Revenue 8300							
Leases & Rentals 8600			230,268	243,103	264,047	271,968	280,127
Interest income 8600	663,611	313,880	3,668	1,300	1,300	1,300	1,300
<b>Total Revenues</b>	<b>663,611</b>	<b>313,880</b>	<b>233,936</b>	<b>244,403</b>	<b>265,347</b>	<b>273,268</b>	<b>281,427</b>
<b>Expenditures:</b>							
Certificated Salaries 1000							
Classified Salaries 2000							
Employee Benefits 3000							
Supplies 4000							
Services 5000	449,936	37,882				22,500	25,000
Capital Outlay - Equipm 6000	3,882	64,068					
Other Outgo 7100	200,640	117,035	117,035	117,036	119,727		
Indirect Costs 7300						-	-
<b>Total Expenditures</b>	<b>654,458</b>	<b>218,986</b>	<b>117,035</b>	<b>117,036</b>	<b>119,727</b>	<b>22,500</b>	<b>25,000</b>
<b>Surplus (Deficit)</b>	<b>9,154</b>	<b>94,894</b>	<b>116,901</b>	<b>127,367</b>	<b>145,620</b>	<b>250,768</b>	<b>256,427</b>
<b>Transfers In (Out) 8900</b>	<b>117,024</b>						
<b>Ending Fund Balance</b>	<b>136,813</b>	<b>231,708</b>	<b>348,608</b>	<b>475,976</b>	<b>621,596</b>	<b>872,364</b>	<b>1,128,792</b>

<b>Components of Ending Fund Balance:</b>							
a) Nonspendable - Revolvi 9711							
b) Restricted 9740							
c) Committed 9750							
d) Assigned 9780	136,813	231,708	348,608	475,976	621,596	872,364	1,128,792
e) Unassigned/Unappropri. 9790							
<b>Ending Fund Balance</b>	<b>136,813</b>	<b>231,708</b>	<b>348,608</b>	<b>475,976</b>	<b>621,596</b>	<b>872,364</b>	<b>1,128,792</b>

Fund 40 includes revenues collected from David Avenue leases, expenditures authorized by the Board, and prior to 18-19 maintenance department expenses in excess of the program 6220 allocation. The Board approved \$500,000 to help with the cost of construction of the High School swimming pool. In 2017-18, Fund 40 was used to fund the construction of three portable classrooms at Robert Down, and two portable classrooms at Forest Grove.

**Fund 40 - Ending Fund Balance**



## PACIFIC GROVE UNIFIED

## 2022-23 JULY 1ST BUDGET CHECKLIST

Please place on the top of your hard copies, in the same order as below

*This checklist must be completed, signed, dated and submitted with your July 1st Budget packet. All do submitted no later than five days after Budget adoption or by July 1, 2022, whichever occurs first, per E (a)(2)(A).*

- \_\_\_\_\_ Form CB – Budget Certification **(with an original signature)**
- \_\_\_\_\_ Form CC – Workers' Compensation Certification **(with an original signature)**
- \_\_\_\_\_ Form 01 – General Fund
- \_\_\_\_\_ Form 08 – Student Body Account
- \_\_\_\_\_ Form 11 – Adult Education Fund
- \_\_\_\_\_ Form 12 – Child Development Fund
- \_\_\_\_\_ Form 13 – Cafeteria Fund
- \_\_\_\_\_ Form 14 – Deferred Maintenance Fund
- \_\_\_\_\_ Form 20 – Special Reserve Fund
- \_\_\_\_\_ Form 21 – Building Fund
- \_\_\_\_\_ Form 40 – Special Reserve Fund (Capital Projects)
- \_\_\_\_\_ Form A – Average Daily Attendance
- \_\_\_\_\_ Form MYP – Multiyear Projection **(all 3 tabs)**
- \_\_\_\_\_ Form SIAA – Current Year Summary of Interfund Activities
- \_\_\_\_\_ Form SIAB – Budget Year Summary of Interfund Activities
- \_\_\_\_\_ Form 01CS – Criteria and Standards
- \_\_\_\_\_ Technical Review Checklists **(2 separate TRCs for both Estimated Actuals AND Budget)**
- \_\_\_\_\_ Budget Assumptions reflecting all 3 years of Form MYP
- \_\_\_\_\_ \* Statement of Reasons for Excess Reserves

**Send Via Email**

- \_\_\_\_\_ DAT file – Official export
- \_\_\_\_\_ Excel file of LCFF Calculation reconciled to fiscal years 2022-23 thru 2024-25

\* Per Education Code section 42127(a)(2)(B), I certify that the attached Statement of Reserves was present at a public hearing held on: \_\_\_\_\_



ANNUAL BUDGET REPORT:

July 1, 2022 Budget Adoption

Insert "X" in applicable boxes:

X

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

X

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

Budget available for inspection at:

Place: PGUSD District Office

Date: May 30 - June 1 2022

Adoption

Date:

Signed:

Clerk/Secretary of the  
Governing Board

(Original signature  
required)

Public Hearing:

Place: PGUSD District Office

Date: June 02, 2022

Time: 06:30 PM

Contact person for additional information on the budget reports:

Name: Song Chin -Bendib

Telephone: 831-646-6509

Title: Assistant  
Superintendent/CBO

E-mail: schinbendib@pgusd.org

Criteria and Standards Review Summary

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

CRITERIA AND STANDARDS			Met	Not Met
1	Average Daily Attendance	Budgeted (funded) ADA has not been overestimated by more than the standard for the prior fiscal year, or two or more of the previous three fiscal years.	X	
CRITERIA AND STANDARDS (continued)			Met	Not Met
2	Enrollment	Enrollment has not been overestimated by more than the standard for the prior fiscal year, or two or more of the previous three fiscal years.		X
3	ADA to Enrollment	Projected second period (P-2) ADA to enrollment ratio is consistent with historical ratios for the budget and two subsequent fiscal years.		X

4	Local Control Funding Formula (LCFF) Revenue	Projected change in LCFF revenue is within the standard for the budget and two subsequent fiscal years.		X
5	Salaries and Benefits	Projected ratios of total unrestricted salaries and benefits to total unrestricted general fund expenditures are consistent with historical ratios for the budget and two subsequent fiscal years.	X	
6a	Other Revenues	Projected operating revenues (e.g., federal, other state, and other local) are within the standard for the budget and two subsequent fiscal years.		X
6b	Other Expenditures	Projected operating expenditures (e.g., books and supplies, and services and other operating) are within the standard for the budget and two subsequent fiscal years.		X
7	Ongoing and Major Maintenance Account	If applicable, required contribution to the ongoing and major maintenance account (i.e., restricted maintenance account) is included in the budget.		X
8	Deficit Spending	Unrestricted deficit spending, if any, has not exceeded the standard for two or more of the last three fiscal years.	X	
9	Fund Balance	Unrestricted general fund beginning balance has not been overestimated by more than the standard for two or more of the last three fiscal years.	X	
10	Reserves	Projected available reserves (e.g., reserve for economic uncertainties, unassigned/unappropriated amounts) meet minimum requirements for the budget and two subsequent fiscal years.	X	
<b>SUPPLEMENTAL INFORMATION</b>			<b>No</b>	<b>Yes</b>
S1	Contingent Liabilities	Are there known or contingent liabilities (e.g., financial or program audits, litigation, state compliance reviews) that may impact the budget?	X	
S2	Using One-time Revenues to Fund Ongoing Expenditures	Are there ongoing general fund expenditures in excess of one percent of the total general fund expenditures that are funded with one-time resources?	X	
S3	Using Ongoing Revenues to Fund One-time Expenditures	Are there large non-recurring general fund expenditures that are funded with ongoing general fund revenues?	X	
S4	Contingent Revenues	Are any projected revenues for the budget or two subsequent fiscal years contingent on reauthorization by the local government, special legislation, or other definitive act (e.g., parcel taxes, forest reserves)?	X	
S5	Contributions	Have contributions from unrestricted to restricted resources, or transfers to or from the general fund to cover operating deficits, changed by more than the standard for the budget or two subsequent fiscal years?		X
<b>SUPPLEMENTAL INFORMATION (continued)</b>			<b>No</b>	<b>Yes</b>
S6	Long-term Commitments	Does the district have long-term (multiyear) commitments or debt agreements?		X
		If yes, have annual payments for the budget or two subsequent fiscal years increased over prior year's (2021-22) annual payment?		X

S7a	Postemployment Benefits Other than Pensions	Does the district provide postemployment benefits other than pensions (OPEB)?		X
		• If yes, are they lifetime benefits?	X	
		• If yes, do benefits continue beyond age 65?	X	
		• If yes, are benefits funded by pay-as-you-go?	X	
S7b	Other Self-Insurance Benefits	Does the district provide other self-insurance benefits (e.g., workers' compensation)?	X	
S8	Status of Labor Agreements	Are salary and benefit negotiations still open for:		
		• Certificated? (Section S8A, Line 1)		X
		• Classified? (Section S8B, Line 1)		X
		• Management/supervisor/confidential? (Section S8C, Line 1)		X
S9	Local Control and Accountability Plan (LCAP)	Did or will the school district's governing board adopt an LCAP or an update to the LCAP effective for the budget year?		X
		• Approval date for adoption of the LCAP or approval of an update to the LCAP:	Jun 16, 2022	
S10	LCAP Expenditures	Does the school district's budget include the expenditures necessary to implement the LCAP or annual update to the LCAP as described in the Local Control and Accountability Plan and Annual Update Template?		X
ADDITIONAL FISCAL INDICATORS			No	Yes
A1	Negative Cash Flow	Do cash flow projections show that the district will end the budget year with a negative cash balance in the general fund?	X	
A2	Independent Position Control	Is personnel position control independent from the payroll system?	X	
A3	Declining Enrollment	Is enrollment decreasing in both the prior fiscal year and budget year?	X	
A4	New Charter Schools Impacting District Enrollment	Are any new charter schools operating in district boundaries that are impacting the district's enrollment, either in the prior fiscal year or budget year?	X	
A5	Salary Increases Exceed COLA	Has the district entered into a bargaining agreement where any of the budget or subsequent fiscal years of the agreement would result in salary increases that are expected to exceed the projected state funded cost-of-living adjustment?	X	
ADDITIONAL FISCAL INDICATORS (continued)			No	Yes
A6	Uncapped Health Benefits	Does the district provide uncapped (100% employer paid) health benefits for current or retired employees?	X	
A7	Independent Financial System	Is the district's financial system independent from the county office system?	X	
A8	Fiscal Distress Reports	Does the district have any reports that indicate fiscal distress? If yes, provide copies to the COE, pursuant to EC 42127.6(a).	X	
A9	Change of CBO or Superintendent	Have there been personnel changes in the superintendent or chief business official (CBO) positions within the last 12 months?	X	

ANNUAL CERTIFICATION REGARDING SELF-INSURED WORKERS' COMPENSATION CLAIMS

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

To the County Superintendent of  
Schools:

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

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

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

Monterey Educational Risk Management Authority

☒ This school district is not self-insured for workers' compensation claims.

Signed

Date of  
Meeting: June  
2,  
2022

Clerk/Secretary of the Governing Board

(Original signature required)

For additional information on this certification, please contact:

Name:	Song Chin-Bendib
Title:	Assistant Superintendent/CBO
Telephone:	831-646-6509
E-mail:	schinbendib@pgusd.org

Description	Resource Codes	Object Codes	2021-22 Estimated Actuals			2022-23 Budget			% Diff Column C & F
			Unrestricted (A)	Restricted (B)	Total Fund col. A + B (C)	Unrestricted (D)	Restricted (E)	Total Fund col. D + E (F)	
A. REVENUES									
1) LOFF Sources		8010-8069	33,104,444.00	0.00	33,104,444.00	34,706,630.00	0.00	34,706,630.00	4.8%
2) Federal Revenue		8100-8299	50,000.00	2,652,852.00	2,702,852.00	50,000.00	1,065,942.00	1,115,942.00	-58.7%
3) Other State Revenue		8300-8599	353,573.00	2,798,797.00	3,152,370.00	367,231.00	1,913,406.00	2,280,637.00	-27.7%
4) Other Local Revenue		8600-8799	140,159.00	1,779,202.00	1,919,361.00	132,156.00	1,584,088.00	1,716,254.00	-10.6%
5) TOTAL, REVENUES			33,648,176.00	7,230,851.00	40,879,027.00	35,256,017.00	4,563,446.00	39,819,463.00	-2.6%
B. EXPENDITURES									
1) Certificated Salaries		1000-1999	15,574,541.00	4,160,592.20	19,735,133.20	15,065,147.00	3,420,525.00	18,485,672.00	-8.3%
2) Classified Salaries		2000-2999	4,625,010.00	2,464,910.46	7,089,920.46	5,013,028.00	2,785,685.00	7,798,713.00	10.0%
3) Employee Benefits		3000-3999	5,209,326.00	3,569,732.88	8,779,058.88	6,596,653.00	3,720,274.00	10,316,927.00	17.5%
4) Books and Supplies		4000-4999	619,621.62	1,894,849.96	2,514,471.58	587,776.00	407,490.00	995,266.00	-60.4%
5) Services and Other Operating Expenditures		5000-5999	2,263,719.37	1,652,595.00	3,916,308.37	2,405,501.00	349,801.00	2,755,302.00	-29.6%
6) Capital Outlay		6000-6999	0.00	54,620.00	54,620.00	0.00	0.00	0.00	-100.0%
7) Other Outgo (excluding Transfers of Indirect Costs)		7100-7299	1,782.00	109,633.00	111,415.00	0.00	138,119.00	138,119.00	24.0%
8) Other Outgo - Transfers of Indirect Costs		7400-7499	(220,723.00)	148,848.50	(71,874.50)	(200,922.00)	100,800.00	(100,122.00)	39.3%
9) TOTAL, EXPENDITURES		7300-7399	28,073,276.99	14,055,776.00	42,129,052.99	29,467,183.00	10,922,694.00	40,389,877.00	-4.1%
C. EXCESS (DEFICIENCY) OF REVENUES OVER EXPENDITURES BEFORE OTHER FINANCING SOURCES AND USES (A5 - B9)									
			5,574,889.01	(6,824,925.00)	(1,250,025.99)	5,788,834.00	(6,359,248.00)	(570,414.00)	-54.4%
D. OTHER FINANCING SOURCES/USES									
1) Interfund Transfers									
a) Transfers In		8900-8929	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
b) Transfers Out		7600-7629	41,910.00	0.00	41,910.00	19,635.00	0.00	19,635.00	-53.1%
2) Other Sources/Uses									
a) Sources		8930-8979	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
b) Uses		7630-7699	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
3) Contributions		8980-8999	(5,925,891.00)	5,925,891.00	0.00	(6,344,248.00)	6,344,248.00	0.00	0.0%
4) TOTAL, OTHER FINANCING SOURCES/USES			(5,967,801.00)	5,925,891.00	(41,910.00)	(6,363,883.00)	6,344,248.00	(19,635.00)	-53.1%
E. NET INCREASE (DECREASE) IN FUND BALANCE (C + D4)									
			(392,901.99)	(899,034.00)	(1,291,935.99)	(575,049.00)	(15,000.00)	(590,049.00)	-54.3%
F. FUND BALANCE, RESERVES									
1) Beginning Fund Balance									
a) As of July 1 - Unaudited		9791	5,435,815.00	1,404,408.00	6,840,223.00	5,042,913.01	505,374.00	5,548,287.01	-18.9%

Description	Resource Codes	Object Codes	2021-22 Estimated Actuals			2022-23 Budget			% Diff Column C & F
			Unrestricted (A)	Restricted (B)	Total Fund col. A + B (C)	Unrestricted (D)	Restricted (E)	Total Fund col. D + E (F)	
b) Audit Adjustments		9793	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
c) As of July 1 - Audited (F1a + F1b)			5,435,815.00	1,404,408.00	6,840,223.00	5,042,813.01	505,374.00	5,548,287.01	-18.9%
d) Other Restatements		9795	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
e) Adjusted Beginning Balance (F1c + F1d)			5,435,815.00	1,404,408.00	6,840,223.00	5,042,913.01	505,374.00	5,548,287.01	-18.9%
2) Ending Balance, June 30 (E + F1e)			5,042,913.01	505,374.00	5,548,287.01	4,467,864.01	490,374.00	4,958,238.01	-10.6%
Components of Ending Fund Balance									
a) Nonspendable									
Revolving Cash		9711	5,000.00	0.00	5,000.00	0.00	0.00	0.00	-100.0%
Stores		9712	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Prepaid Items		9713	895.00	0.00	895.00	0.00	0.00	0.00	-100.0%
All Others		9719	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
b) Restricted		9740	0.00	505,374.00	505,374.00	0.00	490,374.00	490,374.00	-3.0%
c) Committed									
Stabilization Arrangements		9750	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Other Commitments		9760	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
d) Assigned									
Other Assignments		9780	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
e) Unassigned/Unappropriated									
Reserve for Economic Uncertainties		9789	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Unassigned/Unappropriated Amount		9790	5,037,018.01	0.00	5,037,018.01	4,467,864.01	0.00	4,467,864.01	-11.3%
<b>G. ASSETS</b>									
1) Cash									
a) in County Treasury		9110	16,187,415.65	(3,895,539.10)	12,491,876.55				
1) Fair Value Adjustment to Cash in County Treasury		9111	12,272.71	0.00	12,272.71				
b) in Banks		9120	0.00	0.00	0.00				
c) in Revolving Cash Account		9130	5,000.00	0.00	5,000.00				
d) with Fiscal Agent/Trustee		9135	6,623,201.67	0.00	6,623,201.67				
e) Collections Awaiting Deposit		9140	0.00	0.00	0.00				
2) Investments		9150	0.00	0.00	0.00				
3) Accounts Receivable		9200	0.00	322,264.46	322,264.46				
4) Due from Grantor Government		9290	0.00	0.00	0.00				
5) Due from Other Funds		9310	0.00	0.00	0.00				
6) Stores		9320	0.00	0.00	0.00				

Description	Resource Codes	Object Codes	2021-22 Estimated Actuals			2022-23 Budget			% Diff Column C & F
			Unrestricted (A)	Restricted (B)	Total Fund col. A + B (C)	Unrestricted (D)	Restricted (E)	Total Fund col. D + E (F)	
7) Prepaid Expenditures		9330	895.00	0.00	895.00				
8) Other Current Assets		9340	0.00	0.00	0.00				
9) TOTAL ASSETS			22,828,785.03	(3,373,274.64)	19,455,510.39				
<b>H. DEFERRED OUTFLOWS OF RESOURCES</b>									
1) Deferred Outflows of Resources		9490	0.00	0.00	0.00				
2) TOTAL DEFERRED OUTFLOWS			0.00	0.00	0.00				
<b>I. LIABILITIES</b>									
1) Accounts Payable		9500	1,368,985.38	10,878.41	1,379,863.79				
2) Due to Grantor Governments		9590	0.00	0.00	0.00				
3) Due to Other Funds		9610	0.00	0.00	0.00				
4) Current Loans		9640	6,617,415.00	0.00	6,617,415.00				
5) Unearned Revenue		9650	0.00	0.00	0.00				
6) TOTAL LIABILITIES			7,986,400.38	10,878.41	7,997,278.79				
<b>J. DEFERRED INFLOWS OF RESOURCES</b>									
1) Deferred Inflows of Resources		9690	0.00	0.00	0.00				
2) TOTAL DEFERRED INFLOWS			0.00	0.00	0.00				
<b>K. FUND EQUITY</b>									
Ending Fund Balance, June 30 (G3 + H2) - (I6 + J2)			14,842,384.65	(3,384,153.05)	11,458,231.60				
<b>LCFF SOURCES</b>									
Principal Apportionment									
State Aid - Current Year		8011	2,505,456.00	0.00	2,505,456.00	2,505,456.00	0.00	2,505,456.00	0.0%
Education Protection Account State Aid - Current Year		8012	381,848.00	0.00	381,848.00	375,073.00	0.00	375,073.00	-1.8%
State Aid - Prior Years		8019	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Tax Relief Subventions									
Homeowners' Exemptions		8021	120,749.00	0.00	120,749.00	126,968.00	0.00	126,968.00	5.2%
Timber Yield Tax		8022	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Other Subventions/In-Lieu Taxes		8029	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
County & District Taxes									
Secured Roll Taxes		8041	29,172,400.00	0.00	29,172,400.00	30,708,830.00	0.00	30,708,830.00	5.3%
Unsecured Roll Taxes		8042	1,094,670.00	0.00	1,094,670.00	1,151,046.00	0.00	1,151,046.00	5.2%
Prior Years' Taxes		8043	203,075.00	0.00	203,075.00	213,533.00	0.00	213,533.00	5.1%
Supplemental Taxes		8044	0.00	0.00	0.00	0.00	0.00	0.00	0.0%



Budget, July 1  
General Fund / County School Service Fund  
Expenditures by Object

Pacific Grove Unified  
Monterey

Description	Resource Codes	Object Codes	2021-22 Estimated Actuals			2022-23 Budget			% Diff Column C & F
			Unrestricted (A)	Restricted (B)	Total Fund col. A + B (C)	Unrestricted (D)	Restricted (E)	Total Fund col. D + E (F)	
Education Revenue Augmentation Fund (ERAF)		8045	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Community Redevelopment Funds (SB 617/699/1992)		8047	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Penalties and Interest from Delinquent Taxes		8048	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Miscellaneous Funds (EC 41604)		8051	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Royalties and Bonuses		8052	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Other In-Lieu Taxes		8059	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Less: Non-LCFF (50%) Adjustment			0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Subtotal, LCFF Sources			33,478,198.00	0.00	33,478,198.00	35,080,906.00	0.00	35,080,906.00	4.8%
LCFF Transfers									
Unrestricted LCFF Transfers - Current Year	0000	8091	(358,309.00)		(358,309.00)	(358,331.00)		(358,331.00)	0.1%
All Other LCFF Transfers - Current Year	All Other	8091	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Transfers to Charter Schools in Lieu of Property Taxes		8096	(15,445.00)	0.00	(15,445.00)	(15,445.00)	0.00	(15,445.00)	0.0%
Property Taxes Transfers		8097	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
LCFF/Revenue Limit Transfers - Prior Years		8099	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
TOTAL, LCFF SOURCES			33,104,444.00	0.00	33,104,444.00	34,706,630.00	0.00	34,706,630.00	4.8%
FEDERAL REVENUE									
Maintenance and Operations		8110	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Special Education Entitlement		8181	0.00	378,472.00	378,472.00	0.00	376,592.00	376,592.00	-0.5%
Special Education Discretionary Grants		8182	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Child Nutrition Programs		8220	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Donated Food Commodities		8221	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Forest Reserve Funds		8260	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Flood Control Funds		8270	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Wildlife Reserve Funds		8280	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
FEMA		8281	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Interagency Contracts Between LEAs		8285	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Pass-Through Revenues from									

PGUSD

Regular Meeting of June 2, 2022

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PUBLIC HEARING I

Description	Resource Codes	Object Codes	2021-22 Estimated Actuals			2022-23 Budget			% Diff Column C & F
			Unrestricted (A)	Restricted (B)	Total Fund col. A + B (C)	Unrestricted (D)	Restricted (E)	Total Fund col. D + E (F)	
Federal Sources		8287	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Title I, Part A, Basic	3010	8290		146,675.00	146,675.00		147,447.00	147,447.00	0.5%
Title I, Part D, Local Delinquent Programs	3025	8290		0.00	0.00		0.00	0.00	0.0%
Title II, Part A, Supporting Effective Instruction	4035	8290		34,506.00	34,506.00		34,500.00	34,500.00	0.0%
Title III, Part A, Immigrant Student Program	4201	8290		0.00	0.00		0.00	0.00	0.0%
Title III, Part A, English Learner Program	4203	8290		0.00	0.00		0.00	0.00	0.0%
Public Charter Schools Grant Program (PCSGP)	4610	8290		0.00	0.00		0.00	0.00	0.0%
Other NCLB / Every Student Succeeds Act	3040, 3045, 3060, 3081, 3110, 3150, 3155, 3180, 3182, 4037, 4123, 4124, 4126, 4127, 4128, 5630	8290		10,000.00	10,000.00		10,000.00	10,000.00	0.0%
Career and Technical Education	3500-3599	8290		27,312.00	27,312.00		23,700.00	23,700.00	-13.2%
All Other Federal Revenue	All Other	8290	50,000.00	2,055,887.00	2,105,887.00	50,000.00	473,703.00	523,703.00	-75.1%
TOTAL, FEDERAL REVENUE			50,000.00	2,652,852.00	2,702,852.00	50,000.00	1,065,942.00	1,115,942.00	-58.7%
OTHER STATE REVENUE									
Other State Apportionments									
ROC/P Entitlement									
Prior Years	6360	8319		0.00	0.00		0.00	0.00	0.0%
Special Education Master Plan									
Current Year	6500	8311		0.00	0.00		0.00	0.00	0.0%
Prior Years	6500	8319		0.00	0.00		0.00	0.00	0.0%
All Other State Apportionments - Current Year	All Other	8311	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
All Other State Apportionments - Prior Years	All Other	8319	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Child Nutrition Programs		8520	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Mandated Costs Reimbursements		8550	78,833.00	0.00	78,833.00	79,000.00	0.00	79,000.00	0.2%
Lottery - Unrestricted and Instructional Materials		8560	274,740.00	91,580.00	366,320.00	286,231.00	101,246.00	389,477.00	6.3%
Tax Relief Subventions									
Restricted Levies - Other		8575	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Homeowners' Exemptions		8576	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Other Subventions/In-Lieu Taxes									
Pass-Through Revenues from									
State Sources	6010	8587	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
After School Education and Safety (ASES)		8590		0.00	0.00		0.00	0.00	0.0%
SACS Financial Reporting Software									

Description	Resource Codes	Object Codes	2021-22 Estimated Actuals			2022-23 Budget			% Diff Column C & F
			Unrestricted (A)	Restricted (B)	Total Fund col. A + B (C)	Unrestricted (D)	Restricted (E)	Total Fund col. D + E (F)	
Charter School Facility Grant	6030	8590		0.00	0.00		0.00	0.00	0.0%
Drug/Alcohol/Tobacco Funds	6650, 6650, 6695	8590		0.00	0.00		0.00	0.00	0.0%
California Clean Energy Jobs Act	6230	8590		0.00	0.00		0.00	0.00	0.0%
Career Technical Education Incentive									
Grant Program	6367	8590		161,949.00	161,949.00				
American Indian Early Childhood Education	7210	8590		0.00	0.00		115,000.00	115,000.00	-29.0%
Specialized Secondary	7370	8590		0.00	0.00		0.00	0.00	0.0%
Implementation All Other State Revenue	7405 All Other	8590 8590	0.00	2,545,268.00	2,545,268.00		1,697,160.00	1,697,160.00	-33.3%
TOTAL, OTHER STATE REVENUE			353,573.00	2,798,797.00	3,152,370.00	367,231.00	1,913,406.00	2,280,637.00	-27.7%
<b>OTHER LOCAL REVENUE</b>									
Other Local Revenue									
County and District Taxes									
Other Restricted Levies									
Secured Roll		8615	0.00	0.00	0.00		0.00	0.00	0.0%
Unsecured Roll		8616	0.00	0.00	0.00		0.00	0.00	0.0%
Prior Years' Taxes		8617	0.00	0.00	0.00		0.00	0.00	0.0%
Supplemental Taxes		8618	0.00	0.00	0.00		0.00	0.00	0.0%
Non-Ad Valorem Taxes									
Parcel Taxes		8621	0.00	0.00	0.00		0.00	0.00	0.0%
Other		8622	0.00	0.00	0.00		0.00	0.00	0.0%
Community Redevelopment Funds									
Not Subject to LCFF Deduction		8625	0.00	0.00	0.00		0.00	0.00	0.0%
Penalties and Interest from									
Delinquent Non-LCFF									
Taxes		8629	0.00	0.00	0.00		0.00	0.00	0.0%
Sales									
Sale of Equipment/Supplies		8631	0.00	0.00	0.00		0.00	0.00	0.0%
Sale of Publications		8632	0.00	0.00	0.00		0.00	0.00	0.0%
Food Service Sales		8634	0.00	0.00	0.00		0.00	0.00	0.0%
All Other Sales		8639	0.00	0.00	0.00		0.00	0.00	0.0%
Leases and Rentals		8650	0.00	0.00	0.00		0.00	0.00	0.0%
Interest		8660	84,880.00	0.00	84,880.00	100,020.00	0.00	100,020.00	17.8%
Net Increase (Decrease) in the Fair Value of Investments									
SACS Financial Reporting Software		8662	0.00	0.00	0.00		0.00	0.00	0.0%

Description	Resource Codes	Object Codes	2021-22 Estimated Actuals			2022-23 Budget			% Diff Column C & F
			Unrestricted (A)	Restricted (B)	Total Fund col. A + B (C)	Unrestricted (D)	Restricted (E)	Total Fund col. D + E (F)	
Fees and Contracts									
Adult Education Fees		8671	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Non-Resident Students		8672	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Transportation Fees From Individuals		8675	0.00	0.00	0.00	15,000.00	0.00	15,000.00	New
Interagency Services		8677	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Mitigation/Developer Fees		8681	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
All Other Fees and Contracts		8689	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Other Local Revenue									
Plus: Misc Funds Non-LCFF (50%) Adjustment		8691	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Pass-Through Revenues From Local Sources		8697	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
All Other Local Revenue		8699	55,279.00	568,817.00	624,096.00	17,136.00	401,098.00	418,234.00	-33.0%
Tuition		8710	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
All Other Transfers In		8781-8783	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Transfers of Apportionments									
Special Education SELPA Transfers									
From Districts or Charter Schools	6500	8791		0.00	0.00		0.00	0.00	0.0%
From County Offices	6500	8792		1,210,385.00	1,210,385.00		1,183,000.00	1,183,000.00	-2.3%
From JPAs	6500	8793		0.00	0.00		0.00	0.00	0.0%
ROC/P Transfers									
From Districts or Charter Schools	6360	8791		0.00	0.00		0.00	0.00	0.0%
From County Offices	6360	8792		0.00	0.00		0.00	0.00	0.0%
From JPAs	6360	8793		0.00	0.00		0.00	0.00	0.0%
Other Transfers of Apportionments									
From Districts or Charter Schools	All Other	8791	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
From County Offices	All Other	8792	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
From JPAs	All Other	8793	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
All Other Transfers in from All Others		8799	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
TOTAL, OTHER LOCAL REVENUE			140,159.00	1,779,202.00	1,919,361.00	132,156.00	1,584,098.00	1,716,254.00	-10.6%
TOTAL REVENUES			33,848,176.00	7,230,851.00	40,879,027.00	35,256,017.00	4,563,446.00	39,819,463.00	-2.6%
CERTIFICATED SALARIES									
Certificated Teachers' Salaries		1100	11,776,779.00	2,913,995.20	14,690,774.20	12,399,017.00	2,204,111.00	14,603,128.00	-0.6%
Certificated Pupil Support Salaries		1200	874,048.00	863,686.00	1,737,734.00	892,151.00	810,279.00	1,692,430.00	-2.6%
SACS Financial Reporting Software									

PUBLIC HEARING I

Description	Resource Codes	Object Codes	2021-22 Estimated Actuals			2022-23 Budget			% Diff Column C & F
			Unrestricted (A)	Restricted (B)	Total Fund col. A + B (C)	Unrestricted (D)	Restricted (E)	Total Fund col. D + E (F)	
Certificated Supervisors' and Administrators' Salaries		1300	1,676,978.00	191,710.00	1,868,688.00	1,596,019.00	165,706.00	1,761,725.00	-5.7%
Other Certificated Salaries		1900	1,246,736.00	191,201.00	1,437,937.00	187,960.00	240,429.00	428,389.00	-70.2%
<b>TOTAL, CERTIFICATED SALARIES</b>			15,574,541.00	4,160,592.20	19,735,133.20	15,065,147.00	3,420,525.00	18,485,672.00	-6.3%
<b>CLASSIFIED SALARIES</b>									
Classified Instructional Salaries		2100	740,803.00	1,556,140.00	2,296,943.00	796,763.00	1,773,424.00	2,570,187.00	11.9%
Classified Support Salaries		2200	1,419,385.00	421,848.00	1,841,233.00	1,557,113.00	406,478.00	1,963,591.00	6.6%
Classified Supervisors' and Administrators' Salaries		2300	545,085.00	152,789.00	697,874.00	557,734.00	149,061.00	706,795.00	1.3%
Clerical, Technical and Office Salaries		2400	1,650,400.00	72,691.46	1,723,091.46	1,753,745.00	84,284.00	1,838,029.00	6.7%
Other Classified Salaries		2900	269,337.00	261,432.00	530,769.00	347,673.00	372,438.00	720,111.00	35.7%
<b>TOTAL, CLASSIFIED SALARIES</b>			4,625,010.00	2,464,910.46	7,089,920.46	5,013,028.00	2,795,685.00	7,798,713.00	10.0%
<b>EMPLOYEE BENEFITS</b>									
STRS		3101-3102	2,301,515.00	2,416,834.88	4,718,349.88	2,823,667.00	2,310,283.00	5,133,950.00	8.8%
PERS		3201-3202	1,033,682.00	548,997.00	1,582,689.00	1,386,912.00	726,560.00	2,113,472.00	33.5%
OASDI/Medicare/Alternative		3301-3302	537,964.00	239,527.72	777,511.72	656,324.00	274,936.00	931,260.00	20.0%
Health and Welfare Benefits		3401-3402	380,949.00	144,018.00	524,967.00	854,309.00	238,682.00	1,092,991.00	108.2%
Unemployment Insurance		3501-3502	95,433.00	33,582.43	129,015.43	101,687.00	31,513.00	133,200.00	3.2%
Workers' Compensation		3601-3602	529,887.00	183,851.85	713,738.85	443,730.00	136,927.00	580,657.00	-18.6%
OPEB, Allocated		3701-3702	314,571.00	0.00	314,571.00	314,886.00	0.00	314,886.00	0.1%
OPEB, Active Employees		3751-3752	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Other Employee Benefits		3901-3902	15,295.00	2,921.00	18,216.00	13,144.00	1,373.00	14,517.00	-20.3%
<b>TOTAL, EMPLOYEE BENEFITS</b>			5,209,326.00	3,568,732.88	8,778,058.88	6,596,653.00	3,720,274.00	10,316,927.00	17.5%
<b>BOOKS AND SUPPLIES</b>									
Approved Textbooks and Core Curricula Materials		4100	175,675.00	129,657.00	305,332.00	175,000.00	101,246.00	276,246.00	-9.5%
Books and Other Reference Materials		4200	17,093.00	42,115.00	59,208.00	17,000.00	0.00	17,000.00	-71.3%
Materials and Supplies		4300	402,091.62	1,567,129.00	1,969,220.62	390,776.00	298,057.00	688,833.00	-65.0%
Noncapitalized Equipment		4400	24,762.00	155,302.00	180,064.00	5,000.00	8,187.00	13,187.00	-92.7%
Food		4700	0.00	646.96	646.96	0.00	0.00	0.00	-100.0%
<b>TOTAL, BOOKS AND SUPPLIES</b>			619,621.62	1,894,849.96	2,514,471.58	587,776.00	407,490.00	995,266.00	-60.4%
<b>SERVICES AND OTHER OPERATING EXPENDITURES</b>									
Subagreements for Services		5100	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Travel and Conferences		5200	59,646.00	32,658.00	92,304.00	55,000.00	5,850.00	60,850.00	-34.1%
Dues and Memberships		5300	35,142.00	980.00	36,122.00	28,638.00	450.00	29,088.00	-19.5%
Insurance		5400 - 5450	286,422.00	0.00	286,422.00	256,215.00	0.00	256,215.00	-10.5%

Budget, July 1  
General Fund / County School Service Fund  
Expenditures by Object

Description	Resource Codes	Object Codes	2021-22 Estimated Actuals			2022-23 Budget			% Diff Column C & F
			Unrestricted (A)	Restricted (B)	Total Fund col. A + B (C)	Unrestricted (D)	Restricted (E)	Total Fund col. D + E (F)	
Operations and Housekeeping									
Services		5500	938,924.00	0.00	938,924.00	1,056,805.00	0.00	1,056,805.00	12.6%
Rentals, Leases, Repairs, and									
Noncapitalized Improvements		5600	137,130.00	70,620.00	207,750.00	101,258.00	80,000.00	181,258.00	-12.8%
Transfers of Direct Costs		5710	(582.00)	582.00	0.00	0.00	0.00	0.00	0.0%
Transfers of Direct Costs - Interfund		5750	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Professional/Consulting Services and									
Operating Expenditures		5800	686,687.37	1,526,458.00	2,213,145.37	781,986.00	260,849.00	1,042,835.00	-52.9%
Communications		5900	120,350.00	21,291.00	141,641.00	125,599.00	2,652.00	128,251.00	-9.5%
TOTAL, SERVICES AND OTHER OPERATING EXPENDITURES			2,263,719.37	1,852,569.00	3,916,308.37	2,406,501.00	349,801.00	2,755,302.00	-29.6%
CAPITAL OUTLAY									
Land		6100	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Land Improvements		6170	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Buildings and Improvements of Buildings		6200	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Books and Media for New School Libraries									
or Major Expansion of School Libraries		6300	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Equipment		6400	0.00	45,656.00	45,656.00	0.00	0.00	0.00	-100.0%
Equipment Replacement		6500	0.00	8,964.00	8,964.00	0.00	0.00	0.00	-100.0%
Lease Assets		6600	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
TOTAL, CAPITAL OUTLAY			0.00	54,620.00	54,620.00	0.00	0.00	0.00	-100.0%
OTHER OUTGO (excluding Transfers of Indirect Costs)									
Tuition									
Tuition for Instruction Under Interdistrict									
Attendance Agreements		7110	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
State Special Schools		7130	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Tuition, Excess Costs, and/or Deficit Payments									
Payments to Districts or Charter Schools		7141	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Payments to County Offices		7142	1,792.00	109,633.00	111,415.00	0.00	138,119.00	138,119.00	24.0%
Payments to JPAs		7143	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Transfers of Pass-Through Revenues									
To Districts or Charter Schools		7211	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
To County Offices		7212	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
To JPAs		7213	0.00	0.00	0.00	0.00	0.00	0.00	0.0%

Description	Resource Codes	Object Codes	2021-22 Estimated Actuals			2022-23 Budget			% Diff Column C & F
			Unrestricted (A)	Restricted (B)	Total Fund col. A + B (C)	Unrestricted (D)	Restricted (E)	Total Fund col. D + E (F)	
Special Education SELPA Transfers of Apportionments									
To Districts or Charter Schools	6500	7221		0.00	0.00		0.00	0.00	0.0%
To County Offices	6500	7222		0.00	0.00		0.00	0.00	0.0%
To JPAs	6500	7223		0.00	0.00		0.00	0.00	0.0%
ROC/P Transfers of Apportionments									
To Districts or Charter Schools	6380	7221		0.00	0.00		0.00	0.00	0.0%
To County Offices	6380	7222		0.00	0.00		0.00	0.00	0.0%
To JPAs	6380	7223		0.00	0.00		0.00	0.00	0.0%
Other Transfers of Apportionments	All Other	7221-7223	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
All Other Transfers		7281-7283	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
All Other Transfers Out to All Others		7299	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Debt Service									
Debt Service - Interest		7438	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Other Debt Service - Principal		7439	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
TOTAL, OTHER OUTGO (excluding Transfers of Indirect Costs)			1,782.00	109,633.00	111,415.00	0.00	138,119.00	138,119.00	24.0%
OTHER OUTGO - TRANSFERS OF INDIRECT COSTS									
Transfers of Indirect Costs		7310	(114,195.00)	148,848.50	34,653.50	(100,800.00)	100,800.00	0.00	-100.0%
Transfers of Indirect Costs - Interfund		7350	(106,528.00)	0.00	(106,528.00)	(100,122.00)	0.00	(100,122.00)	-6.0%
TOTAL, OTHER OUTGO - TRANSFERS OF INDIRECT COSTS			(220,723.00)	148,848.50	(71,874.50)	(200,922.00)	100,800.00	(100,122.00)	39.3%
TOTAL, EXPENDITURES			28,073,276.99	14,055,776.00	42,129,052.99	29,467,183.00	10,922,694.00	40,389,877.00	-4.1%
INTERFUND TRANSFERS									
INTERFUND TRANSFERS IN									
From: Special Reserve Fund		8912	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
From: Bond Interest and Redemption Fund		8914							
Other Authorized Interfund Transfers In		8919	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
(a) TOTAL, INTERFUND TRANSFERS IN			0.00	0.00	0.00	0.00	0.00	0.00	0.0%
INTERFUND TRANSFERS OUT									
To: Child Development Fund		7611	0.00	0.00	0.00	19,635.00	0.00	19,635.00	New
To: Special Reserve Fund		7612	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
To: State School Building Fund/County School Facilities Fund		7613	0.00	0.00	0.00	0.00	0.00	0.00	0.0%



Budget, July 1  
General Fund / County School Service Fund  
Expenditures by Object

Description	Resource Codes	Object Codes	2021-22 Estimated Actuals			2022-23 Budget			% Diff Column C & F
			Unrestricted (A)	Restricted (B)	Total Fund col. A + B (C)	Unrestricted (D)	Restricted (E)	Total Fund col. D + E (F)	
To: Cafeteria Fund		7616	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Other Authorized Interfund Transfers Out		7619	41,910.00	0.00	41,910.00	0.00	0.00	0.00	-100.0%
(b) TOTAL, INTERFUND TRANSFERS OUT			41,910.00	0.00	41,910.00	19,635.00	0.00	19,635.00	-53.1%
<b>OTHER SOURCES/USES</b>									
<b>SOURCES</b>									
State Apportionments									
Emergency Apportionments		8931	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Proceeds									
Proceeds from Disposal of									
Capital Assets									
Other Sources		8953	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Transfers from Funds of									
Lapsed/Reorganized LEAs		8965	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Long-Term Debt Proceeds									
Proceeds from Certificates									
of Participation		8971	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Proceeds from Leases		8972	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Proceeds from Lease Revenue Bonds		8973	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
All Other Financing Sources		8979	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
(c) TOTAL, SOURCES			0.00	0.00	0.00	0.00	0.00	0.00	0.0%
<b>USES</b>									
Transfers of Funds from									
Lapsed/Reorganized LEAs		7651	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
All Other Financing Uses		7699	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
(d) TOTAL, USES			0.00	0.00	0.00	0.00	0.00	0.00	0.0%
<b>CONTRIBUTIONS</b>									
Contributions from Unrestricted Revenues		8980	(5,925,891.00)	5,925,891.00	0.00	(6,344,248.00)	6,344,248.00	0.00	0.0%
Contributions from Restricted Revenues		8990	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
(e) TOTAL, CONTRIBUTIONS			(5,925,891.00)	5,925,891.00	0.00	(6,344,248.00)	6,344,248.00	0.00	0.0%
<b>TOTAL, OTHER FINANCING SOURCES/USES</b>									
(a - b + c - d + e)			(5,967,801.00)	5,925,891.00	(41,910.00)	(6,363,883.00)	6,344,248.00	(19,635.00)	-53.1%

PUBLIC HEARING I

Description	Function Codes	Object Codes	2021-22 Estimated Actuals			2022-23 Budget			% Diff Column C & F
			Unrestricted (A)	Restricted (B)	Total Fund col. A + B (C)	Unrestricted (D)	Restricted (E)	Total Fund col. D + E (F)	
A. REVENUES									
1) LCFF Sources		8010-8099	33,104,444.00	0.00	33,104,444.00	34,706,630.00	0.00	34,706,630.00	4.8%
2) Federal Revenue		8100-8299	50,000.00	2,652,852.00	2,702,852.00	50,000.00	1,085,942.00	1,115,942.00	-58.7%
3) Other State Revenue		8300-8599	353,573.00	2,798,797.00	3,152,370.00	367,231.00	1,913,406.00	2,280,637.00	-27.7%
4) Other Local Revenue		8600-8799	140,159.00	1,779,202.00	1,919,361.00	132,158.00	1,584,098.00	1,716,254.00	-10.6%
5) TOTAL, REVENUES			33,648,176.00	7,230,851.00	40,879,027.00	35,256,017.00	4,563,446.00	39,819,463.00	-2.6%
B. EXPENDITURES (Objects 1000-7999)									
1) Instruction	1000-1999		15,880,819.99	9,820,880.50	25,701,700.49	17,471,119.00	6,935,337.00	24,406,456.00	-5.0%
2) Instruction - Related Services	2000-2999		3,299,540.00	616,006.00	3,915,546.00	3,286,247.00	558,329.00	3,844,576.00	-1.8%
3) Pupil Services	3000-3999		2,655,573.00	2,104,393.96	4,759,966.96	1,617,396.00	1,992,778.00	3,610,174.00	-24.2%
4) Ancillary Services	4000-4999		271,563.00	20,119.00	291,682.00	393,261.00	14,143.00	407,404.00	39.7%
5) Community Services	5000-5999		0.00	3,147.00	3,147.00	0.00	0.00	0.00	-100.0%
6) Enterprise	6000-6999		(221,996.00)	0.00	(221,996.00)	(221,996.00)	0.00	(221,996.00)	0.0%
7) General Administration	7000-7999		3,453,987.00	211,405.54	3,665,392.54	3,746,683.00	145,171.00	3,891,854.00	6.2%
8) Plant Services	8000-8999		2,732,008.00	1,170,191.00	3,902,199.00	3,044,473.00	1,136,817.00	4,183,290.00	7.2%
9) Other Outgo	9000-9999	Except 7600-7699	1,782.00	109,633.00	111,415.00	130,000.00	138,119.00	268,119.00	140.6%
10) TOTAL, EXPENDITURES			28,073,276.99	14,065,776.00	42,129,052.99	29,467,183.00	10,922,694.00	40,389,877.00	-4.1%
C. EXCESS (DEFICIENCY) OF REVENUES OVER EXPENDITURES BEFORE OTHER FINANCING SOURCES AND USES (A5 - B10)									
			5,574,899.01	(6,824,925.00)	(1,250,025.99)	5,788,834.00	(6,359,248.00)	(570,414.00)	-54.4%
D. OTHER FINANCING SOURCES/USES									
1) Interfund Transfers									
a) Transfers In		8500-8923	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
b) Transfers Out		7600-7623	41,910.00	0.00	41,910.00	19,635.00	0.00	19,635.00	-53.1%
2) Other Sources/Uses									
a) Sources		8530-8979	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
b) Uses		7630-7699	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
3) Contributions		8980-8999	(5,925,891.00)	5,925,891.00	0.00	(6,344,248.00)	6,344,248.00	0.00	0.0%
4) TOTAL, OTHER FINANCING SOURCES/USES			(5,967,801.00)	5,925,891.00	(41,910.00)	(6,363,883.00)	6,344,248.00	(19,635.00)	-53.1%
E. NET INCREASE (DECREASE) IN FUND BALANCE (C + D4)									
			(392,901.99)	(899,034.00)	(1,291,935.99)	(575,049.00)	(15,000.00)	(590,049.00)	-54.3%
F. FUND BALANCE, RESERVES									
1) Beginning Fund Balance									
a) As of July 1 - Unaudited		9791	5,435,815.00	1,404,408.00	6,840,223.00	5,042,913.01	505,374.00	5,548,287.01	-18.9%

Budget, July 1  
General Fund / County School Service Fund  
Expenditures by Function

Description	Function Codes	Object Codes	2021-22 Estimated Actuals			2022-23 Budget			% Diff Column C & F
			Unrestricted (A)	Restricted (B)	Total Fund col. A + B (C)	Unrestricted (D)	Restricted (E)	Total Fund col. D + E (F)	
b) Audit Adjustments		9793	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
c) As of July 1 - Audited (F1a + F1b)			5,435,815.00	1,404,408.00	6,840,223.00	5,042,913.01	505,374.00	5,548,287.01	-18.9%
d) Other Restatements		9795	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
e) Adjusted Beginning Balance (F1c + F1d)			5,435,815.00	1,404,408.00	6,840,223.00	5,042,913.01	505,374.00	5,548,287.01	-18.9%
2) Ending Balance, June 30 (E + F1e)			5,042,913.01	505,374.00	5,548,287.01	4,467,864.01	490,374.00	4,958,238.01	-10.8%
Components of Ending Fund Balance									
a) Nonspendable									
Revolving Cash		9711							
Stores		9712	5,000.00	0.00	5,000.00	0.00	0.00	0.00	-100.0%
Prepaid Items		9713	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
All Others		9719	895.00	0.00	895.00	0.00	0.00	0.00	-100.0%
b) Restricted		9740	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
c) Committed									
Stabilization Arrangements		9750	0.00	505,374.00	505,374.00	0.00	490,374.00	490,374.00	-3.0%
Other Commitments (by Resource/Object)		9760	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
d) Assigned									
Other Assignments (by Resource/Object)		9780	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
e) Unassigned/Unappropriated									
Reserve for Economic Uncertainties		9789	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Unassigned/Unappropriated Amount		9790	5,037,018.01	0.00	5,037,018.01	4,467,864.01	0.00	4,467,864.01	-11.3%

Resource	Description	2021-22 Estimated Actuals	2022-23 Budget
6540	California Clean Energy Jobs Act	48,945.00	48,945.00
6230	Lottery: Instructional Materials	5,259.00	5,259.00
6300	Special Ed: Mental Health Services	1,640.00	1,640.00
6512	Mental Health-Related Services	146,700.00	101,700.00
6546	Classified School Employee Professional Development Block Grant	30,478.00	60,478.00
7311	Expanded Learning Opportunities (ELO) Grant: Paraprofessional Staff	13,495.00	13,495.00
7426	Ongoing & Major Maintenance Account (RMA: Education Code Section 17070.75)	116,190.00	116,190.00
8150	Other Restricted Local	15,000.00	15,000.00
9010		127,667.00	127,667.00
Total, Restricted Balance		505,374.00	490,374.00

Description	Resource Codes	Object Codes	2021-22 Estimated Actuals	2022-23 Budget	Percent Difference
<b>A. REVENUES</b>					
1) LCFF Sources		8010-8099	264,937.00	265,459.00	0.2%
2) Federal Revenue		8100-8299	49,435.00	59,915.00	21.2%
3) Other State Revenue		8300-8599	1,592,134.00	1,669,946.00	4.9%
4) Other Local Revenue		8600-8799	364,506.00	441,250.00	14.8%
5) TOTAL, REVENUES			2,291,012.00	2,436,572.00	6.4%
<b>B. EXPENDITURES</b>					
1) Certificated Salaries		1000-1999	632,714.00	666,749.00	6.4%
2) Classified Salaries		2000-2999	912,991.00	1,055,582.00	15.6%
3) Employee Benefits		3000-3999	494,328.00	596,538.00	20.7%
4) Books and Supplies		4000-4999	342,417.00	242,331.00	-29.2%
5) Services and Other Operating Expenditures		5000-5999	219,270.00	112,594.00	-48.7%
6) Capital Outlay		6000-6999	32,080.00	0.00	-100.0%
7) Other Outgo (excluding Transfers of Indirect Costs)		7100-7299,7400-7499	0.00	0.00	0.0%
8) Other Outgo - Transfers of Indirect Costs		7300-7399	84,840.00	82,760.00	-2.2%
9) TOTAL, EXPENDITURES			2,718,440.00	2,756,564.00	1.4%
<b>C. EXCESS (DEFICIENCY) OF REVENUES OVER EXPENDITURES BEFORE OTHER FINANCING SOURCES AND USES (A5 - B9)</b>			(427,428.00)	(319,992.00)	-25.1%
<b>D. OTHER FINANCING SOURCES/USES</b>					
1) Interfund Transfers					
a) Transfers In		8900-8929	0.00	0.00	0.0%
b) Transfers Out		7800-7829	0.00	0.00	0.0%
2) Other Sources/Uses					
a) Sources		8930-8979	0.00	0.00	0.0%
b) Uses		7530-7699	0.00	0.00	0.0%
3) Contributions		8980-8999	0.00	0.00	0.0%
4) TOTAL, OTHER FINANCING SOURCES/USES			0.00	0.00	0.0%
<b>E. NET INCREASE (DECREASE) IN FUND BALANCE (C + D4)</b>			(427,428.00)	(319,992.00)	-25.1%
<b>F. FUND BALANCE, RESERVES</b>					
1) Beginning Fund Balance					
a) As of July 1 - Unaudited		9791	2,210,660.00	1,783,232.00	-19.3%
b) Audit Adjustments		9793	0.00	0.00	0.0%
c) As of July 1 - Audited (F1a + F1b)			2,210,660.00	1,783,232.00	-19.3%
d) Other Restatements		9795	0.00	0.00	0.0%
e) Adjusted Beginning Balance (F1c + F1d)			2,210,660.00	1,783,232.00	-19.3%
2) Ending Balance, June 30 (E + F1e)			1,783,232.00	1,463,240.00	-17.9%
Components of Ending Fund Balance					
a) Nonspendable					
Revolving Cash		9711	0.00	0.00	0.0%
Stores		9712	0.00	0.00	0.0%
Prepaid Items		9713	0.00	0.00	0.0%
All Others		9719	0.00	0.00	0.0%
b) Restricted		9740	97,344.00	97,344.00	0.0%
c) Committed					
Stabilization Arrangements		9750	0.00	0.00	0.0%
Other Commitments		9760	0.00	0.00	0.0%
d) Assigned					
Other Assignments		9780	0.00	1,365,896.00	New
e) Unassigned/Unappropriated Reserve for Economic Uncertainties		9789	0.00	0.00	0.0%
Unassigned/Unappropriated Amount		9790	1,685,888.00	0.00	-100.0%
<b>G. ASSETS</b>					
1) Cash					
a) In County Treasury		9110	2,148,681.51		
1) Fair Value Adjustment to Cash In County Treasury		9111	2,799.44		
b) In Banks		9120	3,832.00		
c) In Revolving Cash Account		9130	0.00		
d) with Fiscal Agent/Trustee		9135	0.00		

Description	Resource Codes	Object Codes	2021-22 Estimated Actuals	2022-23 Budget	Percent Difference
e) Collections Awaiting Deposit		9140	0.00		
2) Investments		9150	0.00		
3) Accounts Receivable		9200	0.00		
4) Due from Grantor Government		9290	0.00		
5) Due from Other Funds		9310	0.00		
6) Stores		9320	0.00		
7) Prepaid Expenditures		9330	0.00		
8) Other Current Assets		9340	0.00		
9) TOTAL, ASSETS			2,155,312.95		
<b>H. DEFERRED OUTFLOWS OF RESOURCES</b>					
1) Deferred Outflows of Resources		9490	0.00		
2) TOTAL, DEFERRED OUTFLOWS			0.00		
<b>I. LIABILITIES</b>					
1) Accounts Payable		9500	0.00		
2) Due to Grantor Governments		9590	0.00		
3) Due to Other Funds		9610	0.00		
4) Current Loans		9640			
5) Unearned Revenue		9650	0.00		
6) TOTAL, LIABILITIES			0.00		
<b>J. DEFERRED INFLOWS OF RESOURCES</b>					
1) Deferred Inflows of Resources		9690	0.00		
2) TOTAL, DEFERRED INFLOWS			0.00		
<b>K. FUND EQUITY</b>					
Ending Fund Balance, June 30					
(G9 + H2) - (I6 + J2)			2,155,312.95		
<b>LCFF SOURCES</b>					
LCFF Transfers					
LCFF Transfers - Current Year		8091	264,937.00	265,459.00	0.2%
LCFF/Revenue Limit Transfers - Prior Years		8099	0.00	0.00	0.0%
TOTAL, LCFF SOURCES			264,937.00	265,459.00	0.2%
<b>FEDERAL REVENUE</b>					
Interagency Contracts Between LEAs		8285	0.00	0.00	0.0%
Pass-Through Revenues from					
Federal Sources		8287	0.00	0.00	0.0%
Career and Technical Education	3500-3599	8290	0.00	0.00	0.0%
All Other Federal Revenue	All Other	8290	49,435.00	59,915.00	21.2%
TOTAL, FEDERAL REVENUE			49,435.00	59,915.00	21.2%
<b>OTHER STATE REVENUE</b>					
Other State Apportionments					
All Other State Apportionments - Current Year		8311	0.00	0.00	0.0%
All Other State Apportionments - Prior Years		8319	0.00	0.00	0.0%
Pass-Through Revenues from					
State Sources		8587	0.00	0.00	0.0%
Adult Education Program	6391	8590	1,635,189.00	1,611,948.00	5.0%
All Other State Revenue	All Other	8590	56,945.00	58,000.00	1.9%
TOTAL, OTHER STATE REVENUE			1,592,134.00	1,669,948.00	4.9%
<b>OTHER LOCAL REVENUE</b>					
Other Local Revenue					
Sales					
Sale of Equipment/Supplies		8631	0.00	0.00	0.0%
Leases and Rentals		8650	0.00	0.00	0.0%
Interest		8660	8,000.00	5,000.00	-37.5%
Net Increase (Decrease) in the Fair Value of Investments		8662	0.00	0.00	0.0%
Fees and Contracts					
Adult Education Fees		8671	290,853.00	342,850.00	17.9%
Interagency Services		8677	0.00	0.00	0.0%

Description	Resource Codes	Object Codes	2021-22 Estimated Actuals	2022-23 Budget	Percent Difference
Other Local Revenue					
All Other Local Revenue		8699	85,653.00	93,400.00	9.0%
Tuition		8710	0.00	0.00	0.0%
TOTAL, OTHER LOCAL REVENUE			384,506.00	441,250.00	14.8%
TOTAL, REVENUES			2,291,012.00	2,436,572.00	6.4%
CERTIFICATED SALARIES					
Certificated Teachers' Salaries		1100	482,421.00	512,237.00	6.2%
Certificated Pupil Support Salaries		1200	0.00	0.00	0.0%
Certificated Supervisors' and Administrators' Salaries		1300	160,293.00	154,512.00	2.8%
Other Certificated Salaries		1900	0.00	0.00	0.0%
TOTAL, CERTIFICATED SALARIES			632,714.00	666,749.00	5.4%
CLASSIFIED SALARIES					
Classified Instructional Salaries		2100	424,715.00	521,616.00	22.8%
Classified Support Salaries		2200	139,089.00	147,672.00	6.2%
Classified Supervisors' and Administrators' Salaries		2300	0.00	87,109.00	New
Clerical, Technical and Office Salaries		2400	285,568.00	251,625.00	-11.9%
Other Classified Salaries		2900	63,619.00	47,570.00	-25.2%
TOTAL, CLASSIFIED SALARIES			912,991.00	1,055,592.00	15.6%
EMPLOYEE BENEFITS					
STRS		3101-3102	164,003.00	179,017.00	9.2%
PERS		3201-3202	160,448.00	216,863.00	35.2%
OASDI/Medicare/Alternative		3301-3302	69,758.00	97,833.00	40.0%
Health and Welfare Benefits		3401-3402	47,480.00	49,787.00	4.9%
Unemployment Insurance		3501-3502	7,757.00	9,474.00	22.1%
Workers' Compensation		3601-3602	42,935.00	41,617.00	-2.6%
OPEB, Allocated		3701-3702	0.00	0.00	0.0%
OPEB, Active Employees		3751-3752	0.00	0.00	0.0%
Other Employee Benefits		3901-3902	1,947.00	1,947.00	0.0%
TOTAL, EMPLOYEE BENEFITS			494,328.00	596,536.00	20.7%
BOOKS AND SUPPLIES					
Approved Textbooks and Core Curricula Materials		4100	0.00	0.00	0.0%
Books and Other Reference Materials		4200	0.00	0.00	0.0%
Materials and Supplies		4300	250,065.00	227,751.00	-8.9%
Noncapitalized Equipment		4400	92,352.00	14,580.00	-84.2%
TOTAL, BOOKS AND SUPPLIES			342,417.00	242,331.00	-29.2%
SERVICES AND OTHER OPERATING EXPENDITURES					
Subagreements for Services		5100	0.00	0.00	0.0%
Travel and Conferences		5200	34,779.00	0.00	-100.0%
Dues and Memberships		5300	290.00	0.00	-100.0%
Insurance		5400-5450	0.00	0.00	0.0%
Operations and Housekeeping Services		5500	0.00	0.00	0.0%
Rentals, Leases, Repairs, and Noncapitalized Improvements		5600	3,763.00	0.00	-100.0%
Transfers of Direct Costs		5710	0.00	0.00	0.0%
Transfers of Direct Costs - Interfund		5750	0.00	0.00	0.0%
Professional/Consulting Services and					
Operating Expenditures		5800	165,112.00	111,188.00	-32.7%
Communications		5900	16,326.00	1,406.00	-90.8%
TOTAL, SERVICES AND OTHER OPERATING EXPENDITURES			219,270.00	112,594.00	-48.7%
CAPITAL OUTLAY					
Land		6100	0.00	0.00	0.0%
Land Improvements		6170	32,080.00	0.00	-100.0%
Buildings and Improvements of Buildings		6200	0.00	0.00	0.0%
Equipment		6400	0.00	0.00	0.0%
Equipment Replacement		6500	0.00	0.00	0.0%
Lease Assets		6600	0.00	0.00	0.0%
TOTAL, CAPITAL OUTLAY			32,080.00	0.00	-100.0%



Description	Resource Codes	Object Codes	2021-22 Estimated Actuals	2022-23 Budget	Percent Difference
<b>OTHER OUTGO (excluding Transfers of Indirect Costs)</b>					
Tuition					
Tuition, Excess Costs, and/or Deficit Payments					
Payments to Districts or Charter Schools		7141	0.00	0.00	0.0%
Payments to County Offices		7142	0.00	0.00	0.0%
Payments to JPAs		7143	0.00	0.00	0.0%
Other Transfers Out					
Transfers of Pass-Through Revenues					
To Districts or Charter Schools		7211	0.00	0.00	0.0%
To County Offices		7212	0.00	0.00	0.0%
To JPAs		7213	0.00	0.00	0.0%
Debt Service					
Debt Service - Interest		7438	0.00	0.00	0.0%
Other Debt Service - Principal		7439	0.00	0.00	0.0%
TOTAL, OTHER OUTGO (excluding Transfers of Indirect Costs)			0.00	0.00	0.0%
<b>OTHER OUTGO - TRANSFERS OF INDIRECT COSTS</b>					
Transfers of Indirect Costs - Interfund		7350	84,640.00	82,760.00	-2.2%
TOTAL, OTHER OUTGO - TRANSFERS OF INDIRECT COSTS			84,640.00	82,760.00	-2.2%
TOTAL, EXPENDITURES			2,718,440.00	2,756,584.00	1.4%
<b>INTERFUND TRANSFERS</b>					
<b>INTERFUND TRANSFERS IN</b>					
Other Authorized Interfund Transfers In		8919	0.00	0.00	0.0%
(a) TOTAL, INTERFUND TRANSFERS IN			0.00	0.00	0.0%
<b>INTERFUND TRANSFERS OUT</b>					
To: State School Building Fund/					
County School Facilities Fund		7613	0.00	0.00	0.0%
Other Authorized Interfund Transfers Out		7619	0.00	0.00	0.0%
(b) TOTAL, INTERFUND TRANSFERS OUT			0.00	0.00	0.0%
<b>OTHER SOURCES/USES</b>					
<b>SOURCES</b>					
Other Sources					
Transfers from Funds of					
Lapsed/Reorganized LEAs		8965	0.00	0.00	0.0%
Long-Term Debt Proceeds					
Proceeds from Certificates					
of Participation		8971	0.00	0.00	0.0%
Proceeds from Leases		8972	0.00	0.00	0.0%
All Other Financing Sources		8979	0.00	0.00	0.0%
(c) TOTAL, SOURCES			0.00	0.00	0.0%
<b>USES</b>					
Transfers of Funds from					
Lapsed/Reorganized LEAs		7851	0.00	0.00	0.0%
All Other Financing Uses		7889	0.00	0.00	0.0%
(d) TOTAL, USES			0.00	0.00	0.0%
<b>CONTRIBUTIONS</b>					
Contributions from Unrestricted Revenues		8980	0.00	0.00	0.0%
Contributions from Restricted Revenues		8990	0.00	0.00	0.0%
(e) TOTAL, CONTRIBUTIONS			0.00	0.00	0.0%
TOTAL, OTHER FINANCING SOURCES/USES					
(a - b + c - d + e)			0.00	0.00	0.0%

Description	Function Codes	Object Codes	2021-22 Estimated Actuals	2022-23 Budget	Percent Difference
<b>A. REVENUES</b>					
1) LCFF Sources		8010-8099	264,937.00	265,459.00	0.2%
2) Federal Revenue		8100-8299	49,435.00	59,915.00	21.2%
3) Other State Revenue		8300-8599	1,592,134.00	1,899,948.00	4.9%
4) Other Local Revenue		8600-8799	384,506.00	441,250.00	14.8%
5) TOTAL, REVENUES			2,291,012.00	2,438,572.00	6.4%
<b>B. EXPENDITURES (Objects 1000-7999)</b>					
1) Instruction	1000-1999		1,535,394.00	1,573,044.00	2.5%
2) Instruction - Related Services	2000-2999		869,088.00	881,411.00	1.4%
3) Pupil Services	3000-3999		0.00	0.00	0.0%
4) Ancillary Services	4000-4999		0.00	0.00	0.0%
5) Community Services	5000-5999		0.00	0.00	0.0%
6) Enterprise	6000-6999		0.00	0.00	0.0%
7) General Administration	7000-7999		84,640.00	82,760.00	-2.2%
8) Plant Services	8000-8999		229,318.00	219,349.00	-4.3%
9) Other Outgo	9000-9999	Except 7600-7699	0.00	0.00	0.0%
10) TOTAL, EXPENDITURES			2,718,440.00	2,756,564.00	1.4%
<b>C. EXCESS (DEFICIENCY) OF REVENUES OVER EXPENDITURES BEFORE OTHER FINANCING SOURCES AND USES (A5 - B10)</b>			(427,428.00)	(319,992.00)	-25.1%
<b>D. OTHER FINANCING SOURCES/USES</b>					
1) Interfund Transfers					
a) Transfers In		6900-6929	0.00	0.00	0.0%
b) Transfers Out		7600-7629	0.00	0.00	0.0%
2) Other Sources/Uses					
a) Sources		8930-8979	0.00	0.00	0.0%
b) Uses		7630-7699	0.00	0.00	0.0%
3) Contributions		8980-8999	0.00	0.00	0.0%
4) TOTAL, OTHER FINANCING SOURCES/USES			0.00	0.00	0.0%
<b>E. NET INCREASE (DECREASE) IN FUND BALANCE (C + D4)</b>			(427,428.00)	(319,992.00)	-25.1%
<b>F. FUND BALANCE, RESERVES</b>					
1) Beginning Fund Balance					
a) As of July 1 - Unaudited		9791	2,210,660.00	1,783,232.00	-19.3%
b) Audit Adjustments		9793	0.00	0.00	0.0%
c) As of July 1 - Audited (F1a + F1b)			2,210,660.00	1,783,232.00	-19.3%
d) Other Restatements		9795	0.00	0.00	0.0%
e) Adjusted Beginning Balance (F1c + F1d)			2,210,660.00	1,783,232.00	-19.3%
2) Ending Balance, June 30 (E + F1e)			1,783,232.00	1,463,240.00	-17.9%
<b>Components of Ending Fund Balance</b>					
a) Nonspendable					
Revolving Cash		9711	0.00	0.00	0.0%
Stores		9712	0.00	0.00	0.0%
Prepaid Items		9713	0.00	0.00	0.0%
All Others		9719	0.00	0.00	0.0%
b) Restricted		9740	97,344.00	97,344.00	0.0%
c) Committed					
Stabilization Arrangements		9750	0.00	0.00	0.0%
Other Commitments (by Resource/Object)		9760	0.00	0.00	0.0%
d) Assigned					
Other Assignments (by Resource/Object)		9780	0.00	1,365,893.00	New
e) Unassigned/Unappropriated					
Reserve for Economic Uncertainties		9789	0.00	0.00	0.0%
Unassigned/Unappropriated Amount		9790	1,685,888.00	0.00	-100.0%

Resource	Description	2021-22 Estimated Actuals	2022-23 Budget
6391	Adult Education Program	97,344.00	97,344.00
Total, Restricted Balance		97,344.00	97,344.00

Description	Resource Codes	Object Codes	2021-22 Estimated Actuals	2022-23 Budget	Percent Difference
<b>A. REVENUES</b>					
1) LCFF Sources		8010-8099	0.00	0.00	0.0%
2) Federal Revenue		8100-8299	0.00	0.00	0.0%
3) Other State Revenue		8300-8599	132,755.00	129,899.00	-2.2%
4) Other Local Revenue		8600-8799	360,000.00	360,000.00	2.9%
5) TOTAL, REVENUES			482,755.00	489,899.00	1.5%
<b>B. EXPENDITURES</b>					
1) Certificated Salaries		1000-1999	85,948.00	84,104.00	-2.8%
2) Classified Salaries		2000-2999	299,509.00	297,389.00	-0.7%
3) Employee Benefits		3000-3999	139,194.00	130,575.00	-6.2%
4) Books and Supplies		4000-4999	25,992.95	10,888.00	-58.2%
5) Services and Other Operating Expenditures		5000-5999	5,542.00	4,500.00	-18.8%
6) Capital Outlay		6000-6999	0.00	0.00	0.0%
7) Other Outgo (excluding Transfers of Indirect Costs)		7100-7299,7400-7499	0.00	0.00	0.0%
8) Other Outgo - Transfers of Indirect Costs		7300-7399	21,888.00	17,362.00	-20.7%
9) TOTAL, EXPENDITURES			558,073.95	524,796.00	-8.0%
<b>C. EXCESS (DEFICIENCY) OF REVENUES OVER EXPENDITURES BEFORE OTHER FINANCING SOURCES AND USES (A5 - B9)</b>			(75,318.95)	(34,897.00)	-53.7%
<b>D. OTHER FINANCING SOURCES/USES</b>					
1) Interfund Transfers					
a) Transfers In		8900-8929	41,910.00	19,635.00	-53.1%
b) Transfers Out		7600-7629	0.00	0.00	0.0%
2) Other Sources/Uses					
a) Sources		8930-8979	0.00	0.00	0.0%
b) Uses		7630-7699	0.00	0.00	0.0%
3) Contributions		8980-8999	0.00	0.00	0.0%
4) TOTAL, OTHER FINANCING SOURCES/USES			41,910.00	19,635.00	-53.1%
<b>E. NET INCREASE (DECREASE) IN FUND BALANCE (C + D4)</b>			(33,408.95)	(15,262.00)	-54.3%
<b>F. FUND BALANCE, RESERVES</b>					
1) Beginning Fund Balance					
a) As of July 1 - Unaudited		9791	130,485.00	97,076.05	-25.6%
b) Audit Adjustments		9793	0.00	0.00	0.0%
c) As of July 1 - Audited (F1a + F1b)			130,485.00	97,076.05	-25.6%
d) Other Restatements		9785	0.00	0.00	0.0%
e) Adjusted Beginning Balance (F1c + F1d)			130,485.00	97,076.05	-25.6%
2) Ending Balance, June 30 (E + F1e)			97,076.05	81,814.05	-15.7%
<b>Components of Ending Fund Balance</b>					
a) Nonspendable					
Revolving Cash		9711	0.00	0.00	0.0%
Stores		9712	0.00	0.00	0.0%
Prepaid Items		9713	0.00	0.00	0.0%
All Others		9719	0.00	0.00	0.0%
b) Restricted		9740	.05	.05	0.0%
c) Committed					
Stabilization Arrangements		9750	0.00	0.00	0.0%
Other Commitments		9750	0.00	0.00	0.0%
d) Assigned					
Other Assignments		9780	0.00	81,814.00	New
e) Unassigned/Unappropriated Reserve for Economic Uncertainties		9789	0.00	0.00	0.0%
Unassigned/Unappropriated Amount		9790	97,076.00	0.00	-100.0%
<b>G. ASSETS</b>					
1) Cash					
a) In County Treasury		9110	(121,476.59)		
1) Fair Value Adjustment to Cash in County Treasury		9111	(220.31)		
b) In Banks		9120	0.00		
c) In Revolving Cash Account		9130	0.00		
d) With Fiscal Agent/Trustee		9135	0.00		

Description	Resource Codes	Object Codes	2021-22 Estimated Actuals	2022-23 Budget	Percent Difference
e) Collections Awaiting Deposit		9140	0.00		
2) Investments		9150	0.00		
3) Accounts Receivable		9200	0.00		
4) Due from Grantor Government		9290	0.00		
5) Due from Other Funds		9310	0.00		
6) Stores		9320	0.00		
7) Prepaid Expenditures		9330	0.00		
8) Other Current Assets		9340	0.00		
9) TOTAL, ASSETS			(121,696.90)		
<b>H. DEFERRED OUTFLOWS OF RESOURCES</b>					
1) Deferred Outflows of Resources		9490	0.00		
2) TOTAL, DEFERRED OUTFLOWS			0.00		
<b>I. LIABILITIES</b>					
1) Accounts Payable		9500	(547.91)		
2) Due to Grantor Governments		9590	0.00		
3) Due to Other Funds		9610	0.00		
4) Current Loans		9640			
5) Unearned Revenue		9650	0.00		
6) TOTAL, LIABILITIES			(547.91)		
<b>J. DEFERRED INFLOWS OF RESOURCES</b>					
1) Deferred Inflows of Resources		9690	0.00		
2) TOTAL, DEFERRED INFLOWS			0.00		
<b>K. FUND EQUITY</b>					
Ending Fund Balance, June 30					
(G9 + H2) - (I6 + J2)			(121,148.99)		
<b>FEDERAL REVENUE</b>					
Child Nutrition Programs		8220	0.00	0.00	0.0%
Interagency Contracts Between LEAs		8285	0.00	0.00	0.0%
Title I, Part A, Basic	3010	8290	0.00	0.00	0.0%
All Other Federal Revenue	All Other	8290	0.00	0.00	0.0%
TOTAL, FEDERAL REVENUE			0.00	0.00	0.0%
<b>OTHER STATE REVENUE</b>					
Child Nutrition Programs		8520	0.00	0.00	0.0%
Child Development Apportionments		8530	0.00	0.00	0.0%
Pass-Through Revenues from					
State Sources		8587	0.00	0.00	0.0%
State Preschool	6105	8590	122,899.00	122,899.00	0.0%
All Other State Revenue	All Other	8590	9,858.00	7,000.00	-29.0%
TOTAL, OTHER STATE REVENUE			132,755.00	129,899.00	-2.2%
<b>OTHER LOCAL REVENUE</b>					
Other Local Revenue					
Sales					
Sale of Equipment/Supplies		8631	0.00	0.00	0.0%
Food Service Sales		8634	0.00	0.00	0.0%
Interest		8660	0.00	0.00	0.0%
Net Increase (Decrease) in the Fair Value of Investments		8662	0.00	0.00	0.0%
Fees and Contracts					
Child Development Parent Fees		8673	350,000.00	380,000.00	2.9%
Interagency Services		8677	0.00	0.00	0.0%
All Other Fees and Contracts		8689	0.00	0.00	0.0%
Other Local Revenue					
All Other Local Revenue		8699	0.00	0.00	0.0%
All Other Transfers In from All Others		8799	0.00	0.00	0.0%
TOTAL, OTHER LOCAL REVENUE			350,000.00	380,000.00	2.9%
<b>TOTAL, REVENUES</b>			482,755.00	489,899.00	1.5%
<b>CERTIFICATED SALARIES</b>					

Description	Resource Codes	Object Codes	2021-22 Estimated Actuals	2022-23 Budget	Percent Difference
Certificated Teachers' Salaries		1100	65,948.00	64,104.00	-2.8%
Certificated Pupil Support Salaries		1200	0.00	0.00	0.0%
Certificated Supervisors' and Administrators' Salaries		1300	0.00	0.00	0.0%
Other Certificated Salaries		1900	0.00	0.00	0.0%
TOTAL, CERTIFICATED SALARIES			65,948.00	64,104.00	-2.8%
<b>CLASSIFIED SALARIES</b>					
Classified Instructional Salaries		2100	35,658.00	37,076.00	4.0%
Classified Support Salaries		2200	0.00	0.00	0.0%
Classified Supervisors' and Administrators' Salaries		2300	0.00	0.00	0.0%
Clerical, Technical and Office Salaries		2400	0.00	0.00	0.0%
Other Classified Salaries		2900	283,851.00	280,313.00	-1.3%
TOTAL, CLASSIFIED SALARIES			299,509.00	297,389.00	-0.7%
<b>EMPLOYEE BENEFITS</b>					
STRS		3101-3102	16,480.00	15,244.00	-7.5%
PERS		3201-3202	68,714.00	60,820.00	-11.5%
OASDI/Medicare/Alternative		3301-3302	20,685.00	22,031.00	6.5%
Health and Welfare Benefits		3401-3402	21,343.00	22,790.00	6.8%
Unemployment Insurance		3501-3502	1,831.00	1,811.00	-1.1%
Workers' Compensation		3601-3602	10,141.00	7,879.00	-22.3%
OPEB, Allocated		3701-3702	0.00	0.00	0.0%
OPEB, Active Employees		3751-3752	0.00	0.00	0.0%
Other Employee Benefits		3901-3902	0.00	0.00	0.0%
TOTAL, EMPLOYEE BENEFITS			139,194.00	130,576.00	-6.2%
<b>BOOKS AND SUPPLIES</b>					
Approved Textbooks and Core Curricula Materials		4100	0.00	0.00	0.0%
Books and Other Reference Materials		4200	0.00	0.00	0.0%
Materials and Supplies		4300	19,487.95	9,666.00	-50.4%
Noncapitalized Equipment		4400	6,505.00	1,200.00	-81.6%
Food		4700	0.00	0.00	0.0%
TOTAL, BOOKS AND SUPPLIES			25,992.95	10,866.00	-58.2%
<b>SERVICES AND OTHER OPERATING EXPENDITURES</b>					
Subagreements for Services		5100	0.00	0.00	0.0%
Travel and Conferences		5200	0.00	0.00	0.0%
Dues and Memberships		5300	0.00	0.00	0.0%
Insurance		5400-5450	0.00	0.00	0.0%
Operations and Housekeeping Services		5500	0.00	0.00	0.0%
Rentals, Leases, Repairs, and Noncapitalized Improvements		5600	0.00	0.00	0.0%
Transfers of Direct Costs		5710	0.00	0.00	0.0%
Transfers of Direct Costs - Interfund		5750	0.00	0.00	0.0%
Professional/Consulting Services and			0.00	0.00	0.0%
Operating Expenditures		5800	5,542.00	4,500.00	-18.8%
Communications		5900	0.00	0.00	0.0%
TOTAL, SERVICES AND OTHER OPERATING EXPENDITURES			5,542.00	4,500.00	-18.8%
<b>CAPITAL OUTLAY</b>					
Land		6100	0.00	0.00	0.0%
Land Improvements		6170	0.00	0.00	0.0%
Buildings and Improvements of Buildings		6200	0.00	0.00	0.0%
Equipment		6400	0.00	0.00	0.0%
Equipment Replacement		6500	0.00	0.00	0.0%
Lease Assets		6600	0.00	0.00	0.0%
TOTAL, CAPITAL OUTLAY			0.00	0.00	0.0%
<b>OTHER OUTGO (excluding Transfers of Indirect Costs)</b>					
Other Transfers Out					
All Other Transfers Out to All Others		7280	0.00	0.00	0.0%
Debt Service					
Debt Service - Interest		7438	0.00	0.00	0.0%

Description	Resource Codes	Object Codes	2021-22 Estimated Actuals	2022-23 Budget	Percent Difference
Other Debt Service - Principal		7439	0.00	0.00	0.0%
TOTAL, OTHER OUTGO (excluding Transfers of Indirect Costs)			0.00	0.00	0.0%
<b>OTHER OUTGO - TRANSFERS OF INDIRECT COSTS</b>					
Transfers of Indirect Costs - Interfund		7360	21,868.00	17,362.00	-20.7%
TOTAL, OTHER OUTGO - TRANSFERS OF INDIRECT COSTS			21,868.00	17,362.00	-20.7%
TOTAL, EXPENDITURES			558,073.95	524,798.00	-6.0%
<b>INTERFUND TRANSFERS</b>					
<b>INTERFUND TRANSFERS IN</b>					
From: General Fund		8911	41,910.00	0.00	-100.0%
Other Authorized Interfund Transfers In		8919	0.00	19,635.00	New
(a) TOTAL, INTERFUND TRANSFERS IN			41,910.00	19,635.00	-53.1%
<b>INTERFUND TRANSFERS OUT</b>					
Other Authorized Interfund Transfers Out		7619	0.00	0.00	0.0%
(b) TOTAL, INTERFUND TRANSFERS OUT			0.00	0.00	0.0%
<b>OTHER SOURCES/USES</b>					
<b>SOURCES</b>					
Other Sources					
Transfers from Funds of					
Lapsed/Reorganized LEAs		8985	0.00	0.00	0.0%
Long-Term Debt Proceeds					
Proceeds from Certificates					
of Participation		8971	0.00	0.00	0.0%
Proceeds from Leases		8972	0.00	0.00	0.0%
All Other Financing Sources		8979	0.00	0.00	0.0%
(c) TOTAL, SOURCES			0.00	0.00	0.0%
<b>USES</b>					
Transfers of Funds from					
Lapsed/Reorganized LEAs		7651	0.00	0.00	0.0%
All Other Financing Uses		7699	0.00	0.00	0.0%
(d) TOTAL, USES			0.00	0.00	0.0%
<b>CONTRIBUTIONS</b>					
Contributions from Unrestricted Revenues		8980	0.00	0.00	0.0%
Contributions from Restricted Revenues		8990	0.00	0.00	0.0%
(e) TOTAL, CONTRIBUTIONS			0.00	0.00	0.0%
TOTAL, OTHER FINANCING SOURCES/USES					
(a - b + c - d + e)			41,910.00	19,635.00	-53.1%



Description	Function Codes	Object Codes	2021-22 Estimated Actuals	2022-23 Budget	Percent Difference
<b>A. REVENUES</b>					
1) LCFF Sources		8010-8099	0.00	0.00	0.0%
2) Federal Revenue		8100-8299	0.00	0.00	0.0%
3) Other State Revenue		8300-8599	132,755.00	129,899.00	-2.2%
4) Other Local Revenue		8600-8799	350,000.00	360,000.00	2.9%
5) TOTAL, REVENUES			482,755.00	489,899.00	1.5%
<b>B. EXPENDITURES (Objects 1000-7999)</b>					
1) Instruction	1000-1999		169,764.85	158,540.00	-6.6%
2) Instruction - Related Services	2000-2999		0.00	0.00	0.0%
3) Pupil Services	3000-3999		0.00	0.00	0.0%
4) Ancillary Services	4000-4999		0.00	0.00	0.0%
5) Community Services	5000-5999		366,421.00	348,894.00	-4.8%
6) Enterprise	6000-6999		0.00	0.00	0.0%
7) General Administration	7000-7999		21,688.00	17,362.00	-20.7%
8) Plant Services	8000-8999		0.00	0.00	0.0%
9) Other Outgo	9000-9999	Except 7600-7699	0.00	0.00	0.0%
10) TOTAL, EXPENDITURES			558,073.85	524,796.00	-5.0%
<b>C. EXCESS (DEFICIENCY) OF REVENUES OVER EXPENDITURES BEFORE OTHER FINANCING SOURCES AND USES (A5 - B10)</b>			(75,318.95)	(34,897.00)	-53.7%
<b>D. OTHER FINANCING SOURCES/USES</b>					
1) Interfund Transfers					
a) Transfers In		8600-8929	41,910.00	19,635.00	-53.1%
b) Transfers Out		7600-7629	0.00	0.00	0.0%
2) Other Sources/Uses					
a) Sources		8830-8979	0.00	0.00	0.0%
b) Uses		7630-7699	0.00	0.00	0.0%
3) Contributions		8880-8999	0.00	0.00	0.0%
4) TOTAL, OTHER FINANCING SOURCES/USES			41,910.00	19,635.00	-53.1%
<b>E. NET INCREASE (DECREASE) IN FUND BALANCE (C + D4)</b>			(33,408.95)	(15,262.00)	-54.3%
<b>F. FUND BALANCE, RESERVES</b>					
1) Beginning Fund Balance					
a) As of July 1 - Unaudited		9791	130,485.00	97,076.05	-25.6%
b) Audit Adjustments		9793	0.00	0.00	0.0%
c) As of July 1 - Audited (F1a + F1b)			130,485.00	97,076.05	-25.6%
d) Other Restatements		9795	0.00	0.00	0.0%
e) Adjusted Beginning Balance (F1c + F1d)			130,485.00	97,076.05	-25.6%
2) Ending Balance, June 30 (E + F1e)			97,076.05	81,814.05	-15.7%
<b>Components of Ending Fund Balance</b>					
a) Nonspendable					
Revolving Cash		9711	0.00	0.00	0.0%
Stores		9712	0.00	0.00	0.0%
Prepaid Items		9713	0.00	0.00	0.0%
All Others		9719	0.00	0.00	0.0%
b) Restricted		9740	.05	.05	0.0%
c) Committed					
Stabilization Arrangements		9750	0.00	0.00	0.0%
Other Commitments (by Resource/Object)		9760	0.00	0.00	0.0%
d) Assigned					
Other Assignments (by Resource/Object)		9780	0.00	81,814.00	New
e) Unassigned/Unappropriated					
Reserve for Economic Uncertainties		9789	0.00	0.00	0.0%
Unassigned/Unappropriated Amount		9790	97,076.00	0.00	-100.0%

Resource	Description	2021-22 Estimated Actuals	2022-23 Budget
5058	Child Development: Coronavirus Response and Relief Supplemental Appropriations (CRRSA) Act - One-time Stipend	.05	.05
Total, Restricted Balance		.05	.05

## PUBLIC HEARING I

Pacific Grove Unified  
MontereyBudget, July 1  
Cafeteria Special Revenue Fund  
Expenditures by Object2766134000000  
Form 13  
D8BS3T8XB8(2022-23)

Description	Resource Codes	Object Codes	2021-22 Estimated Actuals	2022-23 Budget	Percent Difference
<b>A. REVENUES</b>					
1) LCFF Sources		8010-8099	0.00	0.00	0.0%
2) Federal Revenue		8100-8299	930,000.00	903,104.00	-2.9%
3) Other State Revenue		8300-8599	60,000.00	59,894.00	-0.2%
4) Other Local Revenue		8600-8799	5,846.00	5,500.00	-5.9%
5) TOTAL, REVENUES			995,846.00	968,498.00	-2.7%
<b>B. EXPENDITURES</b>					
1) Certificated Salaries		1000-1999	0.00	0.00	0.0%
2) Classified Salaries		2000-2999	323,330.00	351,820.00	8.8%
3) Employee Benefits		3000-3999	105,436.00	123,988.00	17.6%
4) Books and Supplies		4000-4999	650,000.00	636,242.00	-17.5%
5) Services and Other Operating Expenditures		5000-5999	28,945.00	26,453.00	-8.6%
6) Capital Outlay		6000-6999	0.00	0.00	0.0%
7) Other Outgo (excluding Transfers of Indirect Costs)		7100-7299,7400-7499	0.00	0.00	0.0%
8) Other Outgo - Transfers of Indirect Costs		7300-7399	0.00	0.00	0.0%
9) TOTAL, EXPENDITURES			1,107,711.00	1,038,503.00	-6.2%
<b>C. EXCESS (DEFICIENCY) OF REVENUES OVER EXPENDITURES BEFORE OTHER FINANCING SOURCES AND USES (A5 - B9)</b>			(111,865.00)	(70,005.00)	-37.4%
<b>D. OTHER FINANCING SOURCES/USES</b>					
1) Interfund Transfers					
a) Transfers In		8900-8929	0.00	0.00	0.0%
b) Transfers Out		7500-7629	0.00	0.00	0.0%
2) Other Sources/Uses					
a) Sources		8830-8979	0.00	0.00	0.0%
b) Uses		7530-7699	0.00	0.00	0.0%
3) Contributions		8980-8999	0.00	0.00	0.0%
4) TOTAL, OTHER FINANCING SOURCES/USES			0.00	0.00	0.0%
<b>E. NET INCREASE (DECREASE) IN FUND BALANCE (C + D4)</b>			(111,865.00)	(70,005.00)	-37.4%
<b>F. FUND BALANCE, RESERVES</b>					
1) Beginning Fund Balance					
a) As of July 1 - Unaudited		9791	317,148.00	205,283.00	-35.3%
b) Audit Adjustments		9793	0.00	0.00	0.0%
c) As of July 1 - Audited (F1a + F1b)			317,148.00	205,283.00	-35.3%
d) Other Restatements		9795	0.00	0.00	0.0%
e) Adjusted Beginning Balance (F1c + F1d)			317,148.00	205,283.00	-35.3%
2) Ending Balance, June 30 (E + F1e)			205,283.00	135,278.00	-34.1%
<b>Components of Ending Fund Balance</b>					
a) Nonspendable					
Revolving Cash		9711	0.00	0.00	0.0%
Stores		9712	7,814.81	0.00	-100.0%
Prepaid Items		9713	0.00	0.00	0.0%
All Others		9719	0.00	0.00	0.0%
b) Restricted		9740	193,226.39	135,278.00	-30.0%
c) Committed					
Stabilization Arrangements		9750	0.00	0.00	0.0%
Other Commitments		9760	0.00	0.00	0.0%
d) Assigned					
Other Assignments		9780	0.00	0.00	0.0%
e) Unassigned/Unappropriated Reserve for Economic Uncertainties		9789	0.00	0.00	0.0%
Unassigned/Unappropriated Amount		9790	4,242.60	0.00	-100.0%
<b>G. ASSETS</b>					
1) Cash					
a) In County Treasury		9110	124,139.53		
1) Fair Value Adjustment to Cash in County Treasury		9111	(28.64)		
b) In Banks		9120	0.00		
c) In Revolving Cash Account		9130	0.00		
d) With Fiscal Agent/Trustee		9135	0.00		

## PUBLIC HEARING I

2766134000000

Form 13

D8BS3T8XB8(2022-23)

Budget, July 1  
Cafeteria Special Revenue Fund  
Expenditures by Object

Pacific Grove Unified  
Monterey

Description	Resource Codes	Object Codes	2021-22 Estimated Actuals	2022-23 Budget	Percent Difference
e) Collections Awaiting Deposit		9140	0.00		
2) Investments		9150	0.00		
3) Accounts Receivable		9200	0.00		
4) Due from Grantor Government		9290	0.00		
5) Due from Other Funds		9310	0.00		
6) Stores		9320	7,814.81		
7) Prepaid Expenditures		9330	0.00		
8) Other Current Assets		9340	0.00		
9) TOTAL, ASSETS			131,925.50		
<b>H. DEFERRED OUTFLOWS OF RESOURCES</b>					
1) Deferred Outflows of Resources		9490	0.00		
2) TOTAL, DEFERRED OUTFLOWS			0.00		
<b>I. LIABILITIES</b>					
1) Accounts Payable		9500	30.45		
2) Due to Grantor Governments		9590	0.00		
3) Due to Other Funds		9610	0.00		
4) Current Loans		9640	0.00		
5) Unearned Revenue		9650	0.00		
6) TOTAL, LIABILITIES			30.45		
<b>J. DEFERRED INFLOWS OF RESOURCES</b>					
1) Deferred Inflows of Resources		9690	0.00		
2) TOTAL, DEFERRED INFLOWS			0.00		
<b>K. FUND EQUITY</b>					
Ending Fund Balance, June 30					
(G9 + H2) - (I6 + J2)			131,895.05		
<b>FEDERAL REVENUE</b>					
Child Nutrition Programs		8220	930,000.00	903,104.00	-2.9%
Donated Food Commodities		8221	0.00	0.00	0.0%
All Other Federal Revenue		8290	0.00	0.00	0.0%
TOTAL, FEDERAL REVENUE			930,000.00	903,104.00	-2.9%
<b>OTHER STATE REVENUE</b>					
Child Nutrition Programs		8520	60,000.00	59,894.00	-0.2%
All Other State Revenue		8590	0.00	0.00	0.0%
TOTAL, OTHER STATE REVENUE			60,000.00	59,894.00	-0.2%
<b>OTHER LOCAL REVENUE</b>					
Other Local Revenue					
Sales					
Sale of Equipment/Supplies		8631	0.00	0.00	0.0%
Food Service Sales		8634	5,846.00	5,500.00	-5.9%
Leases and Rentals		8650	0.00	0.00	0.0%
Interest		8660	0.00	0.00	0.0%
Net Increase (Decrease) in the Fair Value of Investments		8682	0.00	0.00	0.0%
Fees and Contracts					
Interagency Services		8677	0.00	0.00	0.0%
Other Local Revenue					
All Other Local Revenue		8699	0.00	0.00	0.0%
TOTAL, OTHER LOCAL REVENUE			5,846.00	5,500.00	-5.9%
TOTAL, REVENUES			995,846.00	968,498.00	-2.7%
<b>CERTIFICATED SALARIES</b>					
Certificated Supervisors' and Administrators' Salaries		1300	0.00	0.00	0.0%
Other Certificated Salaries		1900	0.00	0.00	0.0%
TOTAL, CERTIFICATED SALARIES			0.00	0.00	0.0%
<b>CLASSIFIED SALARIES</b>					
Classified Support Salaries		2200	207,147.00	228,974.00	10.5%
Classified Supervisors' and Administrators' Salaries		2300	116,183.00	122,846.00	5.7%
Clerical, Technical and Office Salaries		2400	0.00	0.00	0.0%

Description	Resource Codes	Object Codes	2021-22 Estimated Actuals	2022-23 Budget	Percent Difference
Other Classified Salaries		2900	0.00	0.00	0.0%
TOTAL, CLASSIFIED SALARIES			323,330.00	351,820.00	8.8%
EMPLOYEE BENEFITS					
STRS		3101-3102	0.00	0.00	0.0%
PERS		3201-3202	62,135.00	75,007.00	20.7%
CASDI/Medicare/Alternative		3301-3302	20,468.00	22,891.00	11.8%
Health and Welfare Benefits		3401-3402	11,262.00	15,462.00	37.3%
Unemployment Insurance		3501-3502	1,626.00	1,764.00	8.5%
Workers' Compensation		3601-3602	8,995.00	7,914.00	-12.0%
OPEB, Allocated		3701-3702	0.00	0.00	0.0%
OPEB, Active Employees		3751-3752	0.00	0.00	0.0%
Other Employee Benefits		3901-3902	950.00	950.00	0.0%
TOTAL, EMPLOYEE BENEFITS			105,436.00	123,988.00	17.6%
BOOKS AND SUPPLIES					
Books and Other Reference Materials		4200	0.00	0.00	0.0%
Materials and Supplies		4300	65,000.00	61,242.00	-5.8%
Noncapitalized Equipment		4400	0.00	0.00	0.0%
Food		4700	585,000.00	475,000.00	-18.8%
TOTAL, BOOKS AND SUPPLIES			650,000.00	536,242.00	-17.5%
SERVICES AND OTHER OPERATING EXPENDITURES					
Subagreements for Services		5100	0.00	0.00	0.0%
Travel and Conferences		5200	1,660.00	1,390.00	-17.9%
Dues and Memberships		5300	400.00	843.00	110.8%
Insurance		5400-5450	0.00	0.00	0.0%
Operations and Housekeeping Services		5500	0.00	0.00	0.0%
Rentals, Leases, Repairs, and Noncapitalized Improvements		5600	14,600.00	12,500.00	-14.4%
Transfers of Direct Costs		5710	0.00	0.00	0.0%
Transfers of Direct Costs - Interfund		5750	0.00	0.00	0.0%
Professional/Consulting Services and					
Operating Expenditures		5800	11,235.00	10,800.00	-3.9%
Communications		5900	1,030.00	930.00	-9.7%
TOTAL, SERVICES AND OTHER OPERATING EXPENDITURES			28,945.00	26,453.00	-8.6%
CAPITAL OUTLAY					
Buildings and Improvements of Buildings		6200	0.00	0.00	0.0%
Equipment		6400	0.00	0.00	0.0%
Equipment Replacement		6500	0.00	0.00	0.0%
Lease Assets		6600	0.00	0.00	0.0%
TOTAL, CAPITAL OUTLAY			0.00	0.00	0.0%
OTHER OUTGO (excluding Transfers of Indirect Costs)					
Debt Service					
Debt Service - Interest		7438	0.00	0.00	0.0%
Other Debt Service - Principal		7439	0.00	0.00	0.0%
TOTAL, OTHER OUTGO (excluding Transfers of Indirect Costs)			0.00	0.00	0.0%
OTHER OUTGO - TRANSFERS OF INDIRECT COSTS					
Transfers of Indirect Costs - Interfund		7350	0.00	0.00	0.0%
TOTAL, OTHER OUTGO - TRANSFERS OF INDIRECT COSTS			0.00	0.00	0.0%
TOTAL, EXPENDITURES			1,107,711.00	1,038,503.00	-6.2%
INTERFUND TRANSFERS					
INTERFUND TRANSFERS IN					
From: General Fund		8916	0.00	0.00	0.0%
Other Authorized Interfund Transfers In		8919	0.00	0.00	0.0%
(a) TOTAL, INTERFUND TRANSFERS IN			0.00	0.00	0.0%
INTERFUND TRANSFERS OUT					
Other Authorized Interfund Transfers Out		7619	0.00	0.00	0.0%
(b) TOTAL, INTERFUND TRANSFERS OUT			0.00	0.00	0.0%
OTHER SOURCES/USES					

## PUBLIC HEARING I

27661340000000

Pacific Grove Unified  
MontereyBudget, July 1  
Cafeteria Special Revenue Fund  
Expenditures by ObjectForm 13  
D8BS3T8XB8(2022-23)

Description	Resource Codes	Object Codes	2021-22 Estimated Actuals	2022-23 Budget	Percent Difference
<b>SOURCES</b>					
Other Sources					
Transfers from Funds of					
Lapsed/Reorganized LEAs		8965	0.00	0.00	0.0%
Long-Term Debt Proceeds					
Proceeds from Leases		8972	0.00	0.00	0.0%
All Other Financing Sources		8979	0.00	0.00	0.0%
(c) TOTAL, SOURCES			0.00	0.00	0.0%
<b>USES</b>					
Transfers of Funds from					
Lapsed/Reorganized LEAs		7651	0.00	0.00	0.0%
All Other Financing Uses		7699	0.00	0.00	0.0%
(d) TOTAL, USES			0.00	0.00	0.0%
<b>CONTRIBUTIONS</b>					
Contributions from Unrestricted Revenues		8980	0.00	0.00	0.0%
Contributions from Restricted Revenues		8990	0.00	0.00	0.0%
(e) TOTAL, CONTRIBUTIONS			0.00	0.00	0.0%
<b>TOTAL, OTHER FINANCING SOURCES/USES</b>					
(a - b + c - d + e)			0.00	0.00	0.0%

Description	Function Codes	Object Codes	2021-22 Estimated Actuals	2022-23 Budget	Percent Difference
<b>A. REVENUES</b>					
1) LCFF Sources		8010-8099	0.00	0.00	0.0%
2) Federal Revenue		8100-8299	930,000.00	903,104.00	-2.9%
3) Other State Revenue		8300-8599	60,000.00	59,894.00	-0.2%
4) Other Local Revenue		8600-8799	5,848.00	5,500.00	-5.9%
5) TOTAL, REVENUES			995,848.00	968,498.00	-2.7%
<b>B. EXPENDITURES (Objects 1000-7999)</b>					
1) Instruction	1000-1999		0.00	0.00	0.0%
2) Instruction - Related Services	2000-2999		0.00	0.00	0.0%
3) Pupil Services	3000-3999		1,107,711.00	1,038,503.00	-6.2%
4) Ancillary Services	4000-4999		0.00	0.00	0.0%
5) Community Services	5000-5999		0.00	0.00	0.0%
6) Enterprise	6000-6999		0.00	0.00	0.0%
7) General Administration	7000-7999		0.00	0.00	0.0%
8) Plant Services	8000-8999		0.00	0.00	0.0%
9) Other Outgo	9000-9999	Except 7600-7699	0.00	0.00	0.0%
10) TOTAL, EXPENDITURES			1,107,711.00	1,038,503.00	-6.2%
<b>C. EXCESS (DEFICIENCY) OF REVENUES OVER EXPENDITURES BEFORE OTHER FINANCING SOURCES AND USES (A5 - B10)</b>			(111,865.00)	(70,005.00)	-37.4%
<b>D. OTHER FINANCING SOURCES/USES</b>					
1) Interfund Transfers					
a) Transfers In		8900-8929	0.00	0.00	0.0%
b) Transfers Out		7600-7629	0.00	0.00	0.0%
2) Other Sources/Uses					
a) Sources		8930-8979	0.00	0.00	0.0%
b) Uses		7630-7699	0.00	0.00	0.0%
3) Contributions		8980-8999	0.00	0.00	0.0%
4) TOTAL, OTHER FINANCING SOURCES/USES			0.00	0.00	0.0%
<b>E. NET INCREASE (DECREASE) IN FUND BALANCE (C + D4)</b>			(111,865.00)	(70,005.00)	-37.4%
<b>F. FUND BALANCE, RESERVES</b>					
1) Beginning Fund Balance					
a) As of July 1 - Unaudited		9791	317,148.00	205,283.00	-35.3%
b) Audit Adjustments		9793	0.00	0.00	0.0%
c) As of July 1 - Audited (F1a + F1b)			317,148.00	205,283.00	-35.3%
d) Other Restatements		9795	0.00	0.00	0.0%
e) Adjusted Beginning Balance (F1c + F1d)			317,148.00	205,283.00	-35.3%
2) Ending Balance, June 30 (E + F1e)			205,283.00	135,278.00	-34.1%
Components of Ending Fund Balance					
a) Nonspendable					
Revolving Cash		9711	0.00	0.00	0.0%
Stores		9712	7,814.61	0.00	-100.0%
Prepaid Items		9713	0.00	0.00	0.0%
All Others		9719	0.00	0.00	0.0%
b) Restricted		9740	193,226.39	135,278.00	-30.0%
c) Committed					
Stabilization Arrangements		9750	0.00	0.00	0.0%
Other Commitments (by Resource/Object)		9760	0.00	0.00	0.0%
d) Assigned					
Other Assignments (by Resource/Object)		9780	0.00	0.00	0.0%
e) Unassigned/Unappropriated					
Reserve for Economic Uncertainties		9789	0.00	0.00	0.0%
Unassigned/Unappropriated Amount		9790	4,242.00	0.00	-100.0%



## PUBLIC HEARING I

Pacific Grove Unified  
MontereyBudget, July 1  
Cafeteria Special Revenue Fund  
Restricted Detail27661340000000  
Form 13  
D8BS3T8XB8(2022-23)

Resource	Description	2021-22 Estimated Actuals	2022-23 Budget
5310	Child Nutrition: School Programs (e.g., School Lunch, School Breakfast, Milk, Pregnant & Lactating Students)	193,226.39	135,278.00
Total, Restricted Balance		193,226.39	135,278.00

## PUBLIC HEARING I

Pacific Grove Unified  
MontereyBudget, July 1  
Deferred Maintenance Fund  
Expenditures by Object2766134000000  
Form 14  
D8BS3T8XB8(2022-23)

Description	Resource Codes	Object Codes	2021-22 Estimated Actuals	2022-23 Budget	Percent Difference
<b>A. REVENUES</b>					
1) LCFF Sources		8010-8099	93,372.00	93,372.00	0.0%
2) Federal Revenue		8100-8299	0.00	0.00	0.0%
3) Other State Revenue		8300-8599	0.00	0.00	0.0%
4) Other Local Revenue		8600-8799	500.00	500.00	0.0%
5) TOTAL, REVENUES			93,872.00	93,872.00	0.0%
<b>B. EXPENDITURES</b>					
1) Certificated Salaries		1000-1999	0.00	0.00	0.0%
2) Classified Salaries		2000-2999	0.00	0.00	0.0%
3) Employee Benefits		3000-3999	0.00	0.00	0.0%
4) Books and Supplies		4000-4999	0.00	0.00	0.0%
5) Services and Other Operating Expenditures		5000-5999	46,865.00	25,000.00	-46.7%
6) Capital Outlay		6000-6999	12,000.00	0.00	-100.0%
7) Other Outgo (excluding Transfers of Indirect Costs)		7100-7299,7400-7499	0.00	0.00	0.0%
8) Other Outgo - Transfers of Indirect Costs		7300-7399	0.00	0.00	0.0%
9) TOTAL, EXPENDITURES			58,865.00	25,000.00	-57.5%
<b>C. EXCESS (DEFICIENCY) OF REVENUES OVER EXPENDITURES BEFORE OTHER FINANCING SOURCES AND USES (A5 - B9)</b>			35,007.00	68,872.00	96.7%
<b>D. OTHER FINANCING SOURCES/USES</b>					
1) Interfund Transfers					
a) Transfers In		8900-8929	0.00	0.00	0.0%
b) Transfers Out		7600-7629	0.00	0.00	0.0%
2) Other Sources/Uses					
a) Sources		8930-8979	0.00	0.00	0.0%
b) Uses		7630-7699	0.00	0.00	0.0%
3) Contributions		8980-8999	0.00	0.00	0.0%
4) TOTAL, OTHER FINANCING SOURCES/USES			0.00	0.00	0.0%
<b>E. NET INCREASE (DECREASE) IN FUND BALANCE (C + D4)</b>			35,007.00	68,872.00	96.7%
<b>F. FUND BALANCE, RESERVES</b>					
1) Beginning Fund Balance					
a) As of July 1 - Unaudited		9791	150,142.00	185,149.00	23.3%
b) Audit Adjustments		9793	0.00	0.00	0.0%
c) As of July 1 - Audited (F1a + F1b)			150,142.00	185,149.00	23.3%
d) Other Restatements		9795	0.00	0.00	0.0%
e) Adjusted Beginning Balance (F1c + F1d)			150,142.00	185,149.00	23.3%
2) Ending Balance, June 30 (E + F1e)			185,149.00	254,021.00	37.2%
<b>Components of Ending Fund Balance</b>					
a) Nonspendable					
Revolving Cash		9711	0.00	0.00	0.0%
Stores		9712	0.00	0.00	0.0%
Prepaid Items		9713	0.00	0.00	0.0%
All Others		9719	0.00	0.00	0.0%
b) Restricted		9740	0.00	0.00	0.0%
c) Committed					
Stabilization Arrangements		9750	0.00	0.00	0.0%
Other Commitments		9760	0.00	0.00	0.0%
d) Assigned					
Other Assignments		9780	0.00	254,021.00	New
e) Unassigned/Unappropriated Reserve for Economic Uncertainties		9789	0.00	0.00	0.0%
Unassigned/Unappropriated Amount		9790	185,149.00	0.00	-100.0%
<b>G. ASSETS</b>					
1) Cash					
a) In County Treasury		9110	105,062.68		
1) Fair Value Adjustment to Cash in County Treasury		9111	77.93		
b) In Banks		9120	0.00		
c) In Revolving Cash Account		9130	0.00		
d) With Fiscal Agent/Trustee		9135	0.00		

Description	Resource Codes	Object Codes	2021-22 Estimated Actuals	2022-23 Budget	Percent Difference
e) Collections Awaiting Deposit		9140	0.00		
2) Investments		9150	0.00		
3) Accounts Receivable		9200	0.00		
4) Due from Grantor Government		9290	0.00		
5) Due from Other Funds		9310	0.00		
6) Stores		9320	0.00		
7) Prepaid Expenditures		9330	0.00		
8) Other Current Assets		9340	0.00		
9) TOTAL, ASSETS			105,130.81		
<b>H. DEFERRED OUTFLOWS OF RESOURCES</b>					
1) Deferred Outflows of Resources		9490	0.00		
2) TOTAL, DEFERRED OUTFLOWS			0.00		
<b>I. LIABILITIES</b>					
1) Accounts Payable		9500	0.00		
2) Due to Grantor Governments		9590	0.00		
3) Due to Other Funds		9610	0.00		
4) Current Loans		9640	0.00		
5) Unearned Revenue		9650	0.00		
6) TOTAL, LIABILITIES			0.00		
<b>J. DEFERRED INFLOWS OF RESOURCES</b>					
1) Deferred Inflows of Resources		9690	0.00		
2) TOTAL, DEFERRED INFLOWS			0.00		
<b>K. FUND EQUITY</b>					
Ending Fund Balance, June 30					
(G9 + H2) - (I6 + J2)			105,130.81		
<b>LCFF SOURCES</b>					
LCFF Transfers					
LCFF Transfers - Current Year		8081	93,372.00	93,372.00	0.0%
LCFF/Revenue Limit Transfers - Prior Years		8089	0.00	0.00	0.0%
TOTAL, LCFF SOURCES			93,372.00	93,372.00	0.0%
<b>OTHER STATE REVENUE</b>					
All Other State Revenue		9590	0.00	0.00	0.0%
TOTAL, OTHER STATE REVENUE			0.00	0.00	0.0%
<b>OTHER LOCAL REVENUE</b>					
Other Local Revenue					
Community Redevelopment Funds					
Not Subject to LCFF Deduction		9625	0.00	0.00	0.0%
Sales					
Sale of Equipment/Supplies		8631	0.00	0.00	0.0%
Interest		8660	500.00	500.00	0.0%
Net Increase (Decrease) in the Fair Value of Investments		8662	0.00	0.00	0.0%
Other Local Revenue					
All Other Local Revenue		8699	0.00	0.00	0.0%
All Other Transfers In from All Others		8799	0.00	0.00	0.0%
TOTAL, OTHER LOCAL REVENUE			500.00	500.00	0.0%
<b>TOTAL, REVENUES</b>			93,872.00	93,872.00	0.0%
<b>CLASSIFIED SALARIES</b>					
Classified Support Salaries		2200	0.00	0.00	0.0%
Other Classified Salaries		2900	0.00	0.00	0.0%
TOTAL, CLASSIFIED SALARIES			0.00	0.00	0.0%
<b>EMPLOYEE BENEFITS</b>					
STRS		3101-3102	0.00	0.00	0.0%
PERS		3201-3202	0.00	0.00	0.0%
OASDI/Medicare/Alternative		3301-3302	0.00	0.00	0.0%
Health and Welfare Benefits		3401-3402	0.00	0.00	0.0%
Unemployment Insurance		3501-3502	0.00	0.00	0.0%

Description	Resource Codes	Object Codes	2021-22 Estimated Actuals	2022-23 Budget	Percent Difference
Workers' Compensation		3801-3602	0.00	0.00	0.0%
OPEB, Allocated		3701-3702	0.00	0.00	0.0%
OPEB, Active Employees		3751-3752	0.00	0.00	0.0%
Other Employee Benefits		3901-3902	0.00	0.00	0.0%
TOTAL, EMPLOYEE BENEFITS			0.00	0.00	0.0%
<b>BOOKS AND SUPPLIES</b>					
Books and Other Reference Materials		4200	0.00	0.00	0.0%
Materials and Supplies		4300	0.00	0.00	0.0%
Noncapitalized Equipment		4400	0.00	0.00	0.0%
TOTAL, BOOKS AND SUPPLIES			0.00	0.00	0.0%
<b>SERVICES AND OTHER OPERATING EXPENDITURES</b>					
Subagreements for Services		5100	0.00	0.00	0.0%
Travel and Conferences		5200	0.00	0.00	0.0%
Rentals, Leases, Repairs, and Noncapitalized Improvements		5600	36,865.00	15,000.00	-59.3%
Transfers of Direct Costs		5710	0.00	0.00	0.0%
Transfers of Direct Costs - Interfund		5750	0.00	0.00	0.0%
Professional/Consulting Services and					
Operating Expenditures		5800	10,000.00	10,000.00	0.0%
TOTAL, SERVICES AND OTHER OPERATING EXPENDITURES			46,865.00	25,000.00	-46.7%
<b>CAPITAL OUTLAY</b>					
Land Improvements		6170	12,000.00	0.00	-100.0%
Buildings and Improvements of Buildings		6200	0.00	0.00	0.0%
Equipment		6400	0.00	0.00	0.0%
Equipment Replacement		6500	0.00	0.00	0.0%
Lease Assets		6600	0.00	0.00	0.0%
TOTAL, CAPITAL OUTLAY			12,000.00	0.00	-100.0%
<b>OTHER OUTGO (excluding Transfers of Indirect Costs)</b>					
Debt Service					
Debt Service - Interest		7438	0.00	0.00	0.0%
Other Debt Service - Principal		7439	0.00	0.00	0.0%
TOTAL, OTHER OUTGO (excluding Transfers of Indirect Costs)			0.00	0.00	0.0%
<b>TOTAL, EXPENDITURES</b>			58,865.00	25,000.00	-57.5%
<b>INTERFUND TRANSFERS</b>					
<b>INTERFUND TRANSFERS IN</b>					
Other Authorized Interfund Transfers In		8919	0.00	0.00	0.0%
(a) TOTAL, INTERFUND TRANSFERS IN			0.00	0.00	0.0%
<b>INTERFUND TRANSFERS OUT</b>					
Other Authorized Interfund Transfers Out		7619	0.00	0.00	0.0%
(b) TOTAL, INTERFUND TRANSFERS OUT			0.00	0.00	0.0%
<b>OTHER SOURCES/USES</b>					
<b>SOURCES</b>					
Other Sources					
Transfers from Funds of					
Lapsed/Reorganized LEAs		8965	0.00	0.00	0.0%
Long-Term Debt Proceeds					
Proceeds from Leases		8972	0.00	0.00	0.0%
All Other Financing Sources		8979	0.00	0.00	0.0%
(c) TOTAL, SOURCES			0.00	0.00	0.0%
<b>USES</b>					
Transfers of Funds from					
Lapsed/Reorganized LEAs		7651	0.00	0.00	0.0%
All Other Financing Uses		7699	0.00	0.00	0.0%
(d) TOTAL, USES			0.00	0.00	0.0%
<b>CONTRIBUTIONS</b>					
Contributions from Unrestricted Revenues		8980	0.00	0.00	0.0%
Contributions from Restricted Revenues		8990	0.00	0.00	0.0%

Description	Resource Codes	Object Codes	2021-22 Estimated Actuals	2022-23 Budget	Percent Difference
(e) TOTAL, CONTRIBUTIONS			0.00	0.00	0.0%
TOTAL, OTHER FINANCING SOURCES/USES					
(a - b + c - d + e)			0.00	0.00	0.0%

## PUBLIC HEARING I

Pacific Grove Unified  
MontereyBudget, July 1  
Deferred Maintenance Fund  
Expenditures by Function27661340000000  
Form 14  
D8BS3T8XB8(2022-23)

Description	Function Codes	Object Codes	2021-22 Estimated Actuals	2022-23 Budget	Percent Difference
<b>A. REVENUES</b>					
1) LCFF Sources		8010-8099	93,372.00	93,372.00	0.0%
2) Federal Revenue		8100-8299	0.00	0.00	0.0%
3) Other State Revenue		8300-8599	0.00	0.00	0.0%
4) Other Local Revenue		8600-8799	500.00	500.00	0.0%
5) TOTAL, REVENUES			93,872.00	93,872.00	0.0%
<b>B. EXPENDITURES (Objects 1000-7999)</b>					
1) Instruction	1000-1999		0.00	0.00	0.0%
2) Instruction - Related Services	2000-2999		0.00	0.00	0.0%
3) Pupil Services	3000-3999		0.00	0.00	0.0%
4) Ancillary Services	4000-4999		0.00	0.00	0.0%
5) Community Services	5000-5999		0.00	0.00	0.0%
6) Enterprise	6000-6999		0.00	0.00	0.0%
7) General Administration	7000-7999		0.00	0.00	0.0%
8) Plant Services	8000-8999		58,865.00	25,000.00	-57.5%
9) Other Outgo	9000-9999	Except 7600-7699	0.00	0.00	0.0%
10) TOTAL, EXPENDITURES			58,865.00	25,000.00	-57.5%
<b>C. EXCESS (DEFICIENCY) OF REVENUES OVER EXPENDITURES BEFORE OTHER FINANCING SOURCES AND USES (A5 - B10)</b>			35,007.00	68,872.00	96.7%
<b>D. OTHER FINANCING SOURCES/USES</b>					
1) Interfund Transfers					
a) Transfers In		8900-8929	0.00	0.00	0.0%
b) Transfers Out		7600-7629	0.00	0.00	0.0%
2) Other Sources/Uses					
a) Sources		8930-8979	0.00	0.00	0.0%
b) Uses		7630-7699	0.00	0.00	0.0%
3) Contributions		8980-8999	0.00	0.00	0.0%
4) TOTAL, OTHER FINANCING SOURCES/USES			0.00	0.00	0.0%
<b>E. NET INCREASE (DECREASE) IN FUND BALANCE (C + D4)</b>			35,007.00	68,872.00	96.7%
<b>F. FUND BALANCE, RESERVES</b>					
1) Beginning Fund Balance					
a) As of July 1 - Unaudited		9791	150,142.00	185,149.00	23.3%
b) Audit Adjustments		9793	0.00	0.00	0.0%
c) As of July 1 - Audited (F1a + F1b)			150,142.00	185,149.00	23.3%
d) Other Restatements		9795	0.00	0.00	0.0%
e) Adjusted Beginning Balance (F1c + F1d)			150,142.00	185,149.00	23.3%
2) Ending Balance, June 30 (E + F1e)			185,149.00	254,021.00	37.2%
Components of Ending Fund Balance					
a) Nonspendable					
Revolving Cash		9711	0.00	0.00	0.0%
Stores		9712	0.00	0.00	0.0%
Prepaid Items		9713	0.00	0.00	0.0%
All Others		9719	0.00	0.00	0.0%
b) Restricted		9740	0.00	0.00	0.0%
c) Committed					
Stabilization Arrangements		9750	0.00	0.00	0.0%
Other Commitments (by Resource/Object)		9760	0.00	0.00	0.0%
d) Assigned					
Other Assignments (by Resource/Object)		9780	0.00	254,021.00	New
e) Unassigned/Unappropriated					
Reserve for Economic Uncertainties		9789	0.00	0.00	0.0%
Unassigned/Unappropriated Amount		9790	185,149.00	0.00	-100.0%

Resource	Description	2021-22 Estimated Actuals	2022-23 Budget
Total, Restricted Balance		0.00	0.00



Description	Resource Codes	Object Codes	2021-22 Estimated Actuals	2022-23 Budget	Percent Difference
<b>A. REVENUES</b>					
1) LCFF Sources		8010-8080	0.00	0.00	0.0%
2) Federal Revenue		8100-8299	0.00	0.00	0.0%
3) Other State Revenue		8300-8599	0.00	0.00	0.0%
4) Other Local Revenue		8600-8799	50.00	50.00	0.0%
5) TOTAL, REVENUES			50.00	50.00	0.0%
<b>B. EXPENDITURES</b>					
1) Certificated Salaries		1000-1999	0.00	0.00	0.0%
2) Classified Salaries		2000-2999	0.00	0.00	0.0%
3) Employee Benefits		3000-3999	0.00	0.00	0.0%
4) Books and Supplies		4000-4999	0.00	0.00	0.0%
5) Services and Other Operating Expenditures		5000-5999	0.00	0.00	0.0%
6) Capital Outlay		6000-6999	0.00	0.00	0.0%
7) Other Outgo (excluding Transfers of Indirect Costs)		7100-7299,7400-7499	0.00	0.00	0.0%
8) Other Outgo - Transfers of Indirect Costs		7300-7399	0.00	0.00	0.0%
9) TOTAL, EXPENDITURES			0.00	0.00	0.0%
<b>C. EXCESS (DEFICIENCY) OF REVENUES OVER EXPENDITURES BEFORE OTHER FINANCING SOURCES AND USES (A5 - B9)</b>			50.00	50.00	0.0%
<b>D. OTHER FINANCING SOURCES/USES</b>					
1) Interfund Transfers					
a) Transfers In		8900-8929	0.00	0.00	0.0%
b) Transfers Out		7600-7629	0.00	0.00	0.0%
2) Other Sources/Uses					
a) Sources		8930-8979	0.00	0.00	0.0%
b) Uses		7630-7699	0.00	0.00	0.0%
3) Contributions		8980-8999	0.00	0.00	0.0%
4) TOTAL, OTHER FINANCING SOURCES/USES			0.00	0.00	0.0%
<b>E. NET INCREASE (DECREASE) IN FUND BALANCE (C + D4)</b>			50.00	50.00	0.0%
<b>F. FUND BALANCE, RESERVES</b>					
1) Beginning Fund Balance					
a) As of July 1 - Unaudited		9791	6,294.00	6,344.00	0.8%
b) Audit Adjustments		9793	0.00	0.00	0.0%
c) As of July 1 - Audited (F1a + F1b)			6,294.00	6,344.00	0.8%
d) Other Restatements		9795	0.00	0.00	0.0%
e) Adjusted Beginning Balance (F1c + F1d)			6,294.00	6,344.00	0.8%
2) Ending Balance, June 30 (E + F1e)			6,344.00	6,394.00	0.8%
<b>Components of Ending Fund Balance</b>					
a) Nonspendable					
Revolving Cash		9711	0.00	0.00	0.0%
Stores		9712	0.00	0.00	0.0%
Prepaid Items		9713	0.00	0.00	0.0%
All Others		9719	0.00	0.00	0.0%
b) Restricted		9740	0.00	0.00	0.0%
c) Committed					
Stabilization Arrangements		9750	0.00	0.00	0.0%
Other Commitments		9760	0.00	0.00	0.0%
d) Assigned					
Other Assignments		9780	0.00	6,394.00	New
e) Unassigned/Unappropriated Reserve for Economic Uncertainties		9789	0.00	0.00	0.0%
Unassigned/Unappropriated Amount		9790	6,344.00	0.00	-100.0%
<b>G. ASSETS</b>					
1) Cash					
a) In County Treasury		9110	6,298.88		
1) Fair Value Adjustment to Cash In County Treasury		9111	8.52		
b) In Banks		9120	0.00		
c) In Revolving Cash Account		9130	0.00		
d) With Fiscal Agent/Trustee		9135	0.00		

Description	Resource Codes	Object Codes	2021-22 Estimated Actuals	2022-23 Budget	Percent Difference
a) Collections Awaiting Deposit		9140	0.00		
2) Investments		9150	0.00		
3) Accounts Receivable		9200	0.00		
4) Due from Grantor Government		9290	0.00		
5) Due from Other Funds		9310	0.00		
6) Stores		9320	0.00		
7) Prepaid Expenditures		9330	0.00		
8) Other Current Assets		9340	0.00		
9) TOTAL, ASSETS			6,307.40		
<b>H. DEFERRED OUTFLOWS OF RESOURCES</b>					
1) Deferred Outflows of Resources		9490	0.00		
2) TOTAL, DEFERRED OUTFLOWS			0.00		
<b>I. LIABILITIES</b>					
1) Accounts Payable		9500	0.00		
2) Due to Grantor Governments		9590	0.00		
3) Due to Other Funds		9610	0.00		
4) Current Loans		9640	0.00		
5) Unearned Revenue		9650	0.00		
6) TOTAL, LIABILITIES			0.00		
<b>J. DEFERRED INFLOWS OF RESOURCES</b>					
1) Deferred Inflows of Resources		9690	0.00		
2) TOTAL, DEFERRED INFLOWS			0.00		
<b>K. FUND EQUITY</b>					
Ending Fund Balance, June 30					
(G9 + H2) - (I6 + J2)			6,307.40		
<b>OTHER LOCAL REVENUE</b>					
Other Local Revenue					
Interest		8660	50.00	50.00	0.0%
Net Increase (Decrease) in the Fair Value of Investments		8662	0.00	0.00	0.0%
TOTAL, OTHER LOCAL REVENUE			50.00	50.00	0.0%
TOTAL, REVENUES			50.00	50.00	0.0%
<b>INTERFUND TRANSFERS</b>					
<b>INTERFUND TRANSFERS IN</b>					
From: General Fund/CSSF		8912	0.00	0.00	0.0%
Other Authorized Interfund Transfers In		8919	0.00	0.00	0.0%
(a) TOTAL, INTERFUND TRANSFERS IN			0.00	0.00	0.0%
<b>INTERFUND TRANSFERS OUT</b>					
To: General Fund/CSSF		7612	0.00	0.00	0.0%
To: State School Building Fund/					
County School Facilities Fund		7613	0.00	0.00	0.0%
Other Authorized Interfund Transfers Out		7619	0.00	0.00	0.0%
(b) TOTAL, INTERFUND TRANSFERS OUT			0.00	0.00	0.0%
<b>OTHER SOURCES/USES</b>					
<b>SOURCES</b>					
Other Sources					
Transfers from Funds of					
Lapsed/Reorganized LEAs		8965	0.00	0.00	0.0%
(c) TOTAL, SOURCES			0.00	0.00	0.0%
<b>USES</b>					
Transfers of Funds from					
Lapsed/Reorganized LEAs		7651	0.00	0.00	0.0%
(d) TOTAL, USES			0.00	0.00	0.0%
<b>CONTRIBUTIONS</b>					
Contributions from Restricted Revenues		8990	0.00	0.00	0.0%
(e) TOTAL, CONTRIBUTIONS			0.00	0.00	0.0%
TOTAL, OTHER FINANCING SOURCES/USES					

Description	Resource Codes	Object Codes	2021-22 Estimated Actuals	2022-23 Budget	Percent Difference
(a - b + c - d + e)			0.00	0.00	0.0%

Description	Function Codes	Object Codes	2021-22 Estimated Actuals	2022-23 Budget	Percent Difference
<b>A. REVENUES</b>					
1) LCFF Sources		8010-8099	0.00	0.00	0.0%
2) Federal Revenue		8100-8299	0.00	0.00	0.0%
3) Other State Revenue		8300-8599	0.00	0.00	0.0%
4) Other Local Revenue		8600-8799	50.00	50.00	0.0%
5) TOTAL, REVENUES			50.00	50.00	0.0%
<b>B. EXPENDITURES (Objects 1000-7999)</b>					
1) Instruction	1000-1999		0.00	0.00	0.0%
2) Instruction - Related Services	2000-2999		0.00	0.00	0.0%
3) Pupil Services	3000-3999		0.00	0.00	0.0%
4) Ancillary Services	4000-4999		0.00	0.00	0.0%
5) Community Services	5000-5999		0.00	0.00	0.0%
6) Enterprise	6000-6999		0.00	0.00	0.0%
7) General Administration	7000-7999		0.00	0.00	0.0%
8) Plant Services	8000-8999		0.00	0.00	0.0%
9) Other Outgo	9000-9999	Except 7800-7899	0.00	0.00	0.0%
10) TOTAL, EXPENDITURES			0.00	0.00	0.0%
<b>C. EXCESS (DEFICIENCY) OF REVENUES OVER EXPENDITURES BEFORE OTHER FINANCING SOURCES AND USES (A5 - B10)</b>			50.00	50.00	0.0%
<b>D. OTHER FINANCING SOURCES/USES</b>					
1) Interfund Transfers					
a) Transfers In		8900-8929	0.00	0.00	0.0%
b) Transfers Out		7800-7829	0.00	0.00	0.0%
2) Other Sources/Uses					
a) Sources		8930-8979	0.00	0.00	0.0%
b) Uses		7630-7699	0.00	0.00	0.0%
3) Contributions		8980-8999	0.00	0.00	0.0%
4) TOTAL, OTHER FINANCING SOURCES/USES			0.00	0.00	0.0%
<b>E. NET INCREASE (DECREASE) IN FUND BALANCE (C + D4)</b>			50.00	50.00	0.0%
<b>F. FUND BALANCE, RESERVES</b>					
1) Beginning Fund Balance					
a) As of July 1 - Unaudited		9791	6,294.00	6,344.00	0.8%
b) Audit Adjustments		9793	0.00	0.00	0.0%
c) As of July 1 - Audited (F1a + F1b)			6,294.00	6,344.00	0.8%
d) Other Restatements		9795	0.00	0.00	0.0%
e) Adjusted Beginning Balance (F1c + F1d)			6,294.00	6,344.00	0.8%
2) Ending Balance, June 30 (E + F1e)			6,344.00	6,394.00	0.8%
<b>Components of Ending Fund Balance</b>					
a) Nonspendable					
Revolving Cash		9711	0.00	0.00	0.0%
Stores		9712	0.00	0.00	0.0%
Prepaid Items		9713	0.00	0.00	0.0%
All Others		9719	0.00	0.00	0.0%
b) Restricted		9740	0.00	0.00	0.0%
c) Committed					
Stabilization Arrangements		9750	0.00	0.00	0.0%
Other Commitments (by Resource/Object)		9760	0.00	0.00	0.0%
d) Assigned					
Other Assignments (by Resource/Object)		9780	0.00	6,394.00	New
e) Unassigned/Unappropriated					
Reserve for Economic Uncertainties		9789	0.00	0.00	0.0%
Unassigned/Unappropriated Amount		9790	6,344.00	0.00	-100.0%

Resource	Description	2021-22 Estimated Actuals	2022-23 Budget
Total, Restricted Balance		0.00	0.00

Description	Resource Codes	Object Codes	2021-22 Estimated Actuals	2022-23 Budget	Percent Difference
<b>A. REVENUES</b>					
1) LCFF Sources		8010-8099	0.00	0.00	0.0%
2) Federal Revenue		8100-8299	0.00	0.00	0.0%
3) Other State Revenue		8300-8599	0.00	0.00	0.0%
4) Other Local Revenue		8600-8799	16,200.00	2,500.00	-84.6%
5) TOTAL, REVENUES			16,200.00	2,500.00	-84.6%
<b>B. EXPENDITURES</b>					
1) Certificated Salaries		1000-1999	0.00	0.00	0.0%
2) Classified Salaries		2000-2999	38,127.00	49,411.00	29.6%
3) Employee Benefits		3000-3999	12,903.00	18,004.00	39.5%
4) Books and Supplies		4000-4999	2,609,167.00	988,480.00	-62.1%
5) Services and Other Operating Expenditures		5000-5999	928,254.00	1,324,600.00	42.7%
6) Capital Outlay		6000-6999	2,110,599.00	1,182,500.00	-44.0%
7) Other Outgo (excluding Transfers of Indirect Costs)	7100-7299, 7400-7499		0.00	0.00	0.0%
8) Other Outgo - Transfers of Indirect Costs		7300-7399	0.00	0.00	0.0%
9) TOTAL, EXPENDITURES			5,699,050.00	3,662,895.00	-37.5%
<b>C. EXCESS (DEFICIENCY) OF REVENUES OVER EXPENDITURES BEFORE OTHER FINANCING SOURCES AND USES (A5 - B9)</b>			(5,682,850.00)	(3,560,395.00)	-37.3%
<b>D. OTHER FINANCING SOURCES/USES</b>					
1) Interfund Transfers					
a) Transfers In		8900-8929	0.00	0.00	0.0%
b) Transfers Out		7600-7629	0.00	0.00	0.0%
2) Other Sources/Uses					
a) Sources		8930-8979	0.00	5,871,750.00	New
b) Uses		7630-7699	0.00	0.00	0.0%
3) Contributions		8980-8999	0.00	0.00	0.0%
4) TOTAL, OTHER FINANCING SOURCES/USES			0.00	5,871,750.00	New
<b>E. NET INCREASE (DECREASE) IN FUND BALANCE (C + D4)</b>			(5,682,850.00)	2,311,355.00	-140.7%
<b>F. FUND BALANCE, RESERVES</b>					
1) Beginning Fund Balance					
a) As of July 1 - Unaudited		9701	6,808,840.00	1,125,990.00	-83.5%
b) Audit Adjustments		9793	0.00	0.00	0.0%
c) As of July 1 - Audited (F1a + F1b)			6,808,840.00	1,125,990.00	-83.5%
d) Other Restatements		9795	0.00	0.00	0.0%
e) Adjusted Beginning Balance (F1c + F1d)			6,808,840.00	1,125,990.00	-83.5%
2) Ending Balance, June 30 (E + F1e)			1,125,990.00	3,437,345.00	206.3%
Components of Ending Fund Balance					
a) Nonspendable					
Revolving Cash		9711	0.00	0.00	0.0%
Stores		9712	0.00	0.00	0.0%
Prepaid Items		9713	0.00	0.00	0.0%
All Others		9719	0.00	0.00	0.0%
b) Restricted		9740	1,060,741.00	3,372,096.00	217.9%
c) Committed					
Stabilization Arrangements		9750	0.00	0.00	0.0%
Other Commitments		9760	0.00	0.00	0.0%
d) Assigned					
Other Assignments		9780	0.00	65,249.00	New
e) Unassigned/Unappropriated					
Reserve for Economic Uncertainties		9789	0.00	0.00	0.0%
Unassigned/Unappropriated Amount		9790	65,249.00	0.00	-100.0%
<b>G. ASSETS</b>					
1) Cash					
a) In County Treasury		9110	6,787,355.56		
1) Fair Value Adjustment to Cash in County Treasury		9111	10,205.32		
b) In Banks		9120	0.00		
c) In Revolving Cash Account		9130	0.00		

Description	Resource Codes	Object Codes	2021-22 Estimated Actuals	2022-23 Budget	Percent Difference
d) With Fiscal Agent/Trustee		9135	0.00		
e) Collections Awaiting Deposit		9140	0.00		
2) Investments		9150	0.00		
3) Accounts Receivable		9200	(1.65)		
4) Due from Grantor Government		9290	0.00		
5) Due from Other Funds		9310	0.00		
6) Stores		9320	0.00		
7) Prepaid Expenditures		9330	0.00		
8) Other Current Assets		9340	0.00		
9) TOTAL, ASSETS			6,797,569.23		
<b>H. DEFERRED OUTFLOWS OF RESOURCES</b>					
1) Deferred Outflows of Resources		9490	0.00		
2) TOTAL, DEFERRED OUTFLOWS			0.00		
<b>I. LIABILITIES</b>					
1) Accounts Payable		9500	54.07		
2) Due to Grantor Governments		9590	0.00		
3) Due to Other Funds		9610	0.00		
4) Current Loans		9640	0.00		
5) Unearned Revenue		9650	0.00		
6) TOTAL, LIABILITIES			54.07		
<b>J. DEFERRED INFLOWS OF RESOURCES</b>					
1) Deferred Inflows of Resources		9690	0.00		
2) TOTAL, DEFERRED INFLOWS			0.00		
<b>K. FUND EQUITY</b>					
Ending Fund Balance, June 30 (G9 + H2) - (I5 + J2)			6,797,505.16		
<b>FEDERAL REVENUE</b>					
FEMA		8281	0.00	0.00	0.0%
All Other Federal Revenue		8290	0.00	0.00	0.0%
TOTAL, FEDERAL REVENUE			0.00	0.00	0.0%
<b>OTHER STATE REVENUE</b>					
Tax Relief Subventions					
Restricted Levies - Other					
Homeowners' Exemptions		8575	0.00	0.00	0.0%
Other Subventions/In-Lieu Taxes		8576	0.00	0.00	0.0%
All Other State Revenue		8590	0.00	0.00	0.0%
TOTAL, OTHER STATE REVENUE			0.00	0.00	0.0%
<b>OTHER LOCAL REVENUE</b>					
Other Local Revenue					
County and District Taxes					
Other Restricted Levies					
Secured Roll		8615	0.00	0.00	0.0%
Unsecured Roll		8616	0.00	0.00	0.0%
Prior Years' Taxes		8617	0.00	0.00	0.0%
Supplemental Taxes		8618	0.00	0.00	0.0%
Non-Ad Valorem Taxes					
Parcel Taxes		8621	0.00	0.00	0.0%
Other		8622	0.00	0.00	0.0%
Community Redevelopment Funds Not Subject to LCFF Deduction		8625	0.00	0.00	0.0%
Penalties and Interest from Delinquent Non-LCFF Taxes		8629	0.00	0.00	0.0%
Sales					
Sale of Equipment/Supplies		8631	0.00	0.00	0.0%
Leases and Rentals		8650	0.00	0.00	0.0%
Interest		8660	16,200.00	2,500.00	-84.6%
Net Increase (Decrease) in the Fair Value of Investments		8662	0.00	0.00	0.0%
Other Local Revenue					
All Other Local Revenue		8699	0.00	0.00	0.0%



Description	Resource Codes	Object Codes	2021-22 Estimated Actuals	2022-23 Budget	Percent Difference
All Other Transfers In from All Others		8799	0.00	0.00	0.0%
TOTAL, OTHER LOCAL REVENUE			16,200.00	2,500.00	-84.6%
TOTAL, REVENUES			16,200.00	2,500.00	-84.6%
<b>CLASSIFIED SALARIES</b>					
Classified Support Salaries		2200	0.00	0.00	0.0%
Classified Supervisors' and Administrators' Salaries		2300	0.00	0.00	0.0%
Clerical, Technical and Office Salaries		2400	36,127.00	49,411.00	29.6%
Other Classified Salaries		2900	0.00	0.00	0.0%
TOTAL, CLASSIFIED SALARIES			36,127.00	49,411.00	29.6%
<b>EMPLOYEE BENEFITS</b>					
STRS		3101-3102	0.00	0.00	0.0%
PERS		3201-3202	8,735.00	12,897.00	47.6%
OASDI/Medicare/Alternative		3301-3302	2,917.00	3,781.00	29.6%
Health and Welfare Benefits		3401-3402	0.00	0.00	0.0%
Unemployment Insurance		3501-3502	192.00	248.00	29.2%
Workers' Compensation		3601-3602	1,059.00	1,078.00	1.8%
OPEB, Allocated		3701-3702	0.00	0.00	0.0%
OPEB, Active Employees		3751-3752	0.00	0.00	0.0%
Other Employee Benefits		3901-3902	0.00	0.00	0.0%
TOTAL, EMPLOYEE BENEFITS			12,903.00	18,004.00	39.5%
<b>BOOKS AND SUPPLIES</b>					
Books and Other Reference Materials		4200	0.00	0.00	0.0%
Materials and Supplies		4300	261,500.00	458,480.00	75.3%
Noncapitalized Equipment		4400	2,347,667.00	530,000.00	-77.4%
TOTAL, BOOKS AND SUPPLIES			2,609,167.00	988,480.00	-62.1%
<b>SERVICES AND OTHER OPERATING EXPENDITURES</b>					
Subagreements for Services		5100	0.00	0.00	0.0%
Travel and Conferences		5200	0.00	0.00	0.0%
Insurance		5400-5450	0.00	0.00	0.0%
Operations and Housekeeping Services		5500	0.00	0.00	0.0%
Rentals, Leases, Repairs, and Noncapitalized Improvements		5600	140,000.00	30,000.00	-78.6%
Transfers of Direct Costs		5710	0.00	0.00	0.0%
Transfers of Direct Costs - Interfund		5750	0.00	0.00	0.0%
Professional/Consulting Services and Operating Expenditures		5800	788,254.00	1,294,500.00	64.2%
Communications		5900	0.00	0.00	0.0%
TOTAL, SERVICES AND OTHER OPERATING EXPENDITURES			928,254.00	1,324,500.00	42.7%
<b>CAPITAL OUTLAY</b>					
Land		6100	0.00	0.00	0.0%
Land Improvements		6170	1,291,900.00	105,000.00	-91.9%
Buildings and Improvements of Buildings		6200	300,287.00	645,000.00	114.8%
Books and Media for New School Libraries or Major Expansion of School Libraries		6300	0.00	0.00	0.0%
Equipment		6400	518,412.00	432,500.00	-18.6%
Equipment Replacement		6500	0.00	0.00	0.0%
Lease Assets		6600	0.00	0.00	0.0%
TOTAL, CAPITAL OUTLAY			2,110,599.00	1,182,500.00	-44.0%
<b>OTHER OUTGO (excluding Transfers of Indirect Costs)</b>					
Other Transfers Out					
All Other Transfers Out to All Others		7299	0.00	0.00	0.0%
Debt Service					
Repayment of State School Building Fund Aid - Proceeds from Bonds		7435	0.00	0.00	0.0%
Debt Service - Interest		7438	0.00	0.00	0.0%
Other Debt Service - Principal		7439	0.00	0.00	0.0%
TOTAL, OTHER OUTGO (excluding Transfers of Indirect Costs)			0.00	0.00	0.0%
<b>TOTAL, EXPENDITURES</b>			5,699,050.00	3,662,895.00	-37.5%
<b>INTERFUND TRANSFERS</b>					
INTERFUND TRANSFERS IN					

Description	Resource Codes	Object Codes	2021-22 Estimated Actuals	2022-23 Budget	Percent Difference
Other Authorized Interfund Transfers In		8919	0.00	0.00	0.0%
(a) TOTAL, INTERFUND TRANSFERS IN			0.00	0.00	0.0%
INTERFUND TRANSFERS OUT					
From: All Other Funds To: State School Building Fund/County School Facilities Fund		7613	0.00	0.00	0.0%
Other Authorized Interfund Transfers Out		7619	0.00	0.00	0.0%
(b) TOTAL, INTERFUND TRANSFERS OUT			0.00	0.00	0.0%
OTHER SOURCES/USES					
SOURCES					
Proceeds					
Proceeds from Sale of Bonds		8951	0.00	5,871,750.00	New
Proceeds from Disposal of Capital Assets		8953	0.00	0.00	0.0%
Other Sources					
County School Bldg Aid		8961	0.00	0.00	0.0%
Transfers from Funds of Lapsed/Reorganized LEAs		8966	0.00	0.00	0.0%
Long-Term Debt Proceeds					
Proceeds from Certificates of Participation		8971	0.00	0.00	0.0%
Proceeds from Leases		8972	0.00	0.00	0.0%
Proceeds from Lease Revenue Bonds		8973	0.00	0.00	0.0%
All Other Financing Sources		8979	0.00	0.00	0.0%
(c) TOTAL, SOURCES			0.00	5,871,750.00	New
USES					
Transfers of Funds from Lapsed/Reorganized LEAs		7651	0.00	0.00	0.0%
All Other Financing Uses		7699	0.00	0.00	0.0%
(d) TOTAL, USES			0.00	0.00	0.0%
CONTRIBUTIONS					
Contributions from Unrestricted Revenues		8980	0.00	0.00	0.0%
Contributions from Restricted Revenues		8990	0.00	0.00	0.0%
(e) TOTAL, CONTRIBUTIONS			0.00	0.00	0.0%
TOTAL, OTHER FINANCING SOURCES/USES (a - b + c - d + e)			0.00	5,871,750.00	New

Description	Function Codes	Object Codes	2021-22 Estimated Actuals	2022-23 Budget	Percent Difference
<b>A. REVENUES</b>					
1) LCFF Sources		8010-8099	0.00	0.00	0.0%
2) Federal Revenue		8100-8299	0.00	0.00	0.0%
3) Other State Revenue		8300-8599	0.00	0.00	0.0%
4) Other Local Revenue		8600-8799	16,200.00	2,500.00	-84.6%
5) TOTAL, REVENUES			16,200.00	2,500.00	-84.6%
<b>B. EXPENDITURES (Objects 1000-7999)</b>					
1) Instruction	1000-1999		0.00	0.00	0.0%
2) Instruction - Related Services	2000-2999		0.00	0.00	0.0%
3) Pupil Services	3000-3999		0.00	0.00	0.0%
4) Ancillary Services	4000-4999		0.00	0.00	0.0%
5) Community Services	5000-5999		0.00	0.00	0.0%
6) Enterprise	6000-6999		0.00	0.00	0.0%
7) General Administration	7000-7999		0.00	0.00	0.0%
8) Plant Services	8000-8999		5,699,050.00	3,562,895.00	-37.5%
9) Other Outgo	9000-9999	Except 7600-7699	0.00	0.00	0.0%
10) TOTAL, EXPENDITURES			5,699,050.00	3,562,895.00	-37.5%
<b>C. EXCESS (DEFICIENCY) OF REVENUES OVER EXPENDITURES BEFORE OTHER FINANCING SOURCES AND USES(A5 -B10)</b>			(5,682,850.00)	(3,560,395.00)	-37.3%
<b>D. OTHER FINANCING SOURCES/USES</b>					
1) Interfund Transfers					
a) Transfers In		8900-8929	0.00	0.00	0.0%
b) Transfers Out		7600-7629	0.00	0.00	0.0%
2) Other Sources/Uses					
a) Sources		8930-8979	0.00	5,871,750.00	New
b) Uses		7630-7699	0.00	0.00	0.0%
3) Contributions		8980-8999	0.00	0.00	0.0%
4) TOTAL, OTHER FINANCING SOURCES/USES			0.00	5,871,750.00	New
<b>E. NET INCREASE (DECREASE) IN FUND BALANCE(C + D4)</b>			(5,682,850.00)	2,311,355.00	-140.7%
<b>F. FUND BALANCE, RESERVES</b>					
1) Beginning Fund Balance					
a) As of July 1 - Unaudited		9791	6,808,840.00	1,125,990.00	-83.5%
b) Audit Adjustments		9793	0.00	0.00	0.0%
c) As of July 1 - Audited (F1a + F1b)			6,808,840.00	1,125,990.00	-83.5%
d) Other Restatements		9795	0.00	0.00	0.0%
e) Adjusted Beginning Balance (F1c + F1d)			6,808,840.00	1,125,990.00	-83.5%
2) Ending Balance, June 30 (E + F1e)			1,125,990.00	3,437,345.00	205.3%
<b>Components of Ending Fund Balance</b>					
a) Nonspendable					
Revolving Cash		9711	0.00	0.00	0.0%
Stores		9712	0.00	0.00	0.0%
Prepaid Items		9713	0.00	0.00	0.0%
All Others		9719	0.00	0.00	0.0%
b) Restricted		9740	1,060,741.00	3,372,095.00	217.9%
c) Committed					
Stabilization Arrangements		9750	0.00	0.00	0.0%
Other Commitments (by Resource/Object)		9760	0.00	0.00	0.0%
d) Assigned					
Other Assignments (by Resource/Object)		9780	0.00	65,249.00	New
e) Unassigned/Unappropriated					
Reserve for Economic Uncertainties		9789	0.00	0.00	0.0%
Unassigned/Unappropriated Amount		9790	65,249.00	0.00	-100.0%

Resource	Description	2021-22 Estimated Actuals	2022-23 Budget
9010	Other Restricted Local	1,060,741.00	3,372,086.00
Total, Restricted Balance		1,060,741.00	3,372,086.00

## PUBLIC HEARING I

Pacific Grove Unified  
Monterey

Budget, July 1  
Special Reserve Fund for Capital Outlay Projects  
Expenditures by Object

2766134000000  
Form 40  
D8BS3T8XB8(2022-23)

Description	Resource Codes	Object Codes	2021-22 Estimated Actuals	2022-23 Budget	Percent Difference
<b>A. REVENUES</b>					
1) LCFF Sources		8010-8099	0.00	0.00	0.0%
2) Federal Revenue		8100-8299	0.00	0.00	0.0%
3) Other State Revenue		8300-8599	0.00	0.00	0.0%
4) Other Local Revenue		8600-8799	244,403.00	265,347.00	8.6%
5) TOTAL, REVENUES			244,403.00	265,347.00	8.6%
<b>B. EXPENDITURES</b>					
1) Certificated Salaries		1000-1999	0.00	0.00	0.0%
2) Classified Salaries		2000-2999	0.00	0.00	0.0%
3) Employee Benefits		3000-3999	0.00	0.00	0.0%
4) Books and Supplies		4000-4999	0.00	0.00	0.0%
5) Services and Other Operating Expenditures		5000-5999	0.00	0.00	0.0%
6) Capital Outlay		6000-6999	0.00	0.00	0.0%
7) Other Outgo (excluding Transfers of Indirect Costs)		7100-7299, 7400-7499	117,038.00	119,727.00	2.3%
8) Other Outgo - Transfers of Indirect Costs		7300-7399	0.00	0.00	0.0%
9) TOTAL, EXPENDITURES			117,038.00	119,727.00	2.3%
<b>C. EXCESS (DEFICIENCY) OF REVENUES OVER EXPENDITURES BEFORE OTHER FINANCING SOURCES AND USES (A5 - B9)</b>			127,367.00	145,620.00	14.3%
<b>D. OTHER FINANCING SOURCES/USES</b>					
1) Interfund Transfers					
a) Transfers In		8900-8929	0.00	0.00	0.0%
b) Transfers Out		7500-7529	0.00	0.00	0.0%
2) Other Sources/Uses					
a) Sources		8930-8979	0.00	0.00	0.0%
b) Uses		7530-7599	0.00	0.00	0.0%
3) Contributions		8980-8999	0.00	0.00	0.0%
4) TOTAL, OTHER FINANCING SOURCES/USES			0.00	0.00	0.0%
<b>E. NET INCREASE (DECREASE) IN FUND BALANCE (C + D4)</b>			127,367.00	145,620.00	14.3%
<b>F. FUND BALANCE, RESERVES</b>					
1) Beginning Fund Balance					
a) As of July 1 - Unaudited		9791	348,609.00	475,976.00	36.5%
b) Audit Adjustments		9793	0.00	0.00	0.0%
c) As of July 1 - Audited (F1a + F1b)			348,609.00	475,976.00	36.5%
d) Other Restatements		9795	0.00	0.00	0.0%
e) Adjusted Beginning Balance (F1c + F1d)			348,609.00	475,976.00	36.5%
2) Ending Balance, June 30 (E + F1e)			475,976.00	621,596.00	30.8%
<b>Components of Ending Fund Balance</b>					
a) Nonspendable					
Revolving Cash		9711	0.00	0.00	0.0%
Stores		9712	0.00	0.00	0.0%
Prepaid Items		9713	0.00	0.00	0.0%
All Others		9719	0.00	0.00	0.0%
b) Restricted		9740	0.00	0.00	0.0%
c) Committed					
Stabilization Arrangements		9750	0.00	0.00	0.0%
Other Commitments		9750	0.00	0.00	0.0%
d) Assigned					
Other Assignments		9780	0.00	621,596.00	New
e) Unassigned/Unappropriated					
Reserve for Economic Uncertainties		9789	0.00	0.00	0.0%
Unassigned/Unappropriated Amount		9790	475,976.00	0.00	-100.0%
<b>G. ASSETS</b>					
1) Cash					
a) In County Treasury		9110	414,153.67		
1) Fair Value Adjustment to Cash in County Treasury		9111	415.09		
b) In Banks		9120	0.00		
c) In Revolving Cash Account		9130	0.00		

Description	Resource Codes	Object Codes	2021-22 Estimated Actuals	2022-23 Budget	Percent Difference
d) With Fiscal Agent/Trustee		9135	0.00		
e) Collections Awaiting Deposit		9140	0.00		
2) Investments		9150	0.00		
3) Accounts Receivable		9200	0.00		
4) Due from Grantor Government		9290	0.00		
5) Due from Other Funds		9310	0.00		
6) Stores		9320	0.00		
7) Prepaid Expenditures		9330	0.00		
8) Other Current Assets		9340	0.00		
9) TOTAL, ASSETS			414,568.76		
<b>H. DEFERRED OUTFLOWS OF RESOURCES</b>					
1) Deferred Outflows of Resources		9490	0.00		
2) TOTAL, DEFERRED OUTFLOWS			0.00		
<b>I. LIABILITIES</b>					
1) Accounts Payable		9500	0.00		
2) Due to Grantor Governments		9590	0.00		
3) Due to Other Funds		9610	0.00		
4) Current Loans		9640	0.00		
5) Unearned Revenue		9650	0.00		
6) TOTAL, LIABILITIES			0.00		
<b>J. DEFERRED INFLOWS OF RESOURCES</b>					
1) Deferred Inflows of Resources		9690	0.00		
2) TOTAL, DEFERRED INFLOWS			0.00		
<b>K. FUND EQUITY</b>					
Ending Fund Balance, June 30 (G9 + H2) - (I6 + J2)			414,568.76		
<b>FEDERAL REVENUE</b>					
FEMA		8281	0.00	0.00	0.0%
All Other Federal Revenue		8290	0.00	0.00	0.0%
TOTAL, FEDERAL REVENUE			0.00	0.00	0.0%
<b>OTHER STATE REVENUE</b>					
Pass-Through Revenues from State Sources		8587	0.00	0.00	0.0%
California Clean Energy Jobs Act	8230	8590	0.00	0.00	0.0%
All Other State Revenue	All Other	8590	0.00	0.00	0.0%
TOTAL, OTHER STATE REVENUE			0.00	0.00	0.0%
<b>OTHER LOCAL REVENUE</b>					
Other Local Revenue					
Community Redevelopment Funds Not Subject to LCFF Deduction		8625	0.00	0.00	0.0%
Sales					
Sale of Equipment/Supplies		8631	0.00	0.00	0.0%
Leases and Rentals		8650	243,103.00	264,047.00	8.6%
Interest		8660	1,300.00	1,300.00	0.0%
Net Increase (Decrease) in the Fair Value of Investments		8662	0.00	0.00	0.0%
Other Local Revenue					
All Other Local Revenue		8699	0.00	0.00	0.0%
All Other Transfers In from All Others		8799	0.00	0.00	0.0%
TOTAL, OTHER LOCAL REVENUE			244,403.00	265,347.00	8.6%
TOTAL, REVENUES			244,403.00	265,347.00	8.6%
<b>CLASSIFIED SALARIES</b>					
Classified Support Salaries		2200	0.00	0.00	0.0%
Classified Supervisors' and Administrators' Salaries		2300	0.00	0.00	0.0%
Clerical, Technical and Office Salaries		2400	0.00	0.00	0.0%
Other Classified Salaries		2900	0.00	0.00	0.0%
TOTAL, CLASSIFIED SALARIES			0.00	0.00	0.0%
<b>EMPLOYEE BENEFITS</b>					
STRS		3101-3102	0.00	0.00	0.0%
PERS		3201-3202	0.00	0.00	0.0%

Description	Resource Codes	Object Codes	2021-22 Estimated Actuals	2022-23 Budget	Percent Difference
OASDI/Medicare/Alternative		3301-3302	0.00	0.00	0.0%
Health and Welfare Benefits		3401-3402	0.00	0.00	0.0%
Unemployment Insurance		3501-3502	0.00	0.00	0.0%
Workers' Compensation		3601-3602	0.00	0.00	0.0%
OPEB, Allocated		3701-3702	0.00	0.00	0.0%
OPEB, Active Employees		3751-3752	0.00	0.00	0.0%
Other Employee Benefits		3901-3902	0.00	0.00	0.0%
TOTAL, EMPLOYEE BENEFITS			0.00	0.00	0.0%
<b>BOOKS AND SUPPLIES</b>					
Books and Other Reference Materials		4200	0.00	0.00	0.0%
Materials and Supplies		4300	0.00	0.00	0.0%
Noncapitalized Equipment		4400	0.00	0.00	0.0%
TOTAL, BOOKS AND SUPPLIES			0.00	0.00	0.0%
<b>SERVICES AND OTHER OPERATING EXPENDITURES</b>					
Subagreements for Services		5100	0.00	0.00	0.0%
Travel and Conferences		5200	0.00	0.00	0.0%
Insurance		5400-5450	0.00	0.00	0.0%
Operations and Housekeeping Services		5500	0.00	0.00	0.0%
Rentals, Leases, Repairs, and Noncapitalized Improvements		5600	0.00	0.00	0.0%
Transfers of Direct Costs		5710	0.00	0.00	0.0%
Transfers of Direct Costs - Interfund		5750	0.00	0.00	0.0%
Professional/Consulting Services and Operating Expenditures		5800	0.00	0.00	0.0%
Communications		5900	0.00	0.00	0.0%
TOTAL, SERVICES AND OTHER OPERATING EXPENDITURES			0.00	0.00	0.0%
<b>CAPITAL OUTLAY</b>					
Land		6100	0.00	0.00	0.0%
Land Improvements		6170	0.00	0.00	0.0%
Buildings and Improvements of Buildings		6200	0.00	0.00	0.0%
Books and Media for New School Libraries or Major Expansion of School Libraries		6300	0.00	0.00	0.0%
Equipment		6400	0.00	0.00	0.0%
Equipment Replacement		6500	0.00	0.00	0.0%
Lease Assets		6600	0.00	0.00	0.0%
TOTAL, CAPITAL OUTLAY			0.00	0.00	0.0%
<b>OTHER OUTGO (excluding Transfers of Indirect Costs)</b>					
Other Transfers Out					
Transfers of Pass-Through Revenues					
To Districts or Charter Schools		7211	0.00	0.00	0.0%
To County Offices		7212	0.00	0.00	0.0%
To JPAs		7213	0.00	0.00	0.0%
All Other Transfers Out to All Others		7299	0.00	0.00	0.0%
Debt Service					
Debt Service - Interest		7438	9,678.00	2,691.00	-71.9%
Other Debt Service - Principal		7439	107,468.00	117,036.00	8.9%
TOTAL, OTHER OUTGO (excluding Transfers of Indirect Costs)			117,036.00	119,727.00	2.3%
<b>TOTAL, EXPENDITURES</b>			117,036.00	119,727.00	2.3%
<b>INTERFUND TRANSFERS</b>					
<b>INTERFUND TRANSFERS IN</b>					
To: Special Reserve Fund From: General Fund/CSSF		8912	0.00	0.00	0.0%
Other Authorized Interfund Transfers In		8919	0.00	0.00	0.0%
(a) TOTAL, INTERFUND TRANSFERS IN			0.00	0.00	0.0%
<b>INTERFUND TRANSFERS OUT</b>					
From: Special Reserve Fund To: General Fund/CSSF		7612	0.00	0.00	0.0%
From: All Other Funds To: State School Building Fund/County School Facilities Fund		7613	0.00	0.00	0.0%
Other Authorized Interfund Transfers Out		7619	0.00	0.00	0.0%
(b) TOTAL, INTERFUND TRANSFERS OUT			0.00	0.00	0.0%
<b>OTHER SOURCES/USES</b>					



Description	Resource Codes	Object Codes	2021-22 Estimated Actuals	2022-23 Budget	Percent Difference
<b>SOURCES</b>					
Proceeds					
Proceeds from Disposal of Capital Assets		8953	0.00	0.00	0.0%
Other Sources					
Transfers from Funds of Lapsed/Reorganized LEAs		8965	0.00	0.00	0.0%
Long-Term Debt Proceeds					
Proceeds from Certificates of Participation		8971	0.00	0.00	0.0%
Proceeds from Leases		8972	0.00	0.00	0.0%
Proceeds from Lease Revenue Bonds		8973	0.00	0.00	0.0%
All Other Financing Sources		8979	0.00	0.00	0.0%
(c) TOTAL, SOURCES			0.00	0.00	0.0%
<b>USES</b>					
Transfers of Funds from Lapsed/Reorganized LEAs		7651	0.00	0.00	0.0%
All Other Financing Uses		7689	0.00	0.00	0.0%
(d) TOTAL, USES			0.00	0.00	0.0%
<b>CONTRIBUTIONS</b>					
Contributions from Unrestricted Revenues		8980	0.00	0.00	0.0%
Contributions from Restricted Revenues		8990	0.00	0.00	0.0%
(e) TOTAL, CONTRIBUTIONS			0.00	0.00	0.0%
TOTAL, OTHER FINANCING SOURCES/USES (a - b + c - d + e)			0.00	0.00	0.0%

Description	Function Codes	Object Codes	2021-22 Estimated Actuals	2022-23 Budget	Percent Difference
<b>A. REVENUES</b>					
1) LCFF Sources		8010-8099	0.00	0.00	0.0%
2) Federal Revenue		8100-8299	0.00	0.00	0.0%
3) Other State Revenue		8300-8599	0.00	0.00	0.0%
4) Other Local Revenue		8600-8799	244,403.00	285,347.00	8.6%
5) TOTAL, REVENUES			244,403.00	285,347.00	8.6%
<b>B. EXPENDITURES (Objects 1000-7999)</b>					
1) Instruction	1000-1999		0.00	0.00	0.0%
2) Instruction - Related Services	2000-2999		0.00	0.00	0.0%
3) Pupil Services	3000-3999		0.00	0.00	0.0%
4) Ancillary Services	4000-4999		0.00	0.00	0.0%
5) Community Services	5000-5999		0.00	0.00	0.0%
6) Enterprise	6000-6999		0.00	0.00	0.0%
7) General Administration	7000-7999		0.00	0.00	0.0%
8) Plant Services	8000-8999		0.00	0.00	0.0%
9) Other Outgo	9000-9999	Except 7600-7699	117,036.00	119,727.00	2.3%
10) TOTAL, EXPENDITURES			117,036.00	119,727.00	2.3%
<b>C. EXCESS (DEFICIENCY) OF REVENUES OVER EXPENDITURES BEFORE OTHER FINANCING SOURCES AND USES(A5 - B10)</b>			127,367.00	145,620.00	14.3%
<b>D. OTHER FINANCING SOURCES/USES</b>					
1) Interfund Transfers					
a) Transfers In		8900-8929	0.00	0.00	0.0%
b) Transfers Out		7600-7629	0.00	0.00	0.0%
2) Other Sources/Uses					
a) Sources		8930-8979	0.00	0.00	0.0%
b) Uses		7630-7699	0.00	0.00	0.0%
3) Contributions		8980-8999	0.00	0.00	0.0%
4) TOTAL, OTHER FINANCING SOURCES/USES			0.00	0.00	0.0%
<b>E. NET INCREASE (DECREASE) IN FUND BALANCE(C + D4)</b>			127,367.00	145,620.00	14.3%
<b>F. FUND BALANCE, RESERVES</b>					
1) Beginning Fund Balance					
a) As of July 1 - Unaudited		9791	348,609.00	475,978.00	36.5%
b) Audit Adjustments		9793	0.00	0.00	0.0%
c) As of July 1 - Audited (F1a + F1b)			348,609.00	475,978.00	36.5%
d) Other Restatements		9795	0.00	0.00	0.0%
e) Adjusted Beginning Balance (F1c + F1d)			348,609.00	475,978.00	36.5%
2) Ending Balance, June 30 (E + F1e)			475,975.00	621,596.00	30.6%
Components of Ending Fund Balance					
a) Nonspendable					
Revolving Cash		9711	0.00	0.00	0.0%
Stores		9712	0.00	0.00	0.0%
Prepaid Items		9713	0.00	0.00	0.0%
All Others		9719	0.00	0.00	0.0%
b) Restricted		9740	0.00	0.00	0.0%
c) Committed					
Stabilization Arrangements		9750	0.00	0.00	0.0%
Other Commitments (by Resource/Object)		9780	0.00	0.00	0.0%
d) Assigned					
Other Assignments (by Resource/Object)		9780	0.00	621,596.00	New
e) Unassigned/Unappropriated					
Reserve for Economic Uncertainties		9789	0.00	0.00	0.0%
Unassigned/Unappropriated Amount		9790	475,975.00	0.00	-100.0%

# PUBLIC HEARING I

Pacific Grove Unified  
Monterey

Budget, July 1  
Special Reserve Fund for Capital Outlay Projects  
Restricted Detail

27661340000000  
Form 40  
D8BS3T8XB8(2022-23)

Resource	Description	2021-22 Estimated Actuals	2022-23 Budget
Total, Restricted Balance		0.00	0.00

Description	2021-22 Estimated Actuals			2022-23 Budget		
	P-2 ADA	Annual ADA	Funded ADA	Estimated P-2 ADA	Estimated Annual ADA	Estimated Funded ADA
<b>A. DISTRICT</b>						
<b>1. Total District Regular ADA</b>						
Includes Opportunity Classes, Home & Hospital, Special Day Class, Continuation Education, Special Education NPS/LCI and Extended Year, and Community Day School (Includes Necessary Small School ADA)	1,555.66	1,555.66	1,555.66	1,633.44	1,633.44	1,633.44
<b>2. Total Basic Aid Choice/Court Ordered Voluntary Pupil Transfer Regular ADA</b>						
Includes Opportunity Classes, Home & Hospital, Special Day Class, Continuation Education, Special Education NPS/LCI and Extended Year, and Community Day School (ADA not included in Line A1 above)	0.00	0.00	0.00	0.00	0.00	0.00
<b>3. Total Basic Aid Open Enrollment Regular ADA</b>						
Includes Opportunity Classes, Home & Hospital, Special Day Class, Continuation Education, Special Education NPS/LCI and Extended Year, and Community Day School (ADA not included in Line A1 above)	.85	.85	.85	.85	.85	.85
<b>4. Total, District Regular ADA (Sum of Lines A1 through A3)</b>	1,556.51	1,556.51	1,556.51	1,634.29	1,634.29	1,634.29
<b>5. District Funded County Program ADA</b>						
a. County Community Schools						
b. Special Education-Special Day Class	.17	.95	.95	.95	.95	.95
c. Special Education-NPS/LCI	0.00	0.00	0.00	0.00	0.00	0.00
d. Special Education Extended Year	0.00	0.00	0.00	0.00	0.00	0.00
e. Other County Operated Programs: Opportunity Schools and Full Day Opportunity Classes, Specialized Secondary Schools	0.00	0.00	0.00	0.00	0.00	0.00
f. County School Tuition Fund (Out of State Tuition) [EC 2000 and 46380]	0.00	0.00	0.00	0.00	0.00	0.00
<b>g. Total, District Funded County Program ADA (Sum of Lines A5a through A5f)</b>	.17	.95	.95	.95	.95	.95

Description	2021-22 Estimated Actuals			2022-23 Budget		
	P-2 ADA	Annual ADA	Funded ADA	Estimated P-2 ADA	Estimated Annual ADA	Estimated Funded ADA
6. TOTAL DISTRICT ADA (Sum of Line A4 and Line A5g)	1,556.68	1,557.46	1,557.46	1,635.24	1,635.24	1,635.24
7. Adults in Correctional Facilities	0.00	0.00	0.00	0.00	0.00	0.00
8. Charter School ADA (Enter Charter School ADA using Tab C. Charter School ADA)						

Description	2021-22 Estimated Actuals			2022-23 Budget		
	P-2 ADA	Annual ADA	Funded ADA	Estimated P-2 ADA	Estimated Annual ADA	Estimated Funded ADA
<b>B. COUNTY OFFICE OF EDUCATION</b>						
<b>1. County Program Alternative Education Grant ADA</b>						
a. County Group Home and Institution Pupils						
b. Juvenile Halls, Homes, and Camps						
c. Probation Referred, On Probation or Parole, Expelled per EC 48915(a) or (c) [EC 2574(c) (4)(A)]						
d. Total, County Program Alternative Education ADA (Sum of Lines B1a through B1c)	0.00	0.00	0.00	0.00	0.00	0.00
<b>2. District Funded County Program ADA</b>						
a. County Community Schools						
b. Special Education-Special Day Class						
c. Special Education-NPS/LCI						
d. Special Education Extended Year						
e. Other County Operated Programs: Opportunity Schools and Full Day Opportunity Classes, Specialized Secondary Schools						
f. County School Tuition Fund(Out of State Tuition) [EC 2000 and 46380]						
g. Total, District Funded County Program ADA (Sum of Lines B2a through B2f)	0.00	0.00	0.00	0.00	0.00	0.00
<b>3. TOTAL COUNTY OFFICE ADA (Sum of Lines B1d and B2g)</b>	0.00	0.00	0.00	0.00	0.00	0.00
<b>4. Adults in Correctional Facilities</b>						
<b>5. County Operations Grant ADA</b>						
<b>6. Charter School ADA (Enter Charter School ADA using Tab C. Charter School ADA)</b>						

Description	2021-22 Estimated Actuals			2022-23 Budget		
	P-2 ADA	Annual ADA	Funded ADA	Estimated P-2 ADA	Estimated Annual ADA	Estimated Funded ADA
<b>C. CHARTER SCHOOL ADA</b>						
Authorizing LEAs reporting charter school SACS financial data in their Fund 01, 09, or 62 use this worksheet to report ADA for those charter schools.						
Charter schools reporting SACS financial data separately from their authorizing LEAs in Fund 01 or Fund 62 use this worksheet to report their ADA.						
<b>FUND 01: Charter School ADA corresponding to SACS financial data reported in Fund 01.</b>						
<b>1. Total Charter School Regular ADA</b>						
<b>2. Charter School County Program Alternative Education ADA</b>						
a. County Group Home and Institution Pupils						
b. Juvenile Halls, Homes, and Camps						
c. Probation Referred, On Probation or Parole, Expelled per EC 48915(a) or (c) [EC 2574(c) (4)(A)]						
<b>d. Total, Charter School County Program Alternative Education ADA (Sum of Lines C2a through C2c)</b>	0.00	0.00	0.00	0.00	0.00	0.00
<b>3. Charter School Funded County Program ADA</b>						
a. County Community Schools						
b. Special Education-Special Day Class						
c. Special Education-NPS/LCI						
d. Special Education Extended Year						
e. Other County Operated Programs: Opportunity Schools and Full Day Opportunity Classes, Specialized Secondary Schools						
<b>f. Total, Charter School Funded County Program ADA (Sum of Lines C3a through C3e)</b>	0.00	0.00	0.00	0.00	0.00	0.00
<b>4. TOTAL CHARTER SCHOOL ADA (Sum of Lines C1, C2d, and C3f)</b>	0.00	0.00	0.00	0.00	0.00	0.00
<b>FUND 09 or 62: Charter School ADA corresponding to SACS financial data reported in Fund 09 or Fund 62.</b>						
<b>5. Total Charter School Regular ADA</b>						
<b>6. Charter School County Program Alternative Education ADA</b>						
a. County Group Home and Institution Pupils						
b. Juvenile Halls, Homes, and Camps						
c. Probation Referred, On Probation or Parole, Expelled per EC 48915(a) or (c) [EC 2574(c) (4)(A)]						



Description	2021-22 Estimated Actuals			2022-23 Budget		
	P-2 ADA	Annual ADA	Funded ADA	Estimated P-2 ADA	Estimated Annual ADA	Estimated Funded ADA
d. Total, Charter School County Program Alternative Education ADA (Sum of Lines C6a through C6c)	0.00	0.00	0.00	0.00	0.00	0.00
<b>7. Charter School Funded County Program ADA</b>						
a. County Community Schools						
b. Special Education-Special Day Class						
c. Special Education-NPS/LCI						
d. Special Education Extended Year						
e. Other County Operated Programs: Opportunity Schools and Full Day Opportunity Classes, Specialized Secondary Schools						
<b>f. Total, Charter School Funded County Program ADA (Sum of Lines C7a through C7e)</b>	0.00	0.00	0.00	0.00	0.00	0.00
<b>8. TOTAL CHARTER SCHOOL ADA (Sum of Lines C5, C6d, and C7f)</b>	0.00	0.00	0.00	0.00	0.00	0.00
<b>9. TOTAL CHARTER SCHOOL ADA Reported In Fund 01, 09, or 62 (Sum of Lines C4 and C8)</b>	0.00	0.00	0.00	0.00	0.00	0.00

Description	Object Codes	2022-23 Budget (Form 01) (A)	% Change (Cols. C-A/A) (B)	2023-24 Projection (C)	% Change (Cols. E-C/C) (D)	2024-25 Projection (E)
(Enter projections for subsequent years 1 and 2 in Columns C and E; current year - Column A - is extracted)						
<b>A. REVENUES AND OTHER FINANCING SOURCES</b>						
1. LCFF/Revenue Limit Sources	8010-8099	34,708,830.00	3.85%	36,042,946.00	3.72%	37,384,413.00
2. Federal Revenues	8100-8299	50,000.00	0.00%	50,000.00	0.00%	50,000.00
3. Other State Revenues	8300-8599	367,231.00	0.05%	367,398.00	0.02%	367,484.00
4. Other Local Revenues	8600-8799	132,156.00	0.00%	132,156.00	0.00%	132,156.00
5. Other Financing Sources						
a. Transfers In	8900-8929	0.00	0.00%	0.00	0.00%	0.00
b. Other Sources	8930-8979	0.00	0.00%	0.00	0.00%	0.00
c. Contributions	8980-8999	(8,344,248.00)	0.00%	(8,344,248.00)	0.00%	(8,344,248.00)
6. Total (Sum lines A1 thru A6c)		28,911,769.00	4.62%	30,248,262.00	4.44%	31,589,806.00
<b>B. EXPENDITURES AND OTHER FINANCING USES</b>						
1. Certificated Salaries						
a. Base Salaries				15,065,147.00		15,304,539.00
b. Step & Column Adjustment				239,392.00		229,417.00
c. Cost-of-Living Adjustment				0.00		0.00
d. Other Adjustments				0.00		0.00
e. Total Certificated Salaries (Sum lines B1a thru B1d)	1000-1999	15,065,147.00	1.59%	15,304,539.00	1.50%	16,533,956.00
2. Classified Salaries						
a. Base Salaries				5,013,028.00		5,099,325.00
b. Step & Column Adjustment				86,297.00		84,279.00
c. Cost-of-Living Adjustment				0.00		0.00
d. Other Adjustments				0.00		0.00
e. Total Classified Salaries (Sum lines B2a thru B2d)	2000-2999	5,013,028.00	1.72%	5,099,325.00	1.65%	5,183,604.00
3. Employee Benefits	3000-3999	6,596,653.00	-2.27%	6,446,581.00	0.22%	6,460,839.00
4. Books and Supplies	4000-4999	587,776.00	0.50%	580,715.00	0.75%	595,168.00
5. Services and Other Operating Expenditures	5000-5999	2,405,501.00	4.10%	2,504,009.00	4.19%	2,608,995.00
6. Capital Outlay	6000-6999	0.00	0.00%	(165,922.00)	-3.01%	(180,922.00)
7. Other Outgo (excluding Transfers of Indirect Costs)	7100-7299, 7400-7499	0.00	0.00%	0.00	0.00%	0.00
8. Other Outgo - Transfers of Indirect Costs	7300-7399	(200,922.00)	-100.00%	0.00	0.00%	0.00
9. Other Financing Uses						
a. Transfers Out	7600-7629	19,635.00	-100.00%	0.00	0.00%	0.00
b. Other Uses	7630-7699	0.00	0.00%	0.00	0.00%	0.00
10. Other Adjustments (Explain in Section F below)				0.00		0.00
11. Total (Sum lines B1 thru B10)		29,486,816.00	0.99%	29,779,247.00	1.48%	30,221,440.00

Description	Object Codes	2022-23 Budget (Form 01) (A)	% Change (Cols. C-A/A) (B)	2023-24 Projection (C)	% Change (Cols. E-C/C) (D)	2024-25 Projection (E)
<b>C. NET INCREASE (DECREASE) IN FUND BALANCE</b>						
(Line A6 minus line B11)						
		(575,049.00)		469,005.00		1,368,365.00
<b>D. FUND BALANCE</b>						
1. Net Beginning Fund Balance (Form 01, line F1e)		5,042,913.01		4,467,864.01		4,936,869.01
2. Ending Fund Balance (Sum lines C and D1)		4,467,864.01		4,936,869.01		6,305,234.01
3. Components of Ending Fund Balance						
a. Nonspendable	9710-9719	0.00		5,000.00		5,000.00
b. Restricted	9740					
c. Committed						
1. Stabilization Arrangements	9750	0.00		0.00		0.00
2. Other Commitments	9760	0.00		0.00		0.00
d. Assigned	9780	0.00		0.00		0.00
e. Unassigned/Unappropriated						
1. Reserve for Economic Uncertainties	9789	0.00		0.00		0.00
2. Unassigned/Unappropriated	9790	4,467,864.01		4,931,869.01		6,300,234.01
f. Total Components of Ending Fund Balance (Line D3f must agree with line D2)		4,467,864.01		4,936,869.01		6,305,234.01
<b>E. AVAILABLE RESERVES</b>						
1. General Fund						
a. Stabilization Arrangements	9750	0.00		0.00		0.00
b. Reserve for Economic Uncertainties	9789	0.00		0.00		0.00
c. Unassigned/Unappropriated	9790	4,467,864.01		4,931,869.01		6,300,234.01
(Enter reserve projections for subsequent years 1 and 2 in Columns C and E; current year - Column A - is extracted.)						
2. Special Reserve Fund - Noncapital Outlay (Fund 17)						
a. Stabilization Arrangements	9750			0.00		0.00
b. Reserve for Economic Uncertainties	9789			0.00		0.00
c. Unassigned/Unappropriated	9790			0.00		0.00
3. Total Available Reserves (Sum lines E1a thru E2c)		4,467,864.01		4,931,869.01		6,300,234.01
<b>F. ASSUMPTIONS</b>						

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

Description	Object Codes	2022-23 Budget (Form 01) (A)	% Change (Cols. C-A/A) (B)	2023-24 Projection (C)	% Change (Cols. E-C/C) (D)	2024-25 Projection (E)
(Enter projections for subsequent years 1 and 2 in Columns C and E; current year - Column A - is extracted)						
<b>A. REVENUES AND OTHER FINANCING SOURCES</b>						
1. LCFF/Revenue Limit Sources	8010-8099	0.00	0.00%	0.00	0.00%	0.00
2. Federal Revenues	8100-8299	1,065,942.00	0.38%	1,069,981.00	0.38%	1,074,052.00
3. Other State Revenues	8300-8599	1,913,408.00	0.00%	1,913,388.00	1.00%	1,932,485.00
4. Other Local Revenues	8600-8799	1,584,098.00	0.00%	1,584,098.00	0.00%	1,584,098.00
6. Other Financing Sources						
a. Transfers In	8900-8929	0.00	0.00%	0.00	0.00%	0.00
b. Other Sources	8930-8979	0.00	0.00%	0.00	0.00%	0.00
c. Contributions	8980-8999	6,344,248.00	0.00%	6,344,248.00	0.00%	6,344,248.00
6. Total (Sum lines A1 thru A5c)		10,907,694.00	0.04%	10,911,713.00	0.21%	10,934,883.00
<b>B. EXPENDITURES AND OTHER FINANCING USES</b>						
1. Certificated Salaries						
a. Base Salaries				3,420,525.00		3,475,077.00
b. Step & Column Adjustment				54,552.00		48,953.00
c. Cost-of-Living Adjustment				0.00		0.00
d. Other Adjustments				0.00		0.00
e. Total Certificated Salaries (Sum lines B1a thru B1d)	1000-1999	3,420,525.00	1.59%	3,475,077.00	1.41%	3,524,030.00
2. Classified Salaries						
a. Base Salaries				2,785,685.00		2,835,093.00
b. Step & Column Adjustment				49,408.00		49,007.00
c. Cost-of-Living Adjustment				0.00		0.00
d. Other Adjustments				0.00		0.00
e. Total Classified Salaries (Sum lines B2a thru B2d)	2000-2999	2,785,685.00	1.77%	2,835,093.00	1.73%	2,884,100.00
3. Employee Benefits	3000-3999	3,720,274.00	-1.48%	3,665,292.00	-0.10%	3,661,701.00
4. Books and Supplies	4000-4999	407,490.00	0.50%	409,527.00	0.50%	411,575.00
5. Services and Other Operating Expenditures	5000-5999	349,801.00	0.55%	351,711.00	0.62%	353,885.00
6. Capital Outlay	6000-6999	0.00	0.00%	238,919.00	0.00%	238,919.00
7. Other Outgo (excluding Transfers of Indirect Costs)	7100-7299, 7400-7499	138,119.00	-100.00%	0.00	0.00%	0.00
8. Other Outgo - Transfers of Indirect Costs	7300-7399	100,800.00	-100.00%	0.00	0.00%	0.00
9. Other Financing Uses						
a. Transfers Out	7600-7629	0.00	0.00%	0.00	0.00%	0.00
b. Other Uses	7830-7899	0.00	0.00%	0.00	0.00%	0.00
10. Other Adjustments (Explain in Section F below)				0.00		0.00
11. Total (Sum lines B1 thru B10)		10,922,694.00	0.48%	10,976,619.00	0.90%	11,074,210.00

Description	Object Codes	2022-23 Budget (Form 01) (A)	% Change (Cols. C-A/A) (B)	2023-24 Projection (C)	% Change (Cols. E-C/C) (D)	2024-25 Projection (E)
<b>C. NET INCREASE (DECREASE) IN FUND BALANCE</b>						
(Line A6 minus line B11)		(15,000.00)		(63,806.00)		(139,327.00)
<b>D. FUND BALANCE</b>						
1. Net Beginning Fund Balance (Form 01, line F1e)		505,374.00		490,374.00		426,468.00
2. Ending Fund Balance (Sum lines C and D1)		490,374.00		426,468.00		287,141.00
3. Components of Ending Fund Balance						
a. Nonspendable	9710-9719	0.00		0.00		0.00
b. Restricted	9740	490,374.00		426,468.00		287,141.00
c. Committed						
1. Stabilization Arrangements	9750	0.00				
2. Other Commitments	9760	0.00				
d. Assigned	9780	0.00				
e. Unassigned/Unappropriated						
1. Reserve for Economic Uncertainties	9789	0.00				
2. Unassigned/Unappropriated	9790	0.00		0.00		0.00
f. Total Components of Ending Fund Balance						
(Line D3f must agree with line D2)		490,374.00		426,468.00		287,141.00
<b>E. AVAILABLE RESERVES</b>						
1. General Fund						
a. Stabilization Arrangements	9750	0.00				
b. Reserve for Economic Uncertainties	9789	0.00				
c. Unassigned/Unappropriated	9790					
(Enter reserve projections for subsequent years 1 and 2 in Columns C and E; current year - Column A - is extracted.)						
2. Special Reserve Fund - Noncapital Outlay (Fund 17)						
a. Stabilization Arrangements	9750					
b. Reserve for Economic Uncertainties	9789					
c. Unassigned/Unappropriated	9790					
3. Total Available Reserves (Sum lines E1a thru E2c)						

**F. ASSUMPTIONS**

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

Description	Object Codes	2022-23 Budget (Form 01) (A)	% Change (Cols. C-A/A) (B)	2023-24 Projection (C)	% Change (Cols. E-C/C) (D)	2024-25 Projection (E)
(Enter projections for subsequent years 1 and 2 in Columns C and E; current year - Column A - is extracted)						
<b>A. REVENUES AND OTHER FINANCING SOURCES</b>						
1. LCFF/Revenue Limit Sources	8010-8099	34,706,630.00	3.85%	36,042,946.00	3.72%	37,384,413.00
2. Federal Revenues	8100-8299	1,115,942.00	0.36%	1,119,981.00	0.36%	1,124,052.00
3. Other State Revenues	8300-8599	2,280,637.00	0.01%	2,280,784.00	0.84%	2,299,869.00
4. Other Local Revenues	8600-8799	1,718,254.00	0.00%	1,718,264.00	0.00%	1,718,254.00
5. Other Financing Sources						
a. Transfers In	8900-8929	0.00	0.00%	0.00	0.00%	0.00
b. Other Sources	8930-8979	0.00	0.00%	0.00	0.00%	0.00
c. Contributions	8980-8999	0.00	0.00%	0.00	0.00%	0.00
6. Total (Sum lines A1 thru A5c)		39,819,463.00	3.37%	41,159,965.00	3.32%	42,524,688.00
<b>B. EXPENDITURES AND OTHER FINANCING USES</b>						
1. Certificated Salaries						
a. Base Salaries				18,485,672.00		18,779,616.00
b. Step & Column Adjustment				293,944.00		278,370.00
c. Cost-of-Living Adjustment				0.00		0.00
d. Other Adjustments				0.00		0.00
e. Total Certificated Salaries (Sum lines B1a thru B1d)	1000-1999	18,485,672.00	1.59%	18,779,616.00	1.48%	19,057,986.00
2. Classified Salaries						
a. Base Salaries				7,798,713.00		7,934,418.00
b. Step & Column Adjustment				135,705.00		133,286.00
c. Cost-of-Living Adjustment				0.00		0.00
d. Other Adjustments				0.00		0.00
e. Total Classified Salaries (Sum lines B2a thru B2d)	2000-2999	7,798,713.00	1.74%	7,934,418.00	1.68%	8,067,704.00
3. Employee Benefits	3000-3999	10,316,927.00	-1.99%	10,111,873.00	0.10%	10,122,340.00
4. Books and Supplies	4000-4999	995,266.00	0.50%	1,000,242.00	0.65%	1,006,743.00
5. Services and Other Operating Expenditures	5000-5999	2,755,302.00	3.64%	2,855,720.00	3.75%	2,962,880.00
6. Capital Outlay	6000-6999	0.00	0.00%	72,997.00	6.85%	77,997.00
7. Other Outgo (excluding Transfers of Indirect Costs)	7100-7299, 7400-7499	138,119.00	-100.00%	0.00	0.00%	0.00
8. Other Outgo - Transfers of Indirect Costs	7300-7399	(100,122.00)	-100.00%	0.00	0.00%	0.00
9. Other Financing Uses						
a. Transfers Out	7600-7629	19,635.00	-100.00%	0.00	0.00%	0.00
b. Other Uses	7630-7699	0.00	0.00%	0.00	0.00%	0.00
10. Other Adjustments				0.00		0.00
11. Total (Sum lines B1 thru B10)		40,409,512.00	0.85%	40,754,866.00	1.33%	41,295,650.00
<b>C. NET INCREASE (DECREASE) IN FUND BALANCE</b>						

Description	Object Codes	2022-23 Budget (Form 01) (A)	% Change (Cols. C-A/A) (B)	2023-24 Projection (C)	% Change (Cols. E-C/C) (D)	2024-25 Projection (E)
(Line A6 minus line B11)		(590,049.00)		405,099.00		1,229,038.00
<b>D. FUND BALANCE</b>						
1. Net Beginning Fund Balance (Form 01, line F1e)		5,548,287.01		4,958,238.01		5,363,337.01
2. Ending Fund Balance (Sum lines C and D1)		4,958,238.01		5,363,337.01		6,592,375.01
3. Components of Ending Fund Balance						
a. Nonspendable	9710-9719	0.00		5,000.00		5,000.00
b. Restricted	9740	490,374.00		428,468.00		287,141.00
c. Committed						
1. Stabilization Arrangements	9750	0.00		0.00		0.00
2. Other Commitments	9760	0.00		0.00		0.00
d. Assigned	9780	0.00		0.00		0.00
e. Unassigned/Unappropriated						
1. Reserve for Economic Uncertainties	9789	0.00		0.00		0.00
2. Unassigned/Unappropriated	9790	4,467,864.01		4,931,869.01		6,300,234.01
f. Total Components of Ending Fund Balance  (Line D3f must agree with line D2)		4,958,238.01		5,363,337.01		6,592,375.01
<b>E. AVAILABLE RESERVES</b>						
1. General Fund						
a. Stabilization Arrangements	9750	0.00		0.00		0.00
b. Reserve for Economic Uncertainties	9789	0.00		0.00		0.00
c. Unassigned/Unappropriated	9790	4,467,864.01		4,931,869.01		6,300,234.01
d. Negative Restricted Ending Balances  (Negative resources 2000- 9999)	979Z			0.00		0.00
2. Special Reserve Fund - Noncapital Outlay (Fund 17)						
a. Stabilization Arrangements	9750	0.00		0.00		0.00
b. Reserve for Economic Uncertainties	9789	0.00		0.00		0.00
c. Unassigned/Unappropriated	9790	0.00		0.00		0.00
3. Total Available Reserves - by Amount (Sum lines E1a thru E2c)		4,467,864.01		4,931,869.01		6,300,234.01
4. Total Available Reserves - by Percent (Line E3 divided by Line F3c)		11.06%		12.10%		15.26%
<b>F. RECOMMENDED RESERVES</b>						
1. Special Education Pass-through Exclusions  For districts that serve as the administrative unit (AU) of a special education local plan area (SELPA):						

Description	Object Codes	2022-23 Budget (Form 01) (A)	% Change (Cols. C-A/A) (B)	2023-24 Projection (C)	% Change (Cols. E-C/C) (D)	2024-25 Projection (E)
a. Do you choose to exclude from the reserve calculation the pass-through funds distributed to SELPA members?	No					
b. If you are the SELPA AU and are excluding special education pass-through funds:						
1. Enter the name(s) of the SELPA(s): Monterey County Selpa						
2. Special education pass-through funds (Column A: Fund 10, resources 3300-3499, 6500-6540 and 6546, objects 7211-7213 and 7221-7223; enter projections for subsequent years 1 and 2 in Columns C and E)		0.00		0.00		0.00
2. District ADA Used to determine the reserve standard percentage level on line F3d (Col. A: Form A, Estimated P-2 ADA column, Lines A4 and C4; enter projections)		1,634.29		1,634.29		1,634.29
3. Calculating the Reserves						
a. Expenditures and Other Financing Uses (Line B11)		40,409,512.00		40,754,866.00		41,295,650.00
b. Plus: Special Education Pass-through Funds (Line F1b2, if Line F1a is No)		0.00		0.00		0.00
c. Total Expenditures and Other Financing Uses (Line F3a plus line F3b)		40,409,512.00		40,754,866.00		41,295,650.00
d. Reserve Standard Percentage Level (Refer to Form 01CS, Criterion 10 for calculation details)		3.00%		3.00%		3.00%
e. Reserve Standard - By Percent (Line F3c times F3d)		1,212,285.36		1,222,645.98		1,238,869.50
f. Reserve Standard - By Amount (Refer to Form 01CS, Criterion 10 for calculation details)		0.00		0.00		0.00
g. Reserve Standard (Greater of Line F3e or F3f)		1,212,285.36		1,222,645.98		1,238,869.50
h. Available Reserves (Line E3) Meet Reserve Standard (Line F3g)		YES		YES		YES



## PUBLIC HEARING I

Pacific Grove Unified  
Monterey

Budget, July 1  
Summary of Interfund Activities - Actuals

27661340000000  
Form SIAA  
D8BS3T8XB8(2022-23)

Description	Direct Costs - Interfund		Indirect Costs - Interfund		Interfund Transfers In 8900-8929	Interfund Transfers Out 7600-7629	Due From Other Funds 9310	Due To Other Funds 9610
	Transfers In 5750	Transfers Out 5750	Transfers In 7350	Transfers Out 7350				
01 GENERAL FUND								
Expenditure Detail	0.00	0.00	0.00	(106,528.00)				
Other Sources/Uses Detail					0.00	41,910.00		
Fund Reconciliation							0.00	0.00
08 STUDENT ACTIVITY SPECIAL REVENUE FUND								
Expenditure Detail	0.00	0.00	0.00	0.00				
Other Sources/Uses Detail					0.00	0.00		
Fund Reconciliation							0.00	0.00
09 CHARTER SCHOOLS SPECIAL REVENUE FUND								
Expenditure Detail	0.00	0.00	0.00	0.00				
Other Sources/Uses Detail					0.00	0.00		
Fund Reconciliation							0.00	0.00
10 SPECIAL EDUCATION PASS-THROUGH FUND								
Expenditure Detail								
Other Sources/Uses Detail								
Fund Reconciliation							0.00	0.00
11 ADULT EDUCATION FUND								
Expenditure Detail	0.00	0.00	84,640.00	0.00				
Other Sources/Uses Detail					0.00	0.00		
Fund Reconciliation							0.00	0.00
12 CHILD DEVELOPMENT FUND								
Expenditure Detail	0.00	0.00	21,888.00	0.00				
Other Sources/Uses Detail					41,910.00	0.00		
Fund Reconciliation							0.00	0.00
13 CAFETERIA SPECIAL REVENUE FUND								
Expenditure Detail	0.00	0.00	0.00	0.00				
Other Sources/Uses Detail					0.00	0.00		
Fund Reconciliation							0.00	0.00
14 DEFERRED MAINTENANCE FUND								
Expenditure Detail	0.00	0.00						
Other Sources/Uses Detail					0.00	0.00		
Fund Reconciliation							0.00	0.00

Description	Direct Costs - Interfund		Indirect Costs - Interfund		Interfund Transfers In 8900-8929	Interfund Transfers Out 7600-7629	Due From Other Funds 9310	Due To Other Funds 9610
	Transfers In 5750	Transfers Out 5750	Transfers In 7350	Transfers Out 7350				
15 PUPIL TRANSPORTATION EQUIPMENT FUND								
Expenditure Detail	0.00	0.00						
Other Sources/Uses Detail					0.00	0.00		
Fund Reconciliation							0.00	0.00
17 SPECIAL RESERVE FUND FOR OTHER THAN CAPITAL OUTLAY								
Expenditure Detail								
Other Sources/Uses Detail					0.00	0.00		
Fund Reconciliation							0.00	0.00
18 SCHOOL BUS EMISSIONS REDUCTION FUND								
Expenditure Detail	0.00	0.00						
Other Sources/Uses Detail					0.00	0.00		
Fund Reconciliation							0.00	0.00
19 FOUNDATION SPECIAL REVENUE FUND								
Expenditure Detail	0.00	0.00	0.00	0.00				
Other Sources/Uses Detail						0.00		
Fund Reconciliation							0.00	0.00
20 SPECIAL RESERVE FUND FOR POSTEMPLOYMENT BENEFITS								
Expenditure Detail								
Other Sources/Uses Detail					0.00	0.00		
Fund Reconciliation							0.00	0.00
21 BUILDING FUND								
Expenditure Detail	0.00	0.00						
Other Sources/Uses Detail					0.00	0.00		
Fund Reconciliation							0.00	0.00
25 CAPITAL FACILITIES FUND								
Expenditure Detail	0.00	0.00						
Other Sources/Uses Detail					0.00	0.00		
Fund Reconciliation							0.00	0.00
30 STATE SCHOOL BUILDING LEASE/PURCHASE FUND								
Expenditure Detail	0.00	0.00						

Description	Direct Costs - Interfund		Indirect Costs - Interfund		Interfund Transfers In 8900-8929	Interfund Transfers Out 7600-7629	Due From Other Funds 9310	Due To Other Funds 9610
	Transfers In 5750	Transfers Out 5750	Transfers In 7350	Transfers Out 7350				
Other Sources/Uses Detail					0.00	0.00		
Fund Reconciliation							0.00	0.00
35 COUNTY SCHOOL FACILITIES FUND								
Expenditure Detail	0.00	0.00						
Other Sources/Uses Detail					0.00	0.00		
Fund Reconciliation							0.00	0.00
40 SPECIAL RESERVE FUND FOR CAPITAL OUTLAY PROJECTS								
Expenditure Detail	0.00	0.00						
Other Sources/Uses Detail					0.00	0.00		
Fund Reconciliation							0.00	0.00
49 CAP PROJ FUND FOR BLENDED COMPONENT UNITS								
Expenditure Detail	0.00	0.00						
Other Sources/Uses Detail					0.00	0.00		
Fund Reconciliation							0.00	0.00
51 BOND INTEREST AND REDEMPTION FUND								
Expenditure Detail								
Other Sources/Uses Detail					0.00	0.00		
Fund Reconciliation							0.00	0.00
52 DEBT SVC FUND FOR BLENDED COMPONENT UNITS								
Expenditure Detail								
Other Sources/Uses Detail					0.00	0.00		
Fund Reconciliation							0.00	0.00
53 TAX OVERRIDE FUND								
Expenditure Detail								
Other Sources/Uses Detail					0.00	0.00		
Fund Reconciliation							0.00	0.00
56 DEBT SERVICE FUND								
Expenditure Detail								
Other Sources/Uses Detail					0.00	0.00		
Fund Reconciliation							0.00	0.00
57 FOUNDATION PERMANENT FUND								
Expenditure Detail	0.00	0.00	0.00	0.00				

Description	Direct Costs - Interfund		Indirect Costs - Interfund		Interfund Transfers In 8900-8929	Interfund Transfers Out 7600-7629	Due From Other Funds 9310	Due To Other Funds 9610
	Transfers In 5750	Transfers Out 5750	Transfers In 7350	Transfers Out 7350				
Other Sources/Uses Detail						0.00		
Fund Reconciliation							0.00	0.00
61 CAFETERIA ENTERPRISE FUND								
Expenditure Detail	0.00	0.00	0.00	0.00				
Other Sources/Uses Detail					0.00	0.00		
Fund Reconciliation							0.00	0.00
62 CHARTER SCHOOLS ENTERPRISE FUND								
Expenditure Detail	0.00	0.00	0.00	0.00				
Other Sources/Uses Detail					0.00	0.00		
Fund Reconciliation							0.00	0.00
63 OTHER ENTERPRISE FUND								
Expenditure Detail	0.00	0.00						
Other Sources/Uses Detail					0.00	0.00		
Fund Reconciliation							0.00	0.00
66 WAREHOUSE REVOLVING FUND								
Expenditure Detail	0.00	0.00						
Other Sources/Uses Detail					0.00	0.00		
Fund Reconciliation							0.00	0.00
67 SELF-INSURANCE FUND								
Expenditure Detail	0.00	0.00						
Other Sources/Uses Detail					0.00	0.00		
Fund Reconciliation							0.00	0.00
71 RETIREE BENEFIT FUND								
Expenditure Detail								
Other Sources/Uses Detail					0.00			
Fund Reconciliation							0.00	0.00
73 FOUNDATION PRIVATE-PURPOSE TRUST FUND								
Expenditure Detail	0.00	0.00						
Other Sources/Uses Detail					0.00			
Fund Reconciliation							0.00	0.00
76 WARRANT/PASS-THROUGH FUND								
Expenditure Detail								

Description	Direct Costs - Interfund		Indirect Costs - Interfund		Interfund Transfers In 8900-8929	Interfund Transfers Out 7600-7629	Due From Other Funds 9310	Due To Other Funds 9610
	Transfers In 5750	Transfers Out 5750	Transfers In 7350	Transfers Out 7350				
Other Sources/Uses Detail								
Fund Reconciliation							0.00	0.00
95 STUDENT BODY FUND								
Expenditure Detail								
Other Sources/Uses Detail								
Fund Reconciliation							0.00	0.00
TOTALS	0.00	0.00	106,528.00	(106,528.00)	41,910.00	41,910.00	0.00	0.00

Description	Direct Costs - Interfund Transfers In 5750	Transfers Out 5750	Indirect Costs - Interfund Transfers In 7350	Transfers Out 7350	Interfund Transfers In 8900- 8929	Interfund Transfers Out 7600- 7629	Due From Other Funds 9310	Due To Other Funds 9610
01 GENERAL FUND								
Expenditure Detail	0.00	0.00	0.00	(100,122.00)				
Other Sources/Uses Detail					0.00	19,635.00		
Fund Reconciliation								
08 STUDENT ACTIVITY SPECIAL REVENUE FUND								
Expenditure Detail	0.00	0.00	0.00	0.00				
Other Sources/Uses Detail					0.00	0.00		
Fund Reconciliation								
09 CHARTER SCHOOLS SPECIAL REVENUE FUND								
Expenditure Detail	0.00	0.00	0.00	0.00				
Other Sources/Uses Detail					0.00	0.00		
Fund Reconciliation								
10 SPECIAL EDUCATION PASS-THROUGH FUND								
Expenditure Detail								
Other Sources/Uses Detail								
Fund Reconciliation								
11 ADULT EDUCATION FUND								
Expenditure Detail	0.00	0.00	82,760.00	0.00				
Other Sources/Uses Detail					0.00	0.00		
Fund Reconciliation								
12 CHILD DEVELOPMENT FUND								
Expenditure Detail	0.00	0.00	17,362.00	0.00				
Other Sources/Uses Detail					19,635.00	0.00		
Fund Reconciliation								
13 CAFETERIA SPECIAL REVENUE FUND								
Expenditure Detail	0.00	0.00	0.00	0.00				
Other Sources/Uses Detail					0.00	0.00		
Fund Reconciliation								
14 DEFERRED MAINTENANCE FUND								
Expenditure Detail	0.00	0.00						
Other Sources/Uses Detail					0.00	0.00		
Fund Reconciliation								
15 PUPIL TRANSPORTATION EQUIPMENT FUND								

Description	Direct Costs - Interfund Transfers In 5750	Transfers Out 5750	Indirect Costs - Interfund Transfers In 7350	Transfers Out 7350	Interfund Transfers In 8900- 8929	Interfund Transfers Out 7600- 7629	Due From Other Funds 9310	Due To Other Funds 9610
Expenditure Detail	0.00	0.00						
Other Sources/Uses Detail					0.00	0.00		
Fund Reconciliation								
17 SPECIAL RESERVE FUND FOR OTHER THAN CAPITAL OUTLAY								
Expenditure Detail								
Other Sources/Uses Detail					0.00	0.00		
Fund Reconciliation								
18 SCHOOL BUS EMISSIONS REDUCTION FUND								
Expenditure Detail	0.00	0.00						
Other Sources/Uses Detail					0.00	0.00		
Fund Reconciliation								
19 FOUNDATION SPECIAL REVENUE FUND								
Expenditure Detail	0.00	0.00	0.00	0.00				
Other Sources/Uses Detail						0.00		
Fund Reconciliation								
20 SPECIAL RESERVE FUND FOR POSTEMPLOYMENT BENEFITS								
Expenditure Detail								
Other Sources/Uses Detail					0.00	0.00		
Fund Reconciliation								
21 BUILDING FUND								
Expenditure Detail	0.00	0.00						
Other Sources/Uses Detail					0.00	0.00		
Fund Reconciliation								
25 CAPITAL FACILITIES FUND								
Expenditure Detail	0.00	0.00						
Other Sources/Uses Detail					0.00	0.00		
Fund Reconciliation								
30 STATE SCHOOL BUILDING LEASE/PURCHASE FUND								
Expenditure Detail	0.00	0.00						
Other Sources/Uses Detail					0.00	0.00		
Fund Reconciliation								

Description	Direct Costs - Interfund Transfers In 5750	Transfers Out 5750	Indirect Costs - Interfund Transfers In 7350	Transfers Out 7350	Interfund Transfers In 8900- 8929	Interfund Transfers Out 7600- 7629	Due From Other Funds 9310	Due To Other Funds 9610
35 COUNTY SCHOOL FACILITIES FUND								
Expenditure Detail	0.00	0.00						
Other Sources/Uses Detail					0.00	0.00		
Fund Reconciliation								
40 SPECIAL RESERVE FUND FOR CAPITAL OUTLAY PROJECTS								
Expenditure Detail	0.00	0.00						
Other Sources/Uses Detail					0.00	0.00		
Fund Reconciliation								
49 CAP PROJ FUND FOR BLENDED COMPONENT UNITS								
Expenditure Detail	0.00	0.00						
Other Sources/Uses Detail					0.00	0.00		
Fund Reconciliation								
51 BOND INTEREST AND REDEMPTION FUND								
Expenditure Detail								
Other Sources/Uses Detail					0.00	0.00		
Fund Reconciliation								
52 DEBT SVC FUND FOR BLENDED COMPONENT UNITS								
Expenditure Detail								
Other Sources/Uses Detail					0.00	0.00		
Fund Reconciliation								
53 TAX OVERRIDE FUND								
Expenditure Detail								
Other Sources/Uses Detail					0.00	0.00		
Fund Reconciliation								
56 DEBT SERVICE FUND								
Expenditure Detail								
Other Sources/Uses Detail					0.00	0.00		
Fund Reconciliation								
57 FOUNDATION PERMANENT FUND								
Expenditure Detail	0.00	0.00	0.00	0.00				
Other Sources/Uses Detail						0.00		
Fund Reconciliation								
61 CAFETERIA ENTERPRISE FUND								



Description	Direct Costs - Interfund Transfers In 5750	Transfers Out 5750	Indirect Costs - Interfund Transfers In 7350	Transfers Out 7350	Interfund Transfers In 8900- 8929	Interfund Transfers Out 7600- 7629	Due From Other Funds 9310	Due To Other Funds 9610
Expenditure Detail	0.00	0.00	0.00	0.00				
Other Sources/Uses Detail					0.00	0.00		
Fund Reconciliation								
62 CHARTER SCHOOLS ENTERPRISE FUND								
Expenditure Detail	0.00	0.00	0.00	0.00				
Other Sources/Uses Detail					0.00	0.00		
Fund Reconciliation								
63 OTHER ENTERPRISE FUND								
Expenditure Detail	0.00	0.00						
Other Sources/Uses Detail					0.00	0.00		
Fund Reconciliation								
66 WAREHOUSE REVOLVING FUND								
Expenditure Detail	0.00	0.00						
Other Sources/Uses Detail					0.00	0.00		
Fund Reconciliation								
67 SELF-INSURANCE FUND								
Expenditure Detail	0.00	0.00						
Other Sources/Uses Detail					0.00	0.00		
Fund Reconciliation								
71 RETIREE BENEFIT FUND								
Expenditure Detail								
Other Sources/Uses Detail					0.00			
Fund Reconciliation								
73 FOUNDATION PRIVATE- PURPOSE TRUST FUND								
Expenditure Detail	0.00	0.00						
Other Sources/Uses Detail					0.00			
Fund Reconciliation								
76 WARRANT/PASS- THROUGH FUND								
Expenditure Detail								
Other Sources/Uses Detail								
Fund Reconciliation								
95 STUDENT BODY FUND								
Expenditure Detail								
Other Sources/Uses Detail								

Description	Direct Costs - Interfund Transfers In 5750	Transfers Out 5750	Indirect Costs - Interfund Transfers In 7350	Transfers Out 7350	Interfund Transfers In 8900- 8929	Interfund Transfers Out 7600- 7629	Due From Other Funds 9310	Due To Other Funds 9610
Fund Reconciliation								
TOTALS	0.00	0.00	100,122.00	(100,122.00)	19,635.00	19,635.00		

Provide methodology and assumptions used to estimate ADA, enrollment, revenues, expenditures, reserves and fund balance, and multiyear commitments (including cost-of-living adjustments).  
Deviations from the standards must be explained and may affect the approval of the budget.

**CRITERIA AND STANDARDS**

**1. CRITERION: Average Daily Attendance**

**STANDARD:** Funded average daily attendance (ADA) has not been overestimated in 1) the first prior fiscal year OR in 2) two or more of the

previous three fiscal years by more than the following percentage levels:

	Percentage Level	District ADA
	3.0%	0 to 300
	2.0%	301 to 1,000
	1.0%	1,001 and over
District ADA (Form A, Estimated P-2 ADA column, lines A4 and C4):	1,634.29	
District's ADA Standard Percentage Level:	1.0%	

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

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

Fiscal Year		Original Budget	Estimated/Unaudited	ADA Variance Level (If Budget is greater than Actuals, else N/A)	Status
		Funded ADA (Form A, Lines A4 and C4)	Funded ADA (Form A, Lines A4 and C4)		
Third Prior Year (2019-20)	District Regular	1,911	1,910		
	Charter School	0			
	<b>Total ADA</b>	<b>1,911</b>	<b>1,910</b>	<b>0.0%</b>	<b>Met</b>
Second Prior Year (2020-21)	District Regular	1,910	1,910		
	Charter School	0			
	<b>Total ADA</b>	<b>1,910</b>	<b>1,910</b>	<b>0.0%</b>	<b>Met</b>
First Prior Year (2021-22)	District Regular	1,556	1,557		
	Charter School	0	0		
	<b>Total ADA</b>	<b>1,556</b>	<b>1,557</b>	<b>N/A</b>	<b>Met</b>
Budget Year (2022-23)	District Regular	1,634			
	Charter School	0			
	<b>Total ADA</b>	<b>1,634</b>			

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

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

1a. STANDARD MET - Funded ADA has not been overestimated by more than the standard percentage level for the first prior year.

Explanation:  
(required if NOT met)

N/A

1b. STANDARD MET - Funded ADA has not been overestimated by more than the standard percentage level for two or more of the previous three years.

Explanation:  
(required if NOT met)

N/A

2. CRITERION: Enrollment

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

by more than the following percentage levels:

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

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

1,634.3

District's Enrollment Standard Percentage Level:

1.0%

2A. Calculating the District's Enrollment Variances

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

Fiscal Year		Enrollment Budget	CBEDS Actual	Enrollment Variance Level	Status
				(If Budget is greater than Actual, else N/A)	
Third Prior Year (2019-20)	District Regular	2,055	1,988		
	Charter School	0	0		
	<b>Total Enrollment</b>	<b>2,055</b>	<b>1,988</b>	<b>3.3%</b>	<b>Not Met</b>
Second Prior Year (2020-21)	District Regular	1,968	1,899		
	Charter School	0	0		
	<b>Total Enrollment</b>	<b>1,968</b>	<b>1,899</b>	<b>3.5%</b>	<b>Not Met</b>
First Prior Year (2021-22)	District Regular	1,968	1,899		
	Charter School	0	0		
	<b>Total Enrollment</b>	<b>1,968</b>	<b>1,899</b>	<b>3.5%</b>	<b>Not Met</b>

Budget Year (2022-23)	
District Regular	1,829
Charter School	0
<b>Total Enrollment</b>	<b>1,829</b>

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

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

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

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

Beginning at the end of 2019-20, the Pandemic resulted in a continued loss of enrollment due to distance learning. As we got deeper into the pandemic and due to distant learning, the district felt they would be able to sustain current enrollment when the pandemic is over.

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

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

The pandemic continued, as did distance learning. However, home sales in the district increased because the wage earners in families with children began to move because they were able to work remotely.

## 3. CRITERION: ADA to Enrollment

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

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

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

Fiscal Year		P-2 ADA	Enrollment	
		Estimated/Unaudited Actuals	CBEDS Actual	Historical Ratio
		(Form A, Lines A4 and C4)	(Criterion 2, Item 2A)	of ADA to Enrollment
Third Prior Year (2019-20)	District Regular	1,910	1,988	96.1%
	Charter School		0	
	<b>Total ADA/Enrollment</b>	<b>1,910</b>	<b>1,988</b>	
Second Prior Year (2020-21)	District Regular	1,910	1,899	100.6%
	Charter School	0	0	
	<b>Total ADA/Enrollment</b>	<b>1,910</b>	<b>1,899</b>	
First Prior Year (2021-22)	District Regular	1,557	1,899	82.0%
	Charter School		0	
	<b>Total ADA/Enrollment</b>	<b>1,557</b>	<b>1,899</b>	

Historical Average Ratio: 92.9%

District's ADA to Enrollment Standard (historical average ratio plus 0.5%): 93.4%

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

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

Fiscal Year		Estimated P-2 ADA	Enrollment	Ratio of ADA to Enrollment	Status
		Budget (Form A, Lines A4 and C4)	Budget/Projected (Criterion 2, Item 2A)		
Budget Year (2022-23)	District Regular	1,634	1,829	89.4%	Met
	Charter School	0	0		
	<b>Total ADA/Enrollment</b>	<b>1,634</b>	<b>1,829</b>		
1st Subsequent Year (2023-24)	District Regular	1,910	1,829	104.4%	Not Met
	Charter School	0	0		
	<b>Total ADA/Enrollment</b>	<b>1,910</b>	<b>1,829</b>		
2nd Subsequent Year (2024-25)	District Regular	1,910	1,829	104.4%	Not Met
	Charter School	0	0		
	<b>Total ADA/Enrollment</b>	<b>1,910</b>	<b>1,829</b>		

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

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

- 1a. STANDARD NOT MET - Projected P-2 ADA to enrollment ratio is above the standard for one or more of the budget or two subsequent fiscal years. Provide reasons why the projected ratio exceeds the district's historical average ratio by more than 0.5%.

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

The district expects enrollment to increase as the pandemic comes to an end. The ADA is based on funded ADA which puts the district higher than the average ratio. This is a basic aid district and the ADA ratio does not affect the district fiscally.

4. **CRITERION: LCFF Revenue**

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

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

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

\* Districts that are already at or above their LCFF target funding as described in Education Code Section 42238.03(d) receive no gap funding. These districts have a COLA applied to their LCFF target, but their year-over-year revenue increase might be less than the statutory COLA due to certain local factors and components of the funding formula.

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

Indicate which standard applies:

- LCFF Revenue  
Basic Aid  
Necessary Small School

The District must select which LCFF revenue standard applies.

LCFF Revenue Standard selected: Basic Aid

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

DATA ENTRY: Enter data in Step 1a for the two subsequent fiscal years. All other data is extracted or calculated. Enter data for Steps 2a through 2b1. All other data is calculated.

Note: Due to the full implementation of LCFF, gap funding and the economic recovery target increment payment amounts are no longer applicable.

##### Projected LCFF Revenue

	Prior Year	Budget Year	1st Subsequent Year	2nd Subsequent Year
	(2021-22)	(2022-23)	(2023-24)	(2024-25)
Step 1 - Change in Population				
a. ADA (Funded) (Form A, lines A6 and C4)	1,557.46	1,635.24	1,910.95	1,910.95
b. Prior Year ADA (Funded)		1,557.46	1,635.24	1,910.95
c. Difference (Step 1a minus Step 1b)		77.78	275.71	0.00
d. Percent Change Due to Population (Step 1c divided by Step 1b)		4.99%	16.86%	0.00%

##### Step 2 - Change in Funding Level

a. Prior Year LCFF Funding	34,706,630.00	36,042,946.00	37,384,413.00
b1. COLA percentage	2.48%	3.85%	3.72%
b2. COLA amount (proxy for purposes of this criterion)	860,724.42	1,387,653.42	1,390,700.16
c. Percent Change Due to Funding Level (Step 2b2 divided by Step 2a)	2.5%	3.9%	3.7%

##### Step 3 - Total Change in Population and Funding Level

(Step 1d plus Step 2c)

LCFF Revenue Standard (Step 3, plus/minus 1%):

7.5%	20.7%	3.7%
N/A	N/A	N/A

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

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

##### Basic Aid District Projected LCFF Revenue

	Prior Year (2021-22)	Budget Year (2022-23)	1st Subsequent Year (2023-24)	2nd Subsequent Year (2024-25)
Projected Local Property Taxes (Form 01, Objects 8021 - 8089)	30,590,894.00	32,200,377.00	33,536,693.00	34,878,160.00
Percent Change from Previous Year		5.26%	4.15%	4.00%
Basic Aid Standard (percent change from previous year, plus/minus 1%):		4.26% to 6.26%	3.15% to 5.15%	3.00% to 5.00%

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

DATA ENTRY: All data are extracted or calculated.

#### Necessary Small School District Projected LCFF Revenue

	Budget Year (2022-23)	1st Subsequent Year (2023-24)	2nd Subsequent Year (2024-25)
Necessary Small School Standard (COLA Step 2c, plus/minus 1%):	N/A	N/A	N/A

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

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

	Prior Year (2021-22)	Budget Year (2022-23)	1st Subsequent Year (2023-24)	2nd Subsequent Year (2024-25)
LCFF Revenue (Fund 01, Objects 8011, 8012, 8020-8089)	33,478,198.00	35,080,906.00	36,042,946.00	37,384,413.00
District's Projected Change in LCFF Revenue:		4.79%	2.74%	3.72%
Basic Aid Standard		4.26% to 6.26%	3.15% to 5.15%	3.00% to 5.00%
Status:		Met	Not Met	Met

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

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

1a.

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

Explanation:  
(required if NOT met)

Property tax revenues are projected based on the county tax assessor's analysis. Home sales have been rapid and at or above asking price. This trend is not expected to continue indefinitely.



5. **CRITERION: Salaries and Benefits**

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

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

DATA ENTRY: All data are extracted or calculated.

Estimated/Unaudited Actuals - Unrestricted

(Resources 0000-1999)

Ratio

Fiscal Year	Salaries and Benefits	Total Expenditures	Ratio of Unrestricted Salaries and Benefits to Total Unrestricted Expenditures
	(Form 01, Objects 1000-3999)	(Form 01, Objects 1000-7499)	
Third Prior Year (2019-20)	22,885,939.79	25,056,056.43	91.3%
Second Prior Year (2020-21)	24,068,191.53	26,152,046.08	92.0%
First Prior Year (2021-22)	25,408,877.00	28,073,276.99	90.5%
Historical Average Ratio:			91.3%

	Budget Year	1st Subsequent Year	2nd Subsequent Year
	(2022-23)	(2023-24)	(2024-25)
District's Reserve Standard Percentage (Criterion 10B, Line 4):	3.0%	3.0%	3.0%
District's Salaries and Benefits Standard (historical average ratio, plus/minus the greater of 3% or the district's reserve standard percentage):	88.3% to 94.3%	88.3% to 94.3%	88.3% to 94.3%

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

DATA ENTRY: If Form MYP exists, Unrestricted Salaries and Benefits, and Total Unrestricted Expenditures data for the 1st and 2nd Subsequent Years will be extracted; if not,

enter data for the two subsequent years. All other data are extracted or calculated.

Budget - Unrestricted

(Resources 0000-1999)

Fiscal Year	Salaries and Benefits	Total Expenditures	Ratio of Unrestricted Salaries and Benefits to Total Unrestricted Expenditures	Status
	(Form 01, Objects 1000-3999) (Form MYP, Lines B1-B3)	(Form 01, Objects 1000-7499) (Form MYP, Lines B1-B8, B10)		
Budget Year (2022-23)	26,674,828.00	29,467,183.00	90.5%	Met
1st Subsequent Year (2023-24)	26,850,445.00	29,779,247.00	90.2%	Met
2nd Subsequent Year (2024-25)	27,178,199.00	30,221,440.00	89.9%	Met

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

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

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

Explanation:  
(required if NOT met)

N/A

6. CRITERION: Other Revenues and Expenditures

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

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

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

DATA ENTRY: All data are extracted or calculated.

	Budget Year	1st Subsequent Year	2nd Subsequent Year
	(2022-23)	(2023-24)	(2024-25)
1. District's Change in Population and Funding Level (Criterion 4A1, Step 3):	7.47%	20.71%	3.72%
2. District's Other Revenues and Expenditures Standard Percentage Range (Line 1, plus/minus 10%):	-2.53% to 17.47%	10.71% to 30.71%	-6.28% to 13.72%
3. District's Other Revenues and Expenditures Explanation Percentage Range (Line 1, plus/minus 5%):	2.47% to 12.47%	15.71% to 25.71%	-1.28% to 8.72%

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

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

years. All other data are extracted or calculated.

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

Object Range / Fiscal Year	Percent Change		Change Is Outside
	Amount	Over Previous Year	Explanation Range
Federal Revenue (Fund 01, Objects 8100-8299) (Form MYP, Line A2)			
First Prior Year (2021-22)	2,702,852.00		
Budget Year (2022-23)	1,115,942.00	(58.71%)	Yes

1st Subsequent Year (2023-24)  
2nd Subsequent Year (2024-25)

1,119,981.00	.36%	Yes
1,124,052.00	.36%	No

**Explanation:**  
(required if Yes)

Conservative estimates based on current volatile economic conditions. Federal ESSERI, ESSERII and GEER funds are not projected to recur.

**Other State Revenue (Fund 01, Objects 8300-8599) (Form MYR, Line A3)**

First Prior Year (2021-22)  
Budget Year (2022-23)  
1st Subsequent Year (2023-24)  
2nd Subsequent Year (2024-25)

3,152,370.00		
2,280,637.00	(27.65%)	Yes
2,280,784.00	.01%	Yes
2,299,969.00	.84%	No

**Explanation:**  
(required if Yes)

Conservative estimates based on current volatile economic circumstances, and lingering effects of the pandemic.

**Other Local Revenue (Fund 01, Objects 8600-8799) (Form MYR, Line A4)**

First Prior Year (2021-22)  
Budget Year (2022-23)  
1st Subsequent Year (2023-24)  
2nd Subsequent Year (2024-25)

1,919,361.00		
1,716,254.00	(10.58%)	Yes
1,716,254.00	0.00%	Yes
1,716,254.00	0.00%	No

**Explanation:**  
(required if Yes)

Local revenues in subsequent years are conservative due to the lasting effects of COVID & the current economic volatility.

**Books and Supplies (Fund 01, Objects 4000-4999) (Form MYR, Line B4)**

First Prior Year (2021-22)  
Budget Year (2022-23)  
1st Subsequent Year (2023-24)  
2nd Subsequent Year (2024-25)

2,514,471.58		
995,266.00	(60.42%)	Yes
1,000,242.00	.50%	Yes
1,006,743.00	.65%	No

**Explanation:**  
(required if Yes)

Books and supplies costs are reduced due to reduced Federal and State funding, expectations.

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

First Prior Year (2021-22)  
Budget Year (2022-23)  
1st Subsequent Year (2023-24)  
2nd Subsequent Year (2024-25)

3,916,308.37		
2,755,302.00	(29.65%)	Yes
2,855,720.00	3.64%	Yes
2,962,880.00	3.75%	No

**Explanation:**  
(required if Yes)

Services & Operating expenditures are reduced due to reduced Federal and State funding, expectations.

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

DATA ENTRY: All data are extracted or calculated.

Object Range / Fiscal Year	Amount	Percent Change Over Previous Year	Status
<b>Total Federal, Other State, and Other Local Revenue (Criterion 6B)</b>			
First Prior Year (2021-22)	7,774,583.00		
Budget Year (2022-23)	5,112,833.00	(34.24%)	Not Met
1st Subsequent Year (2023-24)	5,117,019.00	.08%	Not Met
2nd Subsequent Year (2024-25)	5,140,275.00	.45%	Met
<b>Total Books and Supplies, and Services and Other Operating Expenditures (Criterion 6B)</b>			
First Prior Year (2021-22)	6,430,779.95		
Budget Year (2022-23)	3,750,568.00	(41.68%)	Not Met
1st Subsequent Year (2023-24)	3,855,962.00	2.81%	Not Met
2nd Subsequent Year (2024-25)	3,969,623.00	2.95%	Met

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

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

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

**Explanation:**

Federal Revenue  
(linked from 6B  
if NOT met)

Conservative estimates based on current volatile economic conditions. Federal ESSER I, ESSER II and GEER funds are not projected to recur.

**Explanation:**

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

Conservative estimates based on current volatile economic circumstances, and lingering effects of the pandemic.

**Explanation:**

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

Local revenues in subsequent years are conservative due to the lasting effects of COVID & the current economic volatility.

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

**Explanation:**

Books and Supplies  
(linked from 6B)

Books and supplies costs are reduced due to reduced Federal and State funding, expectations.

If NOT met)

**Explanation:**

**Services and Other Exps**

(linked from 6B

if NOT met)

Services & Operating expenditures are reduced due to reduced Federal and State funding expectations.

**7. CRITERION: Facilities Maintenance**

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

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

**NOTE:** EC Section 17070.75 requires the district to deposit into the account a minimum amount equal to or greater than three percent of the total general fund expenditures and other financing uses for that fiscal year. Statute excludes the following resource codes from the total general fund expenditures calculation: 3210, 3212, 3213, 3214, 3215, 3216, 3218, 3219, 5316, 7027, and 7690.

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

1. a. For districts that are the AU of a SELPA, do you choose to exclude revenues that are passed through to participating members of

the SELPA from the OMMA/RMA required minimum contribution calculation?

No

- b. Pass-through revenues and apportionments that may be excluded from the OMMA/RMA calculation per EC Section 17070.75(b)(2)(D)

(Fund 10, resources 3300-3499, 6500-6540 and 6546, objects 7211-7213 and 7221-7223)

0.00

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

- a. Budgeted Expenditures and Other Financing Uses (Form 01, objects 1000-7999, exclude resources 3210, 3212, 3213, 3214, 3215, 3216, 3218, 3219, 5316, 7027, and 7690)

38,268,649.00

- b. Plus: Pass-through Revenues and Apportionments (Line 1b, If line 1a is No)

0.00

3% Required

Budgeted Contribution<sup>1</sup>

Minimum  
Contribution

to the Ongoing and Major

(Line 2c times 3%)

Maintenance Account

Status

- c. Net Budgeted Expenditures and Other Financing Uses

38,268,649.00

1,148,059.47

1,135,439.00

Not Met

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

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

<input type="checkbox"/>	Not applicable (district does not participate in the Leroy F. Greene School Facilities Act of 1998)
<input type="checkbox"/>	Exempt (due to district's small size [EC Section 17070.75 (b)(2)(E)])
<input checked="" type="checkbox"/>	Other (explanation must be provided)

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

RRMA is fully funded in components of ending fund balance.

8. **CRITERION: Deficit Spending**

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

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

DATA ENTRY: All data are extracted or calculated.

		Third Prior Year (2019-20)	Second Prior Year (2020-21)	First Prior Year (2021-22)
1.	District's Available Reserve Amounts (resources 0000-1999)			
	a. Stabilization Arrangements (Funds 01 and 17, Object 9750)	0.00	0.00	0.00
	b. Reserve for Economic Uncertainties (Funds 01 and 17, Object 9789)	1,054,676.00	1,128,610.58	0.00
	c. Unassigned/Unappropriated (Funds 01 and 17, Object 9790)	0.00	0.00	5,037,018.01
	d. Negative General Fund Ending Balances in Restricted Resources (Fund 01, Object 9792, if negative, for each of resources 2000-9999)	0.00	0.00	0.00
	e. Available Reserves (Lines 1a through 1d)	1,054,676.00	1,128,610.58	5,037,018.01
2.	Expenditures and Other Financing Uses			
	a. District's Total Expenditures and Other Financing Uses (Fund 01, objects 1000-7999)	35,155,866.53	37,620,341.85	42,170,962.99
	b. Plus: Special Education Pass-through Funds (Fund 10, resources 3300-3499, 6500-6540 and 6546, objects 7211-7213 and 7221-7223)			0.00
	c. Total Expenditures and Other Financing Uses (Line 2a plus Line 2b)	35,155,866.53	37,620,341.85	42,170,962.99
3.	District's Available Reserve Percentage (Line 1e divided by Line 2c)	3.0%	3.0%	11.9%

**District's Deficit Spending Standard Percentage Levels**  
(Line 3 times 1/3):

1.0%	1.0%	4.0%
------	------	------

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

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

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

DATA ENTRY: All data are extracted or calculated.

Fiscal Year	Net Change in	Total Unrestricted	Deficit Spending Level	
	Unrestricted Fund	Expenditures	(If Net Change in	
	Balance	and Other Financing	Unrestricted Fund	
	(Form 01, Section E)	(Form 01, Objects 1000-7999)	Balance is negative, else N/A)	Status
Third Prior Year (2019-20)	595,054.06	25,246,682.33	N/A	Met
Second Prior Year (2020-21)	939,578.25	26,779,766.09	N/A	Met
First Prior Year (2021-22)	(392,901.99)	28,115,186.99	1.4%	Met
Budget Year (2022-23) (Information only)	(575,049.00)	29,486,818.00		

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

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

- 1a. STANDARD MET - Unrestricted deficit spending, if any, has not exceeded the standard percentage level in two or more of the three prior years.

Explanation:  
(required if NOT met)

N/A

### 9. CRITERION: Fund Balance

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

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

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

District Estimated P-2 ADA (Form A, Lines A6 and C4): 1,635

District's Fund Balance Standard Percentage Level: 1.0%

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

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

Fiscal Year	Unrestricted General Fund Beginning Balance <sup>2</sup>		Beginning Fund Balance	
	(Form 01, Line F1e, Unrestricted Column)		Variance Level	
	Original Budget	Estimated/Unaudited Actuals	(If overestimated, else N/A)	Status
Third Prior Year (2019-20)	3,192,067.00	3,901,180.27	N/A	Met
Second Prior Year (2020-21)	4,438,131.00	4,496,234.33	N/A	Met
First Prior Year (2021-22)	4,989,654.00	5,435,815.00	N/A	Met
Budget Year (2022-23) (Information only)	5,042,913.01			

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

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

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

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

Explanation:  
(required if NOT met)

N/A

**10. CRITERION: Reserves**

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

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

Percentage Level	District ADA
5% or \$75,000 (greater of)	0 to 300
4% or \$75,000 (greater of)	301 to 1,000
3%	1,001 to 30,000
2%	30,001 to 400,000
1%	400,001 and over



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

<sup>2</sup> Dollar amounts to be adjusted annually by the prior year statutory cost-of-living adjustment, as referenced in Education Code Section 42238.02, rounded to the nearest thousand.

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

	Budget Year	1st Subsequent Year	2nd Subsequent Year
	(2022-23)	(2023-24)	(2024-25)
District Estimated P-2 ADA (Budget Year, Form A, Lines A4 and C4.	1,634	1,715	1,801
Subsequent Years, Form MYP, Line F2, if available.)			
District's Reserve Standard Percentage Level:	3%	3%	3%

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

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

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

1. Do you choose to exclude from the reserve calculation the pass-through funds distributed to SELPA members?

No

2. If you are the SELPA AU and are excluding special education pass-through funds:

a. Enter the name(s) of the SELPA(s): Monterey County Selpa

b. Special Education Pass-through Funds  
(Fund 10, resources 3300-3499, 6500-6540 and 6546,  
objects 7211-7213 and 7221-7223)

Budget Year	1st Subsequent Year	2nd Subsequent Year
(2022-23)	(2023-24)	(2024-25)
0.00	0.00	0.00

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

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

All other data are extracted or calculated.

1. Expenditures and Other Financing Uses  
(Fund 01, objects 1000-7999) (Form MYP, Line B11)

Budget Year	1st Subsequent Year	2nd Subsequent Year
(2022-23)	(2023-24)	(2024-25)
40,409,512.00	40,754,866.00	41,295,650.00

2.	Plus: Special Education Pass-through (Criterion 10A, Line 2b, if Criterion 10A, Line 1 is No)	0.00	0.00	0.00
3.	Total Expenditures and Other Financing Uses (Line B1 plus Line B2)	40,409,512.00	40,754,866.00	41,295,650.00
4.	Reserve Standard Percentage Level	3%	3%	3%
5.	Reserve Standard - by Percent (Line B3 times Line B4)	1,212,285.36	1,222,645.98	1,238,869.50
6.	Reserve Standard - by Amount (\$75,000 for districts with 0 to 1,000 ADA, else 0)	0.00	0.00	0.00
7.	District's Reserve Standard (Greater of Line B5 or Line B6)	1,212,285.36	1,222,645.98	1,238,869.50

**10C. Calculating the District's Budgeted Reserve Amount**

DATA ENTRY: If Form MYP exists, 1st and 2nd Subsequent Year data for lines 1 through 7 will be extracted; if not, enter data for the two subsequent years.

All other data are extracted or calculated.

Reserve Amounts (Unrestricted resources 0000-1999 except Line 4):		Budget Year (2022-23)	1st Subsequent Year (2023-24)	2nd Subsequent Year (2024-25)
1.	General Fund - Stabilization Arrangements (Fund 01, Object 9750) (Form MYP, Line E1a)	0.00	0.00	0.00
2.	General Fund - Reserve for Economic Uncertainties (Fund 01, Object 9789) (Form MYP, Line E1b)	0.00	0.00	0.00
3.	General Fund - Unassigned/Unappropriated Amount (Fund 01, Object 9790) (Form MYP, Line E1c)	4,467,864.01	4,931,869.01	6,300,234.01
4.	General Fund - Negative Ending Balances in Restricted Resources (Fund 01, Object 979Z, if negative, for each of resources 2000-9999) (Form MYP, Line E1d)	0.00	0.00	0.00
5.	Special Reserve Fund - Stabilization Arrangements (Fund 17, Object 9750) (Form MYP, Line E2a)	0.00	0.00	0.00
6.	Special Reserve Fund - Reserve for Economic Uncertainties (Fund 17, Object 9789) (Form MYP, Line E2b)	0.00	0.00	0.00
7.	Special Reserve Fund - Unassigned/Unappropriated Amount (Fund 17, Object 9790) (Form MYP, Line E2c)	0.00	0.00	0.00
8.	District's Budgeted Reserve Amount (Lines C1 thru C7)	4,467,864.01	4,931,869.01	6,300,234.01
9.	District's Budgeted Reserve Percentage (information only) (Line 8 divided by Section 10B, Line 3)	11.06%	12.10%	15.26%
District's Reserve Standard (Section 10B, Line 7):		1,212,285.36	1,222,645.98	1,238,869.50
Status:		Met	Met	Met

**10D. Comparison of District Reserve Amount to the Standard**

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

- 1a. STANDARD MET - Projected available reserves have met the standard for the budget and two subsequent fiscal years.

Explanation:  
(required if NOT met)

N/A

**SUPPLEMENTAL INFORMATION**

DATA ENTRY: Click the appropriate Yes or No button for Items S1 through S4. Enter an explanation for each Yes answer.

**S1. Contingent Liabilities**

- 1a. Does your district have any known or contingent liabilities (e.g., financial or program audits, litigation, state compliance reviews) that may impact the budget?

No

- 1b. If Yes, identify the liabilities and how they may impact the budget:

**S2. Use of One-time Revenues for Ongoing Expenditures**

- 1a. Does your district have ongoing general fund expenditures in the budget in excess of one percent of the total general fund expenditures that are funded with one-time resources?

No

- 1b. If Yes, identify the expenditures and explain how the one-time resources will be replaced to continue funding the ongoing expenditures in the following fiscal years:

**S3. Use of Ongoing Revenues for One-time Expenditures**

- 1a. Does your district have large non-recurring general fund expenditures that are funded with ongoing general fund revenues?

No

- 1b. If Yes, identify the expenditures:

**S4. Contingent Revenues**

- 1a. Does your district have projected revenues for the budget year or either of the two subsequent fiscal years contingent on reauthorization by the local government, special legislation, or other definitive act (e.g., parcel taxes, forest reserves)?

No

- 1b. If Yes, identify any of these revenues that are dedicated for ongoing expenses and explain how the revenues will be replaced or expenditures reduced:

**S5. Contributions**

Identify projected contributions from unrestricted resources in the general fund to restricted resources in the general fund for the budget year and two subsequent fiscal years. Provide an explanation if contributions have changed from the prior fiscal year amounts by more than \$20,000 and more than ten percent. Explanation should include whether contributions are ongoing or one-time in nature.

Identify projected transfers to or from the general fund to cover operating deficits in either the general fund or any other fund for the budget year and two subsequent fiscal years. Provide an explanation if transfers have changed from the prior fiscal year amounts by more than \$20,000 and more than ten percent. Explanation should include whether transfers are ongoing or one-time in nature.

Estimate the impact of any capital projects on the general fund operational budget.

District's Contributions and Transfers Standard:

-10.0% to +10.0% or  
-\$20,000 to +\$20,000

**S5A. Identification of the District's Projected Contributions, Transfers, and Capital Projects that may Impact the General Fund**

DATA ENTRY: For Contributions, enter data in the Projection column for the 1st and 2nd Subsequent Years. Contributions for the First Prior Year and Budget Year data will be extracted. For Transfers In and Transfers Out, the First Prior Year and Budget Year data will be extracted. If Form MYP exists, the data will be extracted for the 1st and 2nd Subsequent Years. If Form MYP does not exist, enter data for the 1st and 2nd Subsequent Years. Click the appropriate button for 1d. All other data are extracted or calculated.

Description / Fiscal Year	Projection	Amount of Change	Percent Change	Status
---------------------------	------------	------------------	----------------	--------

**1a. Contributions, Unrestricted General Fund (Fund 01, Resources 0000-1999, Object 8980)**

First Prior Year (2021-22)	(5,925,891.00)			
Budget Year (2022-23)	(6,344,248.00)	418,357.00	7.1%	Met
1st Subsequent Year (2023-24)	(6,344,248.00)	0.00	0.0%	Met
2nd Subsequent Year (2024-25)	(6,345,000.00)	752.00	0.0%	Met

**1b. Transfers In, General Fund \***

First Prior Year (2021-22)	0.00			
Budget Year (2022-23)	0.00	0.00	0.0%	Met
1st Subsequent Year (2023-24)	0.00	0.00	0.0%	Met
2nd Subsequent Year (2024-25)	0.00	0.00	0.0%	Met

**1c. Transfers Out, General Fund \***

First Prior Year (2021-22)	41,910.00			
Budget Year (2022-23)	19,635.00	(22,275.00)	(53.1%)	Not Met
1st Subsequent Year (2023-24)	0.00	(19,635.00)	(100.0%)	Met
2nd Subsequent Year (2024-25)	0.00	0.00	0.0%	Met

**1d. Impact of Capital Projects**

Do you have any capital projects that may impact the general fund operational budget?

No

\* Include transfers used to cover operating deficits in either the general fund or any other fund.

**S5B. Status of the District's Projected Contributions, Transfers, and Capital Projects**

DATA ENTRY: Enter an explanation if Not Met for Items 1a-1c or if Yes for item 1d.

1a. MET - Projected contributions have not changed by more than the standard for the budget and two subsequent fiscal years.

Explanation:

N/A

(required if NOT met)

- 1b. MET - Projected transfers in have not changed by more than the standard for the budget and two subsequent fiscal years.

**Explanation:**

(required if NOT met)

N/A

- 1c. NOT MET - The projected transfers out of the general fund have changed by more than the standard for one or more of the budget or subsequent two fiscal years. Identify the amount(s) transferred, by fund, and whether transfers are ongoing or one-time in nature. If ongoing, explain the district's plan, with timeframes, for reducing or eliminating the transfers.

**Explanation:**

(required if NOT met)

The district continues to increase expenses in restricted resources for SPED.

- 1d. NO - There are no capital projects that may impact the general fund operational budget.

**Project Information:**

(required if YES)

**S6. Long-term Commitments**

Identify all existing and new multiyear commitments<sup>1</sup> and their annual required payments for the budget year and two subsequent fiscal years. Explain how any increase in annual payments will be funded. Also explain how any decrease to funding sources used to pay long-term commitments will be replaced.

<sup>1</sup> Include multiyear commitments, multiyear debt agreements, and new programs or contracts that result in long-term obligations.

**S6A. Identification of the District's Long-term Commitments**

DATA ENTRY: Click the appropriate button in item 1 and enter data in all columns of item 2 for applicable long-term commitments; there are no extractions in this section.

1. Does your district have long-term (multiyear) commitments?

(If No, skip item 2 and Sections S6B and S6C)

Yes

2. If Yes to item 1, list all new and existing multiyear commitments and required annual debt service amounts. Do not include long-term commitments for postemployment benefits other than pensions (OPEB); OPEB is disclosed in item S7A.

Type of Commitment	# of Years	SACS Fund and Object Codes Used For:		Principal Balance
	Remaining	Funding Sources (Revenues)	Debt Service (Expenditures)	as of July 1, 2022-23
Leases	1	General Fund		0
Certificates of Participation				
General Obligation Bonds	18	Fund 51		357,782
Supp Early Retirement Program				
State School Building Loans				
Compensated Absences				

Other Long-term Commitments (do not include OPEB):

Bond Premium-Measure A Series C	21			2,000,529
Bond Premium Measure D	21			3,300,875
Bond Premium Measure D Series B	21			0
TOTAL:				5,659,186

Type of Commitment (continued)	Prior Year	Budget Year	1st Subsequent Year	2nd Subsequent Year
	(2021-22)	(2022-23)	(2023-24)	(2024-25)
	Annual Payment	Annual Payment	Annual Payment	Annual Payment
	(P & I)	(P & I)	(P & I)	(P & I)
Leases	117,036	117,035	0	0
Certificates of Participation				
General Obligation Bonds	4,836,247	4,155,146	3,652,815	2,187,231
Supp Early Retirement Program		0		
State School Building Loans				
Compensated Absences				
Other Long-term Commitments (continued):				
Bond Premium-Measure A Series C	1,086,747	318,854	2,000,529	2,000,529
Bond Premium Measure D	36,647	1,040,350	733,350	0
Bond Premium Measure D Series B	0	0	0	0
Total Annual Payments:	6,056,677	5,631,385	6,386,694	4,187,760
Has total annual payment increased over prior year (2021-22)?		No	Yes	No

**S6B. Comparison of the District's Annual Payments to Prior Year Annual Payment**

DATA ENTRY: Enter an explanation if Yes.

- 1a. Yes - Annual payments for long-term commitments have increased in one or more of the budget or two subsequent fiscal years. Explain how the increase in annual payments will be funded.

Explanation:  
(required if Yes  
to increase in total  
annual payments)

The bonds have been issued on individual schedules - so the distribution of debt expense varies.

**S6C. Identification of Decreases to Funding Sources Used to Pay Long-term Commitments**

DATA ENTRY: Click the appropriate Yes or No button in item 1; if Yes, an explanation is required in item 2.

1. Will funding sources used to pay long-term commitments decrease or expire prior to the end of the commitment period, or are they one-time sources?

No

2. No - Funding sources will not decrease or expire prior to the end of the commitment period, and one-time funds are not being used for long-term commitment annual payments.

Explanation:  
(required if Yes)

**S7. Unfunded Liabilities**

Estimate the unfunded liability for postemployment benefits other than pensions (OPEB) based on an actuarial valuation, if required, or other method; identify or estimate the actuarially determined contribution (if available); and indicate how the obligation is funded (pay-as-you-go, amortized over a specific period, etc.).

Estimate the unfunded liability for self-insurance programs such as workers' compensation based on an actuarial valuation, if required, or other method; identify or estimate the required contribution; and indicate how the obligation is funded (level of risk retained, funding approach, etc.).

**S7A. Identification of the District's Estimated Unfunded Liability for Postemployment Benefits Other than Pensions (OPEB)**

DATA ENTRY: Click the appropriate button in item 1 and enter data in all other applicable items; there are no extractions in this section except the budget year data on line 5b.

- 1 Does your district provide postemployment benefits other than pensions (OPEB)? (If No, skip items 2-5)

Yes

2. For the district's OPEB:

a. Are they lifetime benefits?

No

b. Do benefits continue past age 65?

No

c. Describe any other characteristics of the district's OPEB program including eligibility criteria and amounts, if any, that retirees are required to contribute toward their own benefits:

N/A

- 3 a. Are OPEB financed on a pay-as-you-go, actuarial cost, or other method?

Actuarial

b. Indicate any accumulated amounts earmarked for OPEB in a self-insurance or governmental fund

Self-Insurance Fund

Governmental Fund

0

0

4. OPEB Liabilities

- a. Total OPEB liability
- b. OPEB plan(s) fiduciary net position (if applicable)
- c. Total/Net OPEB liability (Line 4a minus Line 4b)
- d. Is total OPEB liability based on the district's estimate or an actuarial valuation?
- e. If based on an actuarial valuation, indicate the measurement date of the OPEB valuation

9,298,705.00
0.00
9,298,705.00
Actuarial
May 10, 2021

5. OPEB Contributions
- a. OPEB actuarially determined contribution (ADC), if available, per actuarial valuation or Alternative Measurement Method
- b. OPEB amount contributed (for this purpose, include premiums paid to a self-insurance fund) (funds 01-70, objects 3701-3752)
- c. Cost of OPEB benefits (equivalent of "pay-as-you-go" amount)
- d. Number of retirees receiving OPEB benefits

Budget Year	1st Subsequent Year	2nd Subsequent Year
(2022-23)	(2023-24)	(2024-25)
0.00	0.00	0.00
314,880.00	314,880.00	314,880.00
635,486.00	654,653.00	674,293.00
129.00	129.00	129.00

**S7B. Identification of the District's Unfunded Liability for Self-Insurance Programs**

DATA ENTRY: Click the appropriate button in item 1 and enter data in all other applicable items; there are no extractions in this section.

- 1 Does your district operate any self-insurance programs such as workers' compensation, employee health and welfare, or property and liability? (Do not include OPEB, which is covered in Section S7A) (If No, skip items 2-4)

No
----

- 2 Describe each self-insurance program operated by the district, including details for each such as level of risk retained, funding approach, basis for valuation (district's estimate or actuarial), and date of the valuation:

N/A
-----

3. Self-Insurance Liabilities

- a. Accrued liability for self-insurance programs
- b. Unfunded liability for self-insurance programs

0.00

4. Self-Insurance Contributions
- a. Required contribution (funding) for self-insurance programs
- b. Amount contributed (funded) for self-insurance programs

Budget Year	1st Subsequent Year	2nd Subsequent Year
(2022-23)	(2023-24)	(2024-25)

- S8. Status of Labor Agreements



Analyze the status of all employee labor agreements. Identify new labor agreements, as well as new commitments provided as part of previously ratified multiyear agreements; and include all contracts, including all administrator contracts (and including all compensation). For new agreements, indicate the date of the required board meeting. Compare the increase in new commitments to the projected increase in ongoing revenues, and explain how these commitments will be funded in future fiscal years.

**If salary and benefit negotiations are not finalized at budget adoption, upon settlement with certificated or classified staff:**

The school district must determine the cost of the settlement, including salaries, benefits, and any other agreements that change costs, and provide the county office of education (COE) with an analysis of the cost of the settlement and its impact on the operating budget.

The county superintendent shall review the analysis relative to the criteria and standards, and may provide written comments to the president of the district governing board and superintendent.

**S8A. Cost Analysis of District's Labor Agreements - Certificated (Non-management) Employees**

DATA ENTRY: Enter all applicable data items; there are no extractions in this section.

	Prior Year (2nd Interim)	Budget Year	1st Subsequent Year	2nd Subsequent Year
	(2021-22)	(2022-23)	(2023-24)	(2024-25)
Number of certificated (non-management) full-time equivalent(FTE) positions	139.9	141.9	141.9	141.9

**Certificated (Non-management) Salary and Benefit Negotiations**

1. Are salary and benefit negotiations settled for the budget year?

No

If Yes, and the corresponding public disclosure documents have been filed with the COE, complete questions 2 and 3.

If Yes, and the corresponding public disclosure documents have not been filed with the COE, complete questions 2-5.

If No, identify the unsettled negotiations including any prior year unsettled negotiations and then complete questions 6 and 7.

Negotiations Settled

2a.	Per Government Code Section 3547.5(a), date of public disclosure board meeting:											
2b.	Per Government Code Section 3547.5(b), was the agreement certified by the district superintendent and chief business official?											
	If Yes, date of Superintendent and CBO certification:											
3.	Per Government Code Section 3547.5(c), was a budget revision adopted to meet the costs of the agreement?											
	If Yes, date of budget revision board adoption:											
4.	Period covered by the agreement:	<div> <div>Begin Date:</div> <div></div> <div>End Date:</div> <div></div> </div>										
5.	Salary settlement:	<table> <tr> <th>Budget Year</th> <th>1st Subsequent Year</th> <th>2nd Subsequent Year</th> </tr> <tr> <th>(2022-23)</th> <th>(2023-24)</th> <th>(2024-25)</th> </tr> <tr> <td>Is the cost of salary settlement included in the budget and multiyear projections (MYPs)?</td> <td>No</td> <td>No</td> <td>No</td> </tr> </table>	Budget Year	1st Subsequent Year	2nd Subsequent Year	(2022-23)	(2023-24)	(2024-25)	Is the cost of salary settlement included in the budget and multiyear projections (MYPs)?	No	No	No
Budget Year	1st Subsequent Year	2nd Subsequent Year										
(2022-23)	(2023-24)	(2024-25)										
Is the cost of salary settlement included in the budget and multiyear projections (MYPs)?	No	No	No									

One Year Agreement

Total cost of salary settlement

% change in salary schedule  
from prior year

or

**Multyear Agreement**

Total cost of salary settlement

% change in salary schedule  
from prior year (may enter text,  
such as "Reopener")

Identify the source of funding that will be used to support multyear salary commitments:

Negotiations Not Settled

6. Cost of a one percent increase in salary and statutory benefits

206086

7. Amount included for any tentative salary schedule increases

Budget Year	1st Subsequent Year	2nd Subsequent Year
(2022-23)	(2023-24)	(2024-25)
0	0	0

**Certificated (Non-management) Health and Welfare (H&W) Benefits**

- Are costs of H&W benefit changes included in the budget and MYPs?
- Total cost of H&W benefits
- Percent of H&W cost paid by employer
- Percent projected change in H&W cost over prior year

No	No	No
0		
0.0%		
0.0%		

**Certificated (Non-management) Prior Year Settlements**

Are any new costs from prior year settlements included in the budget?

If Yes, amount of new costs included in the budget and MYPs

If Yes, explain the nature of the new costs:

No		
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**Certificated (Non-management) Step and Column Adjustments**

- Are step & column adjustments included in the budget and MYPs?
- Cost of step & column adjustments
- Percent change in step & column over prior year

Budget Year	1st Subsequent Year	2nd Subsequent Year
(2022-23)	(2023-24)	(2024-25)
Yes	Yes	Yes
270928	275243	279288
2.8%	2.0%	1.0%

**Certificated (Non-management) Attrition (layoffs and retirements)**

	(2022-23)	(2023-24)	(2024-25)
1. Are savings from attrition included in the budget and MYPs?	No	No	No
2. Are additional H&W benefits for those laid-off or retired employees included in the budget and MYPs?	No	No	No

**Certificated (Non-management) - Other**

List other significant contract changes and the cost impact of each change (i.e., class size, hours of employment, leave of absence, bonuses, etc.):

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**S8B. Cost Analysis of District's Labor Agreements - Classified (Non-management) Employees**

DATA ENTRY: Enter all applicable data items; there are no extractions in this section.

	Prior Year (2nd Interim) (2021-22)	Budget Year (2022-23)	1st Subsequent Year (2023-24)	2nd Subsequent Year (2024-25)
Number of classified(non - management) FTE positions	95.08	95.08	95.08	95.08

**Classified (Non-management) Salary and Benefit Negotiations**

1. Are salary and benefit negotiations settled for the budget year?

No

If Yes, and the corresponding public disclosure documents have been filed with the COE, complete questions 2 and 3.

If Yes, and the corresponding public disclosure documents have not been filed with the COE, complete questions 2-5.

If No, identify the unsettled negotiations including any prior year unsettled negotiations and then complete questions 6 and 7.

Negotiations Settled

- 2a. Per Government Code Section 3547.5(a), date of public disclosure board meeting:
- 2b. Per Government Code Section 3547.5(b), was the agreement certified by the district superintendent and chief business official?
- If Yes, date of Superintendent and CBO certification:
3. Per Government Code Section 3547.5(c), was a budget revision adopted to meet the costs of the agreement?
- If Yes, date of budget revision board adoption:
4. Period covered by the agreement: Begin Date: End Date:

5. Salary settlement:

Is the cost of salary settlement included in the budget  
and multiyear  
projections (MYPs)?

Budget Year	1st Subsequent Year	2nd Subsequent Year
(2022-23)	(2023-24)	(2024-25)

No	No	No
----	----	----

**One Year Agreement**

Total cost of salary settlement  
% change in salary schedule  
from prior year


or

**Multiyear Agreement**

Total cost of salary settlement  
% change in salary schedule  
from prior year (may enter text,  
such as "Reopener")


Identify the source of funding that will be used to support multiyear salary commitments:

--

Negotiations Not Settled

6. Cost of a one percent increase in salary and statutory benefits

182465
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7. Amount included for any tentative salary schedule increases

Budget Year	1st Subsequent Year	2nd Subsequent Year
(2022-23)	(2023-24)	(2024-25)

**Classified (Non-management) Health and Welfare (H&W) Benefits**

- Are costs of H&W benefit changes included in the budget and MYPs?
- Total cost of H&W benefits
- Percent of H&W cost paid by employer
- Percent projected change in H&W cost over prior year

Budget Year	1st Subsequent Year	2nd Subsequent Year
(2022-23)	(2023-24)	(2024-25)
No	No	No
No		

**Classified (Non-management) Prior Year Settlements**

Are any new costs from prior year settlements included in the budget?

If Yes, amount of new costs included in the budget and MYPs

If Yes, explain the nature of the new costs:

--

**Classified (Non-management) Step and Column Adjustments**

Budget Year	1st Subsequent Year	2nd Subsequent Year
(2022-23)	(2023-24)	(2024-25)

1. Are step & column adjustments included in the budget and MYPs?
2. Cost of step & column adjustments
3. Percent change in step & column over prior year

Yes	Yes	Yes
131851	134304	136711
2.5%	2.0%	2.0%

Budget Year 1st Subsequent Year 2nd Subsequent Year

(2022-23) (2023-24) (2024-25)

**Classified (Non-management)  
Attrition (layoffs and  
retirements)**

1. Are savings from attrition included in the budget and MYPs?
2. Are additional H&W benefits for those laid-off or retired employees included in the budget and MYPs?

No	No	No
No	No	No

**Classified (Non-management) - Other**

List other significant contract changes and the cost impact of each change (i.e., hours of employment, leave of absence, bonuses, etc.):


**S8C. Cost Analysis of District's Labor Agreements - Management/Supervisor/Confidential Employees**

DATA ENTRY: Enter all applicable data items; there are no extractions in this section.

	Prior Year (2nd Interim)	Budget Year	1st Subsequent Year	2nd Subsequent Year
	(2021-22)	(2022-23)	(2023-24)	(2024-25)
Number of management, supervisor, and confidential FTE positions	20	20	20	20

**Management/Supervisor/Confidential**

**Salary and Benefit Negotiations**

1. Are salary and benefit negotiations settled for the budget year?

No

If Yes, complete question 2.

If No, identify the unsettled negotiations including any prior year unsettled negotiations and then complete questions 3 and 4.

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If n/a, skip the remainder of Section S8C.

Negotiations Settled

## 2. Salary settlement:

Is the cost of salary settlement included in the budget  
and multiyear

projections (MYPs)?

Total cost of salary settlement

% change in salary schedule  
from prior year (may enter text,  
such as "Reopener")

Budget Year

1st Subsequent Year

2nd  
Subsequent  
Year

(2022-23)

(2023-24)

(2024-25)

No		No
0	0	0
	0.0%	

Negotiations Not Settled

## 3. Cost of a one percent increase in salary and statutory benefits

25545

Budget Year

1st Subsequent Year

2nd  
Subsequent  
Year

(2022-23)

(2023-24)

(2024-25)

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## 4. Amount included for any tentative salary schedule increases

## Management/Supervisor/Confidential

Health and Welfare (H&W)  
Benefits1. Are costs of H&W benefit changes included in the budget and  
MYPs?

## 2. Total cost of H&amp;W benefits

## 3. Percent of H&amp;W cost paid by employer

## 4. Percent projected change in H&amp;W cost over prior year

Budget Year

1st Subsequent Year

2nd  
Subsequent  
Year

(2022-23)

(2023-24)

(2024-25)

No	No	No

## Management/Supervisor/Confidential

## Step and Column Adjustments

## 1. Are step &amp; column adjustments included in the budget and MYPs?

## 2. Cost of step and column adjustments

## 3. Percent change in step &amp; column over prior year

Budget Year

1st Subsequent Year

2nd  
Subsequent  
Year

(2022-23)

(2023-24)

(2024-25)

Yes		
34188	35897	37692
5.0%	5.0%	5.0%

## Management/Supervisor/Confidential

## Other Benefits (mileage, bonuses, etc.)

## 1. Are costs of other benefits included in the budget and MYPs?

## 2. Total cost of other benefits

## 3. Percent change in cost of other benefits over prior year

Budget Year

1st Subsequent Year

2nd  
Subsequent  
Year

(2022-23)

(2023-24)

(2024-25)

No	No	
0	0	0
0.0%	0.0%	0.0%

## S9. Local Control and Accountability Plan (LCAP)

Confirm that the school district's governing board has adopted an LCAP or an update to the LCAP effective for the budget year.

DATA ENTRY: Click the appropriate Yes or No button in Item 1, and enter the date in Item 2.

1. Did or will the school district's governing board adopt an LCAP or an update to the LCAP effective for the budget  
year?

2. Adoption date of the LCAP or an update to the LCAP.

Yes

Jun 16, 2022

## S10. LCAP Expenditures

Confirm that the school district's budget includes the expenditures necessary to implement the LCAP or annual update to the LCAP.

DATA ENTRY: Click the appropriate Yes or No button.

Does the school district's budget include the expenditures necessary to implement the LCAP or annual update to the LCAP as described

In the Local Control and Accountability Plan and Annual Update Template?

Yes

#### ADDITIONAL FISCAL INDICATORS

The following fiscal indicators are designed to provide additional data for reviewing agencies. A "Yes" answer to any single indicator does not necessarily suggest a cause for concern, but may alert the reviewing agency to the need for additional review. DATA ENTRY: Click the appropriate Yes or No button for items A1 through A9 except item A3, which is automatically completed based on data in Criterion 2.

A1.	Do cash flow projections show that the district will end the budget year with a negative cash balance in the general fund?	No
A2.	Is the system of personnel position control independent from the payroll system?	No
A3.	Is enrollment decreasing in both the prior fiscal year and budget year? (Data from the enrollment budget column and actual column of Criterion 2A are used to determine Yes or No)	No
A4.	Are new charter schools operating in district boundaries that impact the district's enrollment, either in the prior fiscal year or budget year?	No
A5.	Has the district entered into a bargaining agreement where any of the budget or subsequent years of the agreement would result in salary increases that are expected to exceed the projected state funded cost-of-living adjustment?	No
A6.	Does the district provide uncapped (100% employer paid) health benefits for current or retired employees?	No
A7.	Is the district's financial system independent of the county office system?	No
A8.	Does the district have any reports that indicate fiscal distress pursuant to Education Code Section 42127.6(a)? (If Yes, provide copies to the county office of education)	No
A9.	Have there been personnel changes in the superintendent or chief business official positions within the last 12 months?	No

When providing comments for additional fiscal indicators, please include the item number applicable to each comment.

Comments:  
(optional)

End of School District Budget Criteria and Standards Review

☒ Student Learning and Achievement  
☒ Health and Safety of Students and Schools  
☒ Credibility and Communication  
☒ Fiscal Solvency, Accountability and Integrity

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

**SUBJECT:** Public Hearing for the Local Control Accountability Plan and State Local Priorities 2022-2023

**DATE:** June 2, 2022

**PERSON(S) RESPONSIBLE:** Ana Silva, Director of Curriculum/Special Projects

### **RECOMMENDATION:**

The District Administration will present the final draft of the Local Control Accountability Plan (LCAP) and LCAP 2022-2023, Supplement to Annual Update for 2021-22 LCAP, and The State Local Priorities 2022-2023 for Board review and Public Hearing.

### **BACKGROUND:**

Pursuant to Education Code 42103, the Pacific Grove Unified School District will conduct a public hearing regarding the Local Control Accountability Plan (LCAP). Copies of the LCAP will be available for public viewing beginning May 27, 2022-June 2, 2022.

### **INFORMATION:**

By July 1, 2022, the governing board of each school district shall adopt a local control and accountability plan (LCAP) using a template adopted by the State Board, effective for three years with annual updates. The LCAP consists of the Plan Summary (General Information, Reflections, Highlights), Stakeholder Engagement, Goals & Actions, and Increased or Improved Services, and the LCFF Budget Overview for Parents. It includes the district's annual goals for all pupils and for each target student group identified according to the State and local performance indicators included in the Local Control Funding Formula (LCFF) Evaluation Rubrics. The Evaluation Rubrics are aligned to the eight state priorities listed below.

Another addition to the approval of the 2022-2023 LCAP is the mid-year update which was presented to the board information/discussion.0 on February 10, 2022.

The LCAP template is aligned to the State Accountability System: California Schools Dashboard and the District 5 by 5 District/School Placement Report.

- The 2022-2023 LCAP consists of the following sections:
- LCFF Budget Overview for Parents
- Supplement to the Annual Update for 2021-22 LCAP



- The Plan Summary enables the district to highlight the following:
  - The Story: A description of how the District serves the students and the community
  - Reflections: Successes and Identified Need
  - LCAP Highlights: A summary of the key features of this year's LCAP
- Engaging Educational Partners
- 2022-2023 LCAP Goals, Actions, and Expenditures (Goals 1,2,&3)
- Increased or Improved Services for Unduplicated Students
- 2022-23 Total Expenditures Table
- 2022-23 Contributing Actions Tables
- 2021-22 Annual Update Table
- 2021-22 Contributing Actions Annual Update Table
- 2021-22 LCFF Carryover Table

This year the District's LCAP is the second year of a three-year implementation plan, consisting of three goals in an effort to capture the commitment of all students and the student target groups identified with achievement gaps in Mathematics and English Language Arts. The first goal is designed to capture our base program, and what we do to provide a quality educational program for ALL students in our TK-12 grade program. The second goal is focused on the social and emotional learning aspects of students and the third goal is written to specifically address the academic gaps for targeted student groups in the areas of mathematics and English Language Arts.

The three LCAP goals are listed below:

1. Pacific Grove Unified School District, in partnership with students, parents, staff, and the community, will challenge all students by providing a quality instructional program in a positive, safe and stimulating environment, providing differentiated pathways for all students to be college and career ready upon graduation.
2. Social-Emotional Learning: Advance educational equity and excellence by focusing on the social, emotional, and mental health of our school community by creating a safe and affirming school environment and culture that supports and encourages school connectedness and resiliency.
3. All English learners, socioeconomically disadvantaged students, foster youth, and students with disabilities will show a measurable increase in achieving grade-level standards in English Language Arts each year as measured by Smarter Balanced Assessments and local valid formative assessments.

The California Eight State Priorities update will be presented to the board on June 2, 2022, with the exception of Priorities 6 and 7 which are included with this document. The California Eight State Priorities are listed below:

1. Providing all students access to fully credentialed teachers, instructional materials that align with state standards, and safe facilities.
2. Implementation of California's academic standards, including the Common Core State Standards in English language arts and math, Next Generation Science Standards, English language development, history-social science, visual and performing arts, health education, and physical education standards.

3. Parent involvement and participation, so the local community is engaged in the decision-making process and the educational programs of students.
4. Improving student achievement and outcomes along with multiple measures, including test scores, English proficiency, and college and career preparedness.
5. Supporting student engagement, including whether students attend a school or are chronically absent.
6. Highlight school climate and connectedness through a variety of factors, such as suspension and expulsion rates and other locally identified means. **(Please see attached documents for specific information on School Climate Indicators)**
7. Ensuring all students have access to classes that prepare them for college and careers, regardless of what school they attend or where they live. **(Please see attached documents for specific information on Broad Course of Study Indicators)**
8. Measuring other important student outcomes related to required areas of study, including physical education and the arts.

**FISCAL IMPACT:**

See LCAP for fiscal details

### **Priority 6: School Climate**

For the 2021-22 school year, Pacific Grove Unified administered the California Healthy Kids Survey (CHKS) to students in grades 5, 7, 9, and 11. Every year the results of the California Healthy Kids Survey are reported to the board of trustees at a regularly scheduled meeting.

The 2021-22 student survey results for 5th grade (an average of both elementary schools) showed that 82% (80% 20-21) felt connected to school, 89% (88% 20-21) felt academically motivated, 74% (78% 20-21) felt adults cared for them, 79% (81% 20-21) felt safe at school, 79% (85% 20-21) had social & emotional supports, and 73% (89% 20-21) felt there was an anti-bullying climate. Both elementary schools continue to implement Toolbox character programs to build cultures of respect and growth mindsets to enhance academic achievement. Actions that will be specified in the School Site Plans for both Forest Grove and Robert Down:

Forest Grove Elementary:

- Anti-bullying assembly: Morris Brothers
- Continued implementation of the Toolbox
- Cultural proficiency training for staff, so they can implement equity, inclusion, and diversity activities in their instruction
- Improved messaging about school rules
- Discussion of schoolwide use of restorative practices and other means of correction to address misbehavior
- Include students in the creation of playground rules to increase ownership.

Robert Down Elementary:

- Increase counselors in classrooms for Circle of Caring
- Anti-Bullying Assembly: Morris Brothers
- Student Council with video announcements
- Garden Rangers and other campus leadership

The 2021-22 student survey for grades 7, 9, and 11 identified the following criteria related to school connectedness, safety, and social-emotional well-being: In grade 7, 68% (67% 20-21), grade 9, 63% (59% 20-21), grade 11, 62% (62% 20-21), 58% CHS (Community High School) feel academically motivated. In grade 7, 76% (73% 20-21), grade 9, 62% (71% 20-21), grade 11, 75% (71% 20-21), 92% CHS felt the adults set high expectations. In grade 7, 62% (68% 20-21), grade 9, 52% (63% 20-21), grade 11, 59% (59%) and 79% CHS felt they had caring adult relationships.

Regarding social-emotional areas, the survey revealed a decrease in chronic feelings of sadness or hopelessness: Grade 7, 36%; Grade 9, 30%; Grade 11, 38%, and an increase at Community High at 81%. (Grade 7: 2019-20 52%, 2020-21 27%; Grade 9: 2019-20 38%, 2020-21 46%; Grade 11: 2019-20 43%, 2020-21 47%, with a decrease at Community High School from 50% in 19-20 to 36% in 20-21).

Although we have seen mostly a decrease in the number of students stating they had considered suicide in the last two school years, we note there is an increase for grades 7,9,&11 in 2021-2022. Referring to the data from the previous two years:from 2019-20 to 2020-21 (Grade 7 (19-20) 12%, (20-21) 7%; Grade 9 (19-20) 21%, (20-21) 12%; Grade 11 (19-20) 18%, (20-21) 11%), with an increase at Community High from 14% in 19-20 to 29% in 20-21,there were some increases in 21-22: 7th Grade, 18%; 9th Grade 15%; 11th Grade 20%; and CHS 25%.

The high school is continuing its efforts with suicide prevention practices and supports for students. The high school is implementing the Restorative and Trauma-Informed Practices along with the OLWEUS surveys to capture students who are at risk. The high school has outreach programs, counseling services, and other monitoring programs focused on suicide prevention. Other specific actions as noted in the High School School Site Plan:

- Increase awareness of services provided by Mental Health Therapist
- Implement with fidelity Restorative Approaches
- Provide presentations to students and families regarding Fentanyl and other illegal drug trends
- Implement Advisory period through new bell schedule on Thursday
- Promote online confidential reporting form
- Promote “See something say something” culture
- Increase awareness of services provided through Outreach Counselor
- Increase opportunities for students to be involved in a variety of school activities
- Monthly review of attendance data and provide necessary interventions as appropriate
- Develop a survey for parents/guardians to better understand their needs
- Provide a variety of educational workshops for parents/guardians
- Provide varied platforms for meetings, e.g. in person and via Zoom
- Reduce language barriers by providing information in a variety of languages
- Promote increasing inclusion by reducing incidents of discrimination, harassment, and bias-related incidents
- Freshman Academy



## Professional Development for staff equity and inclusion

The middle school continues to host assemblies on suicide prevention, counseling services, and providing a Smart Social Cyber Safety Curriculum as well as an ongoing data collection focused on “Students of Concern”. The OLWEUS survey is administered to all middle school students to identify concerns related to bullying as a preventive measure and build awareness and design programs to encourage students to stop bullying behavior. The middle school has also implemented Character Strong, a program designed to build safe and positive school culture. Actions to address areas of concern such as:

### Academic Motivation:

- Staff UDL training and reflection. Teacher reflection on Google Slides with specific plans to implement at the beginning of next year
- Offer student choice on how to display mastery (Universal Design)
- Connecting the academic requirements to real-world and culturally relevant topics
- Clear Learning Objectives/Student understanding of the criteria for success (Teacher Clarity Playbook)
- Reignite Growth Mindset emphasis/ Leverage CalHope grant to build school-wide SEL opportunities

### Caring Adult Relationships

- UDL again (student choice)
- Character Strong (nonacademic adult interactions and supports)
- CHILL Games (bi-monthly lunchtime games to build community and improve climate)
- Continue to employ restorative practices
- 3 additional days of counseling (Chapman Grant)
- Leverage CalHope Grant for Community Building training and activities

To address social-emotional support, we have allocated more funding to counseling services at the elementary, middle, and high schools.

### Priority 7 Broad Course of Study

Pacific Grove Unified School District tracks progress in meeting Priority 7 standards by undertaking a qualitative and quantitative review of course offerings, class schedules, and school schedules to assess the extent to which all students have access to and are enrolled in a broad course of studies. Additionally, course enrollment reports developed in the district's student information system identify access and enrollment based upon grade spans, unduplicated student groups, and students with exceptional needs. Quantitative data tables reflecting the percent of students with access to and/or enrolled in a broad course of studies were constructed via data from SIS Illuminate, Calpads, and DataQuest. For the 2021-2022 year, 100% of Pacific Grove Unified School District's students had full access to a broad course of studies as defined by California Education Code 51210 and 51220(a)-(i).

All PGUSD students in grades TK – 5 are enrolled in a broad course of study. Both elementary schools offer access and enrollment in the seven areas identified as a broad course of studies for grades 1-5. All elementary students have access to visual and performing arts within the regular school day in addition to computer science classes and digital citizenship. Students in grades 4 and 5 will also have Spanish language classes on a weekly basis.

All PGUSD secondary students have access to a broad course of studies within their school offerings. The middle school offers a comprehensive visual and performing arts course selection. For example, students have access to Symphonic Band, Chamber Orchestra, Concert Band,

String Orchestra, and Jazz Band/Combo within and after the school day. Additionally, students also engage in STEAM (Science, Technology, Engineering, Art, Math) through their science class and instructional wheel in 6th grade. Other courses offered include Leadership, Home Economics, Nutrition, Advancement Via Academic Determination (AVID), and Computer Video Bulletin. Students who require additional support are offered transition English and Math classes, a learning center, and study halls to support student academic achievement. For the 2022-23 school year students will also have access to Spanish as a second language.

Every year the high school presents the course bulletin for board approval and all courses are evaluated to ensure students have access to offerings that are approved A to G as well as a variety of Honors, AP (Advanced Placement), and Career Technical Education (CTE) Industry Pathways. Every year the high school increases its CTE pathways to increase its variety. Examples of pathways include Design & Media Arts (ART, Photography), Computer Networking & Security (College Dual Enrollment), Software & Systems Development, Health Science & Medical Technology, and Food Service & Hospitality (College Dual Enrollment), Online Academy (College Dual Enrollment). Other College Dual Enrollment classes are offered as part of the Capstone projects for CTE completion. All courses offered at the high school are A to G approved for CSU/UC except for AVID (9, 10, 11), Leadership, Physical Education, and the Transitional Special Education program for students aged 18-22.

The High School will continue expanding our offerings of dual-enrolled classes. We plan to achieve this by continuing our relationship with Monterey Peninsula College and staying up to date with our College and Career Pathways (CCAP) Agreement. Currently, we offer 11 dual enrolled courses through our culinary and photography pathways and computer science pathway. There are plans to add two more dual enrolled courses in 2023-2024 in the social science department. Also, we will expand enrollment of freshmen and sophomores in a pathway with a long-term goal of increasing the amount of CTE completers from 20% to 30% by 2022-23. We plan to achieve this by offering waivers to students from physical education for those that are active in high school sports. Additionally, to promote CTE pathways to incoming freshmen, there will be frequent academic counseling meetings, CTE teacher presentations outlining the benefits of the pathways, and providing continued funding via CTEIG and Perkins Grants to increase the number of course offerings.

Barriers preventing PGUSD from maximizing broad course of study offerings to all students include a lack of time during the regular school day and small staff size. Based on a need to increase students successfully graduating with A to G completion, the LCAP identified increasing counseling hours to support students. In response to supporting students to be successful in high school, a freshman academy program is implemented via all-freshman Geography and AP Human Geography classes. A credit recovery class is being offered to all students who are getting a D or F so they may retake a class via Edmentum to become A to G eligible. Regular analysis of enrollment in a broad course of study courses helps to inform the district as it makes decisions on offerings and using the LCAP as a planning and budgetary tool to support Priority 7.



[www.pgusd.org](http://www.pgusd.org)

# PACIFIC GROVE UNIFIED SCHOOL DISTRICT

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## PUBLIC HEARING NOTICE

Pursuant to California Education Code § 42127 and § 42103, the Pacific Grove Unified School District Governing Board will hold a public hearing on Thursday, June 2, 2022 regarding

### ADOPTION OF THE 2022-23 BUDGET & LOCAL CONTROL ACCOUNTABILITY PLAN

The hearing will be held during the regular Board meeting which begins at 6:30 p.m. via Zoom (please visit our website at [www.pgusd.org](http://www.pgusd.org) to find the Zoom link located on the front page announcements).

Copies of the Budget and Local Control Accountability Plan will be available for public viewing beginning May 27, 2022 through June 2, 2022 at the District Office. For more information, please contact Ralph Porras, Superintendent at 646-6520.

Posted: May 19, 2022

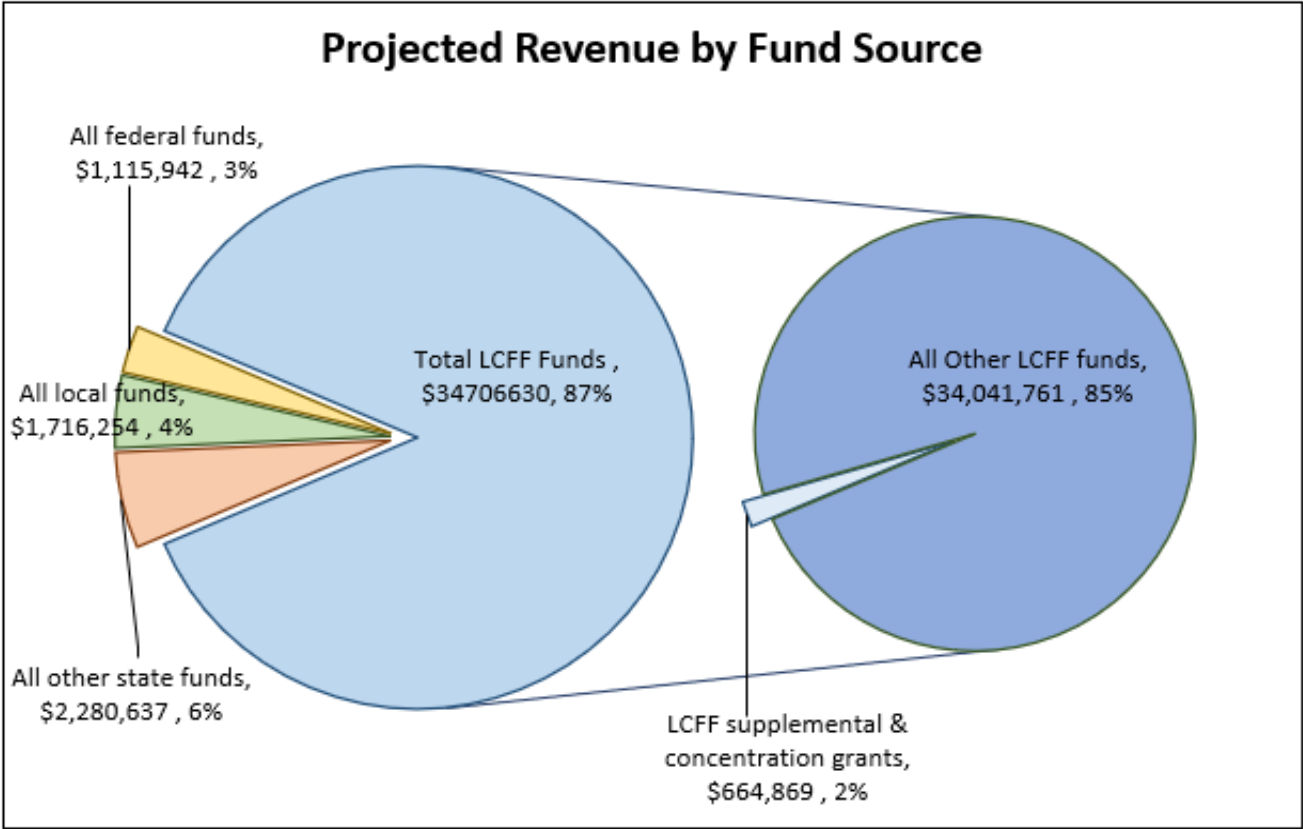


# LCFF Budget Overview for Parents

Local Educational Agency (LEA) Name: Pacific Grove Unified School District  
CDS Code: 27661340000000  
School Year: 2022-23  
LEA contact information:  
Ana Silva  
Director of Curriculum & Special Projects  
asilva@pgusd.org  
831 646-6526

School districts receive funding from different sources: state funds under the Local Control Funding Formula (LCFF), other state funds, local funds, and federal funds. LCFF funds include a base level of funding for all LEAs and extra funding - called "supplemental and concentration" grants - to LEAs based on the enrollment of high needs students (foster youth, English learners, and low-income students).

## Budget Overview for the 2022-23 School Year

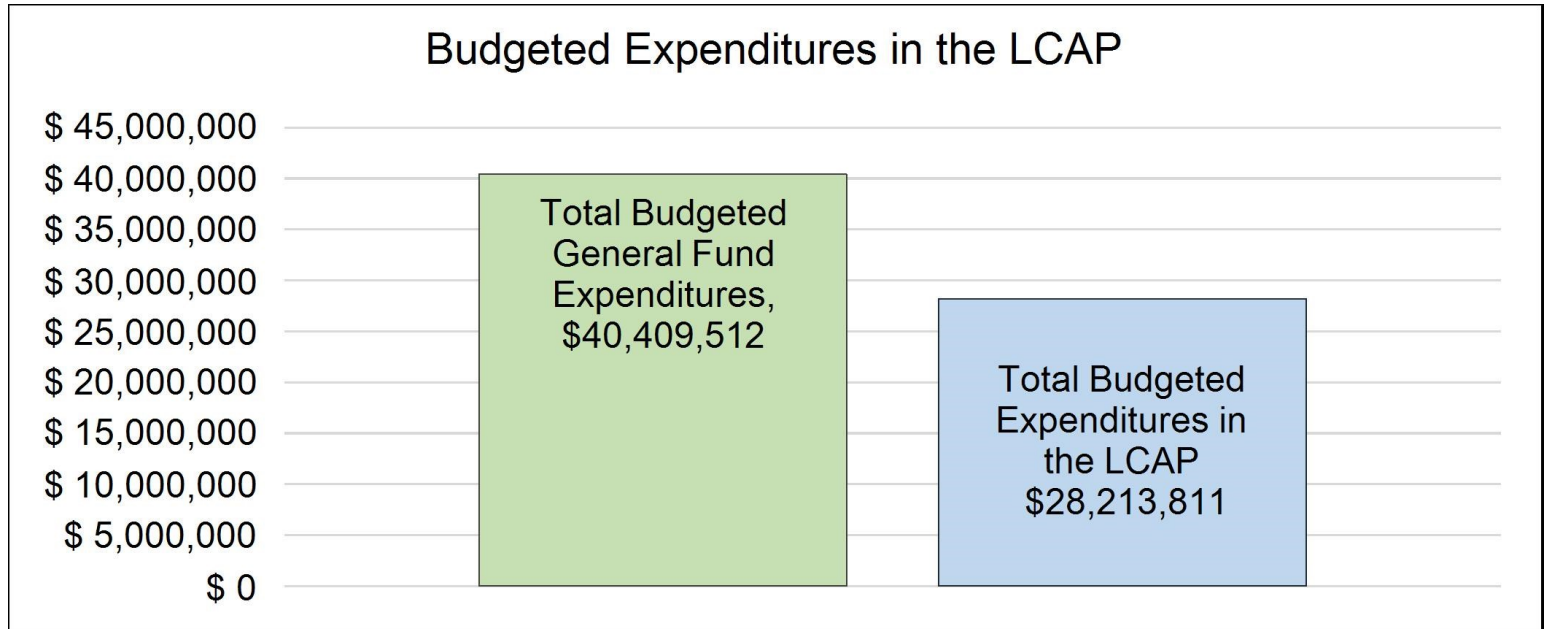


This chart shows the total general purpose revenue Pacific Grove Unified School District expects to receive in the coming year from all sources.

The text description for the above chart is as follows: The total revenue projected for Pacific Grove Unified School District is \$39,819,463.00, of which \$34,706,630.00 is Local Control Funding Formula (LCFF), \$2,280,637.00 is other state funds, \$1,716,254.00 is local funds, and \$1,115,942.00 is federal funds. Of the \$34,706,630.00 in LCFF Funds, \$664,869.00 is generated based on the enrollment of high needs students (foster youth, English learner, and low-income students)

## LCFF Budget Overview for Parents

The LCFF gives school districts more flexibility in deciding how to use state funds. In exchange, school districts must work with parents, educators, students, and the community to develop a Local Control and Accountability Plan (LCAP) that shows how they will use these funds to serve students.



This chart provides a quick summary of how much Pacific Grove Unified School District plans to spend for 2022-23. It shows how much of the total is tied to planned actions and services in the LCAP.

The text description of the above chart is as follows: Pacific Grove Unified School District plans to spend \$40,409,512 for the 2022-23 school year. Of that amount, \$28,213,811 is tied to actions/services in the LCAP and \$12,195,701 is not included in the LCAP. The budgeted expenditures that are not included in the LCAP will be used for the following:

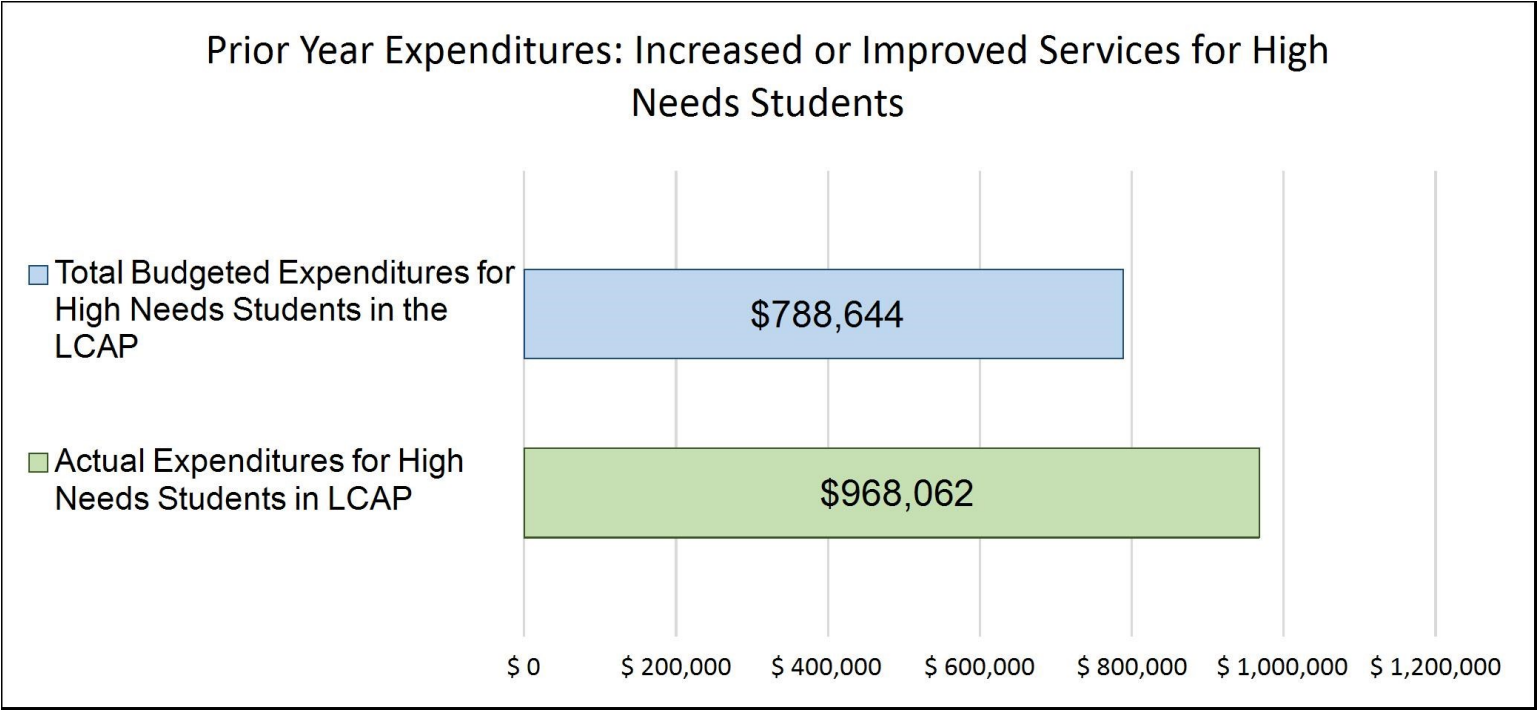
The \$12,195,701 will be used to pay for employee benefits (3000 object code), Services (5000 object code), other outgo expenditure (7000 object code)

## Increased or Improved Services for High Needs Students in the LCAP for the 2022-23 School Year

In 2022-23, Pacific Grove Unified School District is projecting it will receive \$664,869.00 based on the enrollment of foster youth, English learner, and low-income students. Pacific Grove Unified School District must describe how it intends to increase or improve services for high needs students in the LCAP. Pacific Grove Unified School District plans to spend \$1,210,901.02 towards meeting this requirement, as described in the LCAP.

LCFF Budget Overview for Parents

Update on Increased or Improved Services for High Needs Students in 2021-22



This chart compares what Pacific Grove Unified School District budgeted last year in the LCAP for actions and services that contribute to increasing or improving services for high needs students with what Pacific Grove Unified School District estimates it has spent on actions and services that contribute to increasing or improving services for high needs students in the current year.

The text description of the above chart is as follows: In 2021-22, Pacific Grove Unified School District's LCAP budgeted \$788,644.00 for planned actions to increase or improve services for high needs students. Pacific Grove Unified School District actually spent \$968,062.33 for actions to increase or improve services for high needs students in 2021-22.

# Supplement to the Annual Update to the 2021–22 Local Control and Accountability Plan

Local Educational Agency (LEA) Name	Contact Name and Title	Email and Phone
Pacific Grove Unified School District	Ana Silva Director of Curriculum and Special Projects	asilva@pgusd.org 8316466526

California's 2021–22 Budget Act, the federal American Rescue Plan Act of 2021, and other state and federal relief acts have provided local educational agencies (LEAs) with a significant increase in funding to support students, teachers, staff, and their communities in recovering from the COVID-19 pandemic and to address the impacts of distance learning on students. The following is a one-time mid-year report to the local governing board or body and educational partners related to engagement on, and implementation of, these Acts.

A description of how and when the LEA engaged, or plans to engage, its educational partners on the use of funds provided through the Budget Act of 2021 that were not included in the 2020–21 Local Control and Accountability Plan (LCAP).

Pacific Grove Unified School District received the following grants: Expanded Learning Opportunities Grant (\$1,302,510), ESSER III Plan (\$1,253,054) details on Educational Partner input can be found in the plans on the district website at <https://www.pgusd.org/Departments/Curriculum/Accountability-ESSER--LCAP--LEAP/index.html>

A description of how the LEA used, or plans to use, the additional concentration grant add-on funding it received to increase the number of staff who provide direct services to students on school campuses with an enrollment of students who are low-income, English learners, and/or foster youth that is greater than 55 percent.

Pacific Grove Unified School District does not receive the additional concentration grant or the concentration add-on funding.

A description of how and when the LEA engaged its educational partners on the use of one-time federal funds received that are intended to support recovery from the COVID-19 pandemic and the impacts of distance learning on pupils.

Pacific Grove Unified School District engaged its educational partners on the use of one-time federal funds to support both recovery from the COVID-19 pandemic and the impacts of distance learning on pupils by hosting town hall meetings for all grade spans (Elementary, Middle, & High School), site-specific teacher and parent meetings, gathering feedback from parents, students, and teachers via surveys, as well as input from each School Site Council and, English Language Advisory Committees. Also at every board meeting, the Superintendent discussed the process and progress of all aspects of the district's Covid Safety Plan where the public had the opportunity to provide input. Teachers, administrators, classified staff and parents provided meaningful input providing the board with direction on revising and enhancing the plan to ensure all safety protocols were in place and effective. A more detailed description for the process of engaging our educational partners can be found in the Extended Learning Opportunities Grant Plan <https://www.pgusd.org/documents/Departments/Curriculum/Accountability->

[ESSER--LCAP--LEAP/2021-Expanded-Learning-Opportunities-Grant-Plan-PGUSD.pdf](https://www.pgusd.org/documents/Departments/Curriculum/Accountability-ESSER--LCAP--LEAP/2021-Expanded-Learning-Opportunities-Grant-Plan-PGUSD.pdf) and The ESSER III Plan  
<https://www.pgusd.org/documents/Departments/Curriculum/Accountability-ESSER--LCAP--LEAP/2021-Expanded-Learning-Opportunities-Grant-Plan-PGUSD.pdf>

A description of how the LEA is implementing the federal American Rescue Plan Act and federal Elementary and Secondary School Emergency Relief expenditure plan, and the successes and challenges experienced during implementation.

Pacific Grove Unified's school board approved the ESSER III plan on October 28, 2021. The money we receive from this grant will allow us to continue to offer the supports we began this school year 2021-2022 to provide intervention supports for our students to mitigate learning loss. We are able to continue to provide each of the sites with additional certificated teacher positions (teachers on special assignment) to identify and intervene with students who are struggling and provide the assessments (Measures of Academic Progress) to identify academic areas of growth and monitor student progress throughout the year. We are also going to embark on an equity project during the second half of this school year (spring 2022) as well as add another intervention math section at the high school and continue to offer credit recovery through Edmentum, an online program, throughout this school year and in 2022-2023. Regarding Covid safety, we hired a health clerk and have been able to provide additional supervision during lunchtime to monitor student safety as well as maintain all facilities with the appropriate equipment providing a safe environment to decrease the spread of COVID. We have posted for a mental health professional for the High School and anticipate having someone in that position soon. The challenges have been in filling the instructional aide positions we had planned for despite ongoing job postings and reaching out to the community.

A description of how the LEA is using its fiscal resources received for the 2021–22 school year in a manner that is consistent with the applicable plans and is aligned with the LEA's 2021–22 LCAP and Annual Update.

The additional monies received from the federal and state grants such as the Safe Return to In-Person Instruction and Continuity of Services Plan, Esser III Plan, and the Extended Learning Opportunities Grants are helping to support our LCAP goals to provide additional services to ensure students and staff were safe to attend school during the pandemic. Some of these expenditures were aligned to our second LCAP goal to meet the social and emotional needs of our students and staff. We were able to purchase personal protective gear, air purifiers, Binax testing kits, health care supplies, extra personnel for noon duty, an extra health clerk, meal vouchers for the summer, and additional social-emotional support for students, teachers, and site administrators. To support our most challenged students and in alignment with our third LCAP goal, we purchased an assessment system (Measures of Academic Progress) to provide targeted intervention strategies for students. We were also able to hire additional certificated teachers to provide intervention at the elementary level and teachers on special assignments at the Middle and High schools. We also were able to provide credit recovery services for students with D's and F's via Edmentum at the high school.

# Instructions for the Supplement to the Annual Update for the 2021–22 Local Control and Accountability Plan Year

*For additional questions or technical assistance related to the completion of the Supplement to the Annual Update to the 2021–22 Local Control and Accountability Plan (LCAP), please contact the local county office of education (COE), or the California Department of Education's (CDE's) Local Agency Systems Support Office, by phone at 916-319-0809 or by email at [lcff@cde.ca.gov](mailto:lcff@cde.ca.gov).*

## Introduction

California's 2021–22 Budget Act, the federal American Rescue Plan Act of 2021, and other state and federal relief acts have provided local educational agencies (LEAs) with a significant increase in funding to support students, teachers, staff, and their communities in recovering from the COVID-19 pandemic and to address the impacts of distance learning on students. Section 124(e) of Assembly Bill 130 requires LEAs to present an update on the Annual Update to the 2021–22 LCAP and Budget Overview for Parents on or before February 28, 2022, at a regularly scheduled meeting of the governing board or body of the LEA. At this meeting, the LEA must include all of the following:

- The Supplement to the Annual Update for the 2021–22 LCAP (2021–22 Supplement);
- All available mid-year outcome data related to metrics identified in the 2021–22 LCAP; and
- Mid-year expenditure and implementation data on all actions identified in the 2021–22 LCAP.

When reporting available mid-year outcome, expenditure, and implementation data, LEAs have flexibility to provide this information as best suits the local context, provided that it is succinct and contains a level of detail that is meaningful and accessible for the LEA's educational partners.

The 2021–22 Supplement is considered part of the 2022–23 LCAP for the purposes of adoption, review, and approval, and must be included with the LCAP as follows:

- The 2022–23 Budget Overview for Parents
- The 2021–22 Supplement
- The 2022–23 LCAP
- The Action Tables for the 2022–23 LCAP
- The Instructions for the LCAP Template
- 

As such, the 2021–22 Supplement will be submitted for review and approval as part of the LEA's 2022–23 LCAP.

## Instructions

Respond to the following prompts, as required. In responding to these prompts, LEAs must, to the greatest extent practicable, provide succinct responses that contain a level of detail that will be meaningful and accessible for the LEA's educational partners and the broader public and must, to the greatest extent practicable, use language that is understandable and accessible to parents.

In responding to these prompts, the LEA has flexibility to reference information provided in other planning documents. An LEA that chooses to reference information provided in other planning documents must identify the plan(s) being referenced, where the plan(s) are located (such as a link to a web page), and where in the plan the information being referenced may be found.

**Prompt 1:** *"A description of how and when the LEA engaged, or plans to engage, its educational partners on the use of funds provided through the Budget Act of 2021 that were not included in the 2020–21 Local Control and Accountability Plan (LCAP)."*

In general, LEAs have flexibility in deciding what funds are included in the LCAP and to what extent those funds are included. If the LEA received funding through the Budget Act of 2021 that it would have typically included within its LCAP, identify the funds provided in the Budget Act of 2021 that were not included in the LCAP and provide a description of how the LEA has engaged its educational partners on the use of funds. If an LEA included the applicable funds in its adopted 2021–22 LCAP, provide this explanation.

**Prompt 2:** *"A description of how LEA used, or plans to use, the concentration grant add-on funding it received to increase the number of staff who provide direct services to students on school campuses with an enrollment of students who are low-income, English learners, and/or foster youth that is greater than 55 percent."*

If LEA does not receive a concentration grant or the concentration grant add-on, provide this explanation.

Describe how the LEA is using, or plans to use, the concentration grant add-on funds received consistent with California *Education Code* Section 42238.02, as amended, to increase the number of certificated staff, classified staff, or both, including custodial staff, who provide direct services to students on school campuses with greater than 55 percent unduplicated pupil enrollment, as compared to schools with an enrollment of unduplicated students that is equal to or less than 55 percent.

In the event that the additional concentration grant add-on is not sufficient to increase the number of staff providing direct services to students at a school with an enrollment of unduplicated students that is greater than 55 percent, describe how the LEA is using the funds to retain staff providing direct services to students at a school with an enrollment of unduplicated students that is greater than 55 percent.

**Prompt 3:** *"A description of how and when the LEA engaged its educational partners on the use of one-time federal funds received that are intended to support recovery from the COVID-19 pandemic and the impacts of distance learning on pupils."*

If the LEA did not receive one-time federal funding to support recovery from the COVID-19 pandemic and the impacts of distance learning on students, provide this explanation.



Describe how and when the LEA engaged its educational partners on the use of one-time federal funds it received that are intended to support recovery from the COVID-19 pandemic and the impacts of distance learning on students. See the COVID-19 Relief Funding Summary Sheet web page (<https://www.cde.ca.gov/fq/cr/relieffunds.asp>) for a listing of COVID-19 relief funding and the Federal Stimulus Funding web page (<https://www.cde.ca.gov/fq/cr/>) for additional information on these funds. The LEA is not required to describe engagement that has taken place related to state funds.

**Prompt 4:** “A description of how the LEA is implementing the federal American Rescue Plan Act and federal Elementary and Secondary School Emergency Relief expenditure plan, and the successes and challenges experienced during implementation.”

If an LEA does not receive ESSER III funding, provide this explanation.

Describe the LEA’s implementation of its efforts to maintain the health and safety of students, educators, and other staff and ensure the continuity of services, as required by the federal American Rescue Plan Act of 2021, and its implementation of the federal Elementary and Secondary School Emergency Relief (ESSER) expenditure plan to date, including successes and challenges.

**Prompt 5:** “A description of how the LEA is using its fiscal resources received for the 2021–22 school year in a manner that is consistent with the applicable plans and is aligned with the LEA’s 2021–22 LCAP and Annual Update.”

Summarize how the LEA is using its fiscal resources received for the 2021–22 school year to implement the requirements of applicable plans in a manner that is aligned with the LEA’s 2021–22 LCAP. For purposes of responding to this prompt, “applicable plans” include the Safe Return to In-Person Instruction and Continuity of Services Plan and the ESSER III Expenditure Plan.

California Department of Education  
November 2021



# Local Control Accountability Plan

The instructions for completing the Local Control and Accountability Plan (LCAP) follow the template.

Local Educational Agency (LEA) Name	Contact Name and Title	Email and Phone
Pacific Grove Unified School District	Ana Silva Director of Curriculum & Special Projects	asilva@pgusd.org 831 646-6526

## Plan Summary [2022-23]

### General Information

A description of the LEA, its schools, and its students in grades transitional kindergarten–12, as applicable to the LEA.

General Information for the 2022-23 School Year:

The Pacific Grove Unified School District (PGUSD) offers public education to students in grades transitional kindergarten through twelfth grade, in addition, we offer a special education preschool and an adult transition program, ages 18-22 for students who reside in the City of Pacific Grove and a portion of Pebble Beach. There are two elementary schools – Robert Down and Forest Grove, one middle school – PG Middle School, one comprehensive high school-PG High School, and one alternative high school – PG Community High School. The District serves a diverse student population with a total enrollment of 1,854 comprised of 60% white, 20.4% Hispanic, 10% Asian, 4.2% two or more, 1.9% African American, 0.75% Pacific Islander, Filipino 1.9%, 1.13% American Indian, 1.7% not reported, 5% English learners, 17.05% Socio Economically disadvantaged. All students in Pacific Grove Unified are taught by highly qualified and appropriately assigned teachers with instructional materials that support the implementation of the California State Standards for all core content areas. In addition to our instructional base program, all students receive physical education and a robust music program that includes vocal and instrumental instruction in grades TK-12 with appropriately assigned teachers. In order for students to thrive academically, we also address their social and emotional needs through a variety of programs at all of the school sites. We provide counseling services and school psychologists to ensure students' social and emotional needs are met. Our district is dedicated to keeping elementary class sizes low, especially in the primary grades. The goal of our elementary schools is to promote strong literacy and mathematics instruction to support critical thinking in all content areas. The middle school builds on this foundation with content-area instruction and further develops students' abilities to effectively communicate orally and in writing, think critically, collaborate, and extend learning through creativity and innovation. Our district is dedicated to preparing students for college and careers with 21st-century skills. The high school offers academic counseling to guide students with various options for college or career through Career Technical Education pathways, courses aligned to A to G, a variety of Advanced Placement courses and dual enrollment courses with Monterey Peninsula College. Students who are learning the English language are supported by staff with the appropriate credential to support the various language levels of our students. Students who have been identified with disabilities are taught by appropriately credentialed staff who meet each student's needs through the Individual Education Plans

process. Currently, our district serves 13% of Students with Disabilities and .4% of Foster. We strive to ensure all students receive the appropriate support to ensure college and career readiness upon high school graduation.

## Reflections: Successes

A description of successes and/or progress based on a review of the California School Dashboard (Dashboard) and local data.

After a careful analysis of the District's performance on the multiple indicators, a majority of our students are meeting or exceeding the standards in grades 3-8 in English Language and Mathematics, graduation rates are very high, suspension rates are very low, and reclassified English learners are performing at or better than their English only counterparts on both English Language Arts and Mathematics assessments. Additionally, 71.4% of English learners are making progress toward English Language proficiency placing the district in the very high category for this area. We are continuing to monitor all English learners and provide support in class and through after-school tutoring. We also showed an improvement in the 2020 College and Career readiness as compared to the 2019 readiness data with an overall improvement from 60% prepared to 69% prepared. All target groups made positive gains as well: Socio-economically challenged improved from 43% prepared to 48% prepared, Hispanic 40% prepared to 64%. Our graduation rates also improved from 2018-2019 (92.6% graduated) to 2019-2020 (95.3%), Socio-economically challenged 94.3% (2018-2019) to 96% (2019-2020). We saw a decrease in 2020-2021 for graduation rates to 93.9% with 90.2% for socio-economically challenged students which is a decrease since the last year. We plan to maintain and build upon this success by implementing the Measures of Academic Progress Assessments three times a year to monitor student progress especially for our English learners, low income, special needs, and foster/homeless youth. In addition to this assessment, we will continue to monitor student progress through the analysis of student work at the classroom level to meet students where they are instructionally. Teacher and staff will collaborate and share best practices in support of student learning.

## Reflections: Identified Need

A description of any areas that need significant improvement based on a review of Dashboard and local data, including any areas of low performance and significant performance gaps among student groups on Dashboard indicators, and any steps taken to address those areas.

Other areas requiring attention based on the data from the 2019-2020 California Schools Dashboard and this school year 2021-2022 are chronic absenteeism rates. With the pandemic affecting the district during the spring of 2020 and the majority of 2020-2021, there has been a continued issue with chronic absenteeism. With all of the new intervention programs such as the mental health counseling and site-based intervention regarding absenteeism rates, we will be triangulating information on students with high rates of absenteeism. Next school year we will continue to identify students with learning gaps, especially our English learners, socio-economically challenged, special needs, and homeless/foster youth. Based on local assessments, the identified target groups will receive increased and improved services homing in on specific skill gaps through our intervention supports at the elementary and an increase in support classes at the middle and high schools with additional classes added for credit recovery, advisory periods, and additional productive study classes offered at the high school.

Ongoing collaborative discussions and analysis of formative assessments at grade level and department meetings focus on refining and increasing services to meet the needs of target groups at each site. This information helps to identify specific target groups by school site, content area and identify additional areas of intervention support and determine if intervention efforts are being successful. Furthermore, the work being done at each site to address the social and emotional needs of students is proving to be working. However, the pandemic and its effects will require us to increase support in the area of social and emotional wellness to make school a safe place where all students thrive. The implementation of Toolbox at the elementary schools, Character Strong at the Middle School and Restorative practices at the high school will address the needs of our struggling students due to the pandemic. With additional grant funding through Esser 3 and Educator Effectiveness Grants, we have added one counseling position at the high school and one at the elementary level. The Middle School received a grant from CalHope that will support the school with additional counseling and other social-emotional supports for students.

## LCAP Highlights

A brief overview of the LCAP, including any key features that should be emphasized.

The key features included in the 2021-24 LCAP include 3 goals. The first goal aims to capture the overall mission of the district which is to provide optimal conditions so that students will graduate College and/or Career ready to be productive citizens. As a result of the COVID pandemic and returning to in-person instruction, we also are continuing with a goal to support students, parents, and staff with social-emotional support to enhance well-being and academic achievement. We are pleased to be offering a parent education series on social-emotional learning, digital citizenship/social media, hiring a bilingual parent liaison for parent outreach, and continuing with professional development to staff in support of issues related to the pandemic for students, staff, and families in our community. We are maintaining our efforts to support our target student groups in the areas of English language arts and mathematics by providing targeted improved and increased services based on local assessments providing specific skill gap analysis with instruction aimed to close those gaps. An area of focus is mathematics in middle and high school. For the 2022-2023 school year the high school like the middle will support our targeted student groups by offering math support classes in grades 6-8 and IM1, IM2, for students who are concurrently enrolled in those grade-level math classes. This model is proving to be successful since students are given the opportunity for a differentiated and more personalized approach to applying and understanding mathematical concepts taught in the regular math classes with additional opportunities for practice in the math support class. With the Extended Learning Opportunities Grant, the district purchased a tutoring service named Paper to support All students in grades 6-12. Based on the usage analysis for 2021-2022, most students used this service in the area of math. The math support class at the high school offered after school was successful and will be continued in the 2022-2023 school year. The high school has also added an advisory period along with three sections named Productive Study where students will have time within their school day to study, do homework, work on projects, and receive support from the teacher. The district is also engaged in a professional development series focused on Cultural proficiency practices to ensure equity for all student groups creating a safe place where students are valued and supported to thrive academically, socially, and emotionally.

## Comprehensive Support and Improvement

An LEA with a school or schools eligible for comprehensive support and improvement must respond to the following prompts.

### ***Schools Identified***

A list of the schools in the LEA that are eligible for comprehensive support and improvement.

N/A

### ***Support for Identified Schools***

A description of how the LEA has or will support its eligible schools in developing comprehensive support and improvement plans.

N/A

### ***Monitoring and Evaluating Effectiveness***

A description of how the LEA will monitor and evaluate the plan to support student and school improvement.

N/A

# Engaging Educational Partners

A summary of the process used to engage educational partners and how this engagement was considered before finalizing the LCAP.

In an effort to involve a greater number of stakeholders, each site has had multiple meetings with a variety of stakeholder groups to discuss current site plan goals, which are all aligned to the district's LCAP goals and the eight state priorities. During this process, each of the sites shared the actions implemented throughout the school year along with the measurable outcomes for those actions. With this information, stakeholders were able to provide specific input and direction for actions to be implemented in this and the following school year. This was done intentionally to involve all stakeholders with multiple opportunities to provide feedback on annual updates and future goals in a meaningful way. Based on our experiences since the inception of the LCAP, we found this approach enabled stakeholders to offer ideas that directly affected their respective school sites where their children would be impacted. For this reason, we felt the involvement process needed to be primarily at the site level. In order to reach a broader stakeholder group and provide direction for the district goals, a parent survey from WestEd was also sent out to parents. Generally at all of the schools, the stakeholder process includes Site Councils, Leadership meetings, staff meetings, student surveys/focus groups, townhall, and virtual principal check-ins. The most powerful engagement strategy used in 2021-2022 was the virtual meetings that enabled more stakeholders to participate and be heard. We also improved our communication efforts via the district's new messaging system, district newsletter, and site-based newsletters.

We received a total of 459 parent surveys, a decrease (of 459) over last year's respondents. At the district level, we also had meetings representing both the Teachers and Classified Unions and the District English Language Advisory Committee. We also had a district-wide discussion at multiple board meetings and site-based parent-teacher-student meetings to gather input regarding safety COVID protocols and other issues affecting students as a result of the pandemic. Most of our site-based meetings, town halls, and surveys primarily related to the reopening of schools, safety, and testing protocols, and the possibility of returning to a distance learning program. The following are the meeting dates for each of the sites and the stakeholders involved in those meetings:

High School/Community High School

Site Council meetings: quarterly

Leadership meetings: Monthly from August to May

Staff meetings: monthly or bimonthly meetings as needed.

Student surveys/focus groups: PGHS makes a concerted effort to engage multiple levels of stakeholders in an inquiry and reflection process that helps the organization to utilize a transformational leadership approach to organizational change. This year, the administration and newly appointed TOSA, utilized several different data instruments throughout the year to gain insight into the current state of student learning, both in terms of academic growth and social-emotional health. The Equity, Learning Loss, and Student Outcomes report presented to the school board in the fall of 2021 details the methods by which data was collected, the findings that resulted from the analysis, and the recommendations for change. Input from this report combined with data analysis from other collection instruments, such as the CORE SEL survey, MAP results, and the CHKS, help provide the impetus for and serve as a rationale for programmatic decisions. Some of the programs that will be put in place next year that are a result of data-informed decisions are:

ILT: This year the school has decided to fund an instructional leadership team (ILT). The team will work to strengthen and identify effective research-based practices being used throughout the school, to build a culture that welcomes the sharing of best practices and embraces the PLC process

RTI: Continuation of progress monitoring to help support struggling students in an efficient and effective manner

Intervention Classes: addition of two new Independent Productive Study (IPS) courses and one credit recovery course

Mental Health Therapist: the addition of a full-time mental health therapist to assist with SEL efforts provide a safe place for students who are struggling emotionally

Middle School:

Discussed with Staff, PTSA, School Site Council the CoreSEL and Olweus Bullying Survey: Administered Quarter 1 and quarter 4. California Healthy Kids Survey quarter 3.

PGMS Site Leadership: Instructional Leadership Team (meets monthly): The team looked at Map assessment data, Olweus student survey data, and CoreSEL Student survey data to determine the next steps in the progress monitoring of site goals.

Principal Check-Ins: PGMS Social Emotional Learning Night- 9/20/2021; feedback consisted of asking how the school can find additional counselors to fill in the days that PGMS has none. Rectified by the Chapman Grant which pays for an additional three days a week counselor. Grant is annual, so we must reapply and hope.

Staff Meetings: Monthly: staff members were presented with the site goals and data on the at-risk student populations and discussed how to differentiate instruction to meet student needs.

PTSA: PTSA: Triannual meetings: presentation and input on the site goals. Suggestions were made on improving family participation in school events (honors night, tech night, How to raise a teenager). One strong suggestion was to combine events (all four schools participate) to improve parent participation. Less “one and done” events and more series-based opportunities.

PGMS Staff Meetings: Teacher feedback indicated a focus on California Student Healthy Kids student survey data which included the following areas of concern:

Academic Motivation

Caring Adult Relationships

Meaningful Participation

School connectedness

In the areas above, there were either minimal gains or outright declines compared to the prior year.

School Site Council met on the following dates to discuss and provide input regarding site goals 10/1/22, 11/1/22, 2/8/22, 4/5/22, 5/10/22. Committee members were tasked with comparing the data with the school goals to ensure that adequate emphasis is placed on the greatest area(s) of need. The council recommended that PGMS utilize the Chapman Grant to continue the additional counseling at PGMS for three days a week. Currently, the award is set to run out, and Mr. Roach will appeal to the Chapman Board of Directors to fund for several years

more. The Council also recommends that the new CalHope Grant have a parent outreach component, and assemblies that raise awareness on topics like anxiety, being an Upstander, and Race. This is now part of our SPSA plan for 2022-2023

#### Forest Grove:

Principal Check-In for Families - Held monthly on the second or third Tuesday of the month.

Leadership team meetings - Held monthly

Staff Meetings - Held monthly

Staff Check-In - Held every other month

School Site Council Meetings - Held monthly

Student Council Meetings - Held monthly

#### Robert Down:

Site Council meetings:

Leadership meetings: Monthly from August to May

Staff meetings: monthly or bimonthly meetings as needed.

PTA Meetings: quarterly

District Parent Advisory Committee: March 29, 2022, and May 17, 2022

English Language Advisory Committee: May 17, 2022

Pacific Grove Teachers Association/ Classified Employees Association: May 18, 2022

Student Services: The Director of Student Services attends monthly SELPA meetings. Meetings provide direction from the CDE on current assembly bills that directly impact policy and procedures as they relate to compliance with federal law. SELPA provides direction and support in the development and submission of required annual reports such as: CALPADS, Personnel Data report, Performance Indicator Review reports, Annual Service Plan, Compliance Reviews, and corrective action plans. In addition, the SELPA provides professional development at the Monterey County Office of Education that focuses on best educational practices and the improvement of services to SWDs. PGUSD SpEd staff are encouraged and financially supported to attend any training pertinent to their assignment. Examples of PD attended by PGUSD staff include: The Autism Series, CAPTAIN training, Assistive Technology Series, and Legally Defensible IEP Notes. In addition, The SELPA provides on-site professional development at the district's request. For instance, SELPA program specialists provided training to district sped teachers and paraprofessionals on Applied Behavioral Analysis and data collection

The SELPA Director and Program Specialists are available for consultation by phone and email at all times for specific questions regarding cases and improving best practices.



A summary of the feedback provided by specific educational partners.

At the High school: PGHS and PGCHS feedback indicated a need to meet the social-emotional needs of students in the new school year. Feedback indicated a need to provide students with learning recovery opportunities and therefore a new credit recovery class has been added to the schedule along with a student advisory section. Student information was gathered through the California Healthy Kids Survey. Based on the data there is a need to increase “student connectedness.” Site administration will work closely with the counseling staff and other community partners to identify strategies for increasing school connectedness.

Parent feedback was very supportive of the social-emotional programs implemented at the elementary schools (Toolbox) and the Middle School (Character Strong) wanting schools to continue with these efforts.

At the Middle School: Student SEL Committee (parents, staff, representative sample of students) meeting monthly for Character Strong input on lessons, school climate, Spirit Days, and quarterly events.

Teacher emphasis on student connections (sharing student data with the staff indicated a slip in connection to staff). The MS will utilize the UDL (Universal Design for Learning) training and ongoing discussion (TOSA-led) to employ culturally relevant pedagogy. Additionally, they will continue with a focus on Growth Mindset as a site focus (in response to student slide in academic readiness)

At Forest Grove: Based on educational partner feedback, parents requested that lunch be served outside daily; that students be socially distanced to the extent possible when eating and playing at lunch; that testing is made available at the site; that pool testing be implemented at the school, and that higher-quality masks be made available to students. Families requested that cultural proficiency education become a priority for Forest Grove and PGUSD. Students expressed concerns about some adults using gender to group students (ie boys over here, girls over there). The principal worked with staff and discussed alternative ways to group students. Students requested having more activities available to them at lunchtime. Students also asked for more student-led clubs next year and would like to participate in the morning announcements to identify a social-emotional goal for the school from the Toolbox and what will be served for lunch.

At Robert Down: Based on stakeholder feedback: Parents and students requested more leadership opportunities for students and students will be teaching toolbox to their parents and to their younger peers via their buddy classes. To increase student voice and input, there will be a student council implemented for the 2022-2023 school year. Parents at Robert Down want to make the school nut-free.

The District Advisory Committee and the District Language Advisory Committee suggested the district hire a bilingual parent liaison to reach out to members of our school community to solicit feedback and ensure parents feel supported with parent education programs providing tools for parents/caregivers to help students be successful academically, socially, and emotionally. Members also suggested we offer more parent nights on digital literacy/citizenship as well as more outreach to parents about the tutoring service offered by Paper. The need for standardized, equitable grading practices at the high school level was discussed at length. There is a need to address this issue in an equitable way so that it impacts all students across the board not just targeted subgroups. The importance and effectiveness of AVID practices were discussed, and it is being fully supported at PGMS at this time, it will also continue to expand into PGHS.



A description of the aspects of the LCAP that were influenced by specific input from educational partners.

Based on the feedback from parents, staff, students, and administrators regarding social-emotional concerns, the LCAP's second goal provides actions to address these concerns. We have added multiple actions to address the social-emotional needs of our students at all grade spans. Specifically, we are adding two additional full-time Mental Health Counselors, one for the high school and one for the elementary schools. The middle school is also adding additional counseling supports with new grant funding provided by CALHOPE. We will be looking into designing a position for a parent liaison to support the parent education success program. We will also be providing training for site staff and administrators on how to support students in the classroom along with self-care strategies. Our counseling staff will be attending training and offering professional development for staff at the school sites. In response to student input, the high school is adding a total of 3 Productive Study classes to support students with the space and time to address academic needs as well as a weekly advisory period.

# Goals and Actions

## Goal

Goal #	Description
1	Pacific Grove Unified, in partnership with students, parents, staff, and the community, will challenge all students by providing a quality instructional program in a positive, safe and stimulating environment, providing differentiated pathways for all students to be college and /or and/or complete a career technical education pathway.

An explanation of why the LEA has developed this goal.

This goal captures the mission of the district to ensure we provide an educational system where all students thrive, are valued and graduate college and/or career ready to become productive global citizens. We want to continue to provide students with highly qualified teachers and classified staff, in a setting where students are safe and proud of their schools. We are also committed to providing the technology infrastructure and upgrades in accordance with the District Technology Plan. Although we are a small school district, we offer students a variety of course offerings ensuring our students have opportunities to be well rounded academically and socially/emotionally. The next three year LCAP will show how we not only set high expectations for all yet also provide the supports for students with challenges as is represented in the actions for Goals 2 and 3. It is evident our district support all students beginning with our special education preschoolers to our students who attend the adult transition program once they leave the high school.

## Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
State Priority 1 A: Degree to which teachers are appropriately assigned and fully credentialed.	100% in 2020-2021 Source: SARC	100% in 2021-2022 Source: SARC			100%
State Priority 1 B: Degree to which students have standards-aligned instructional materials.	100% in 2020-2021 Source: SARC	100% in 2021-2022 Source: SARC			100%

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
State Priority 1 C: FIT Rating for school facilities in good repair.	Overall Rating: GOOD Source: SARC/FIT	Overall Rating: GOOD Source: SARC/FIT			GOOD overall Rating
State Priority 2. The implementation of academic content and performance standards for all students.	100% of teachers are implementing CA State Standards. Source: Administrator to observe implementation of CA Standards and record during observations log.	100% of teachers are implementing CA State Standards. Source: Administrator to observe implementation of CA Standards and record during observations log.			100%
State Priority 4 A: The percentage of pupils that have successfully completed A-G requirements The percentage of pupils that have successfully completed CTE pathways	76.4 % completed either A-G or CTE pathways 73.6% Met A-G 22.9% Completed CTE Pathways Source: Illuminate SIS/Calpads 2019-2020	No CAASPP Data for 2020-2021 as SBAC was not administered			80% meet A-G 29% Complete CTE pathways
State Priority 4 B: The percentage of students who have passed an AP exam with a score of 3 or higher	2019-2020 73% Source: College Board	Data will not be available until mid-June 2022			79% Pass AP with a 3 or higher

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
State Priority 4 C: The percentage of pupils who participate in and demonstrate college preparedness in the EAP.	2019-2020 79.2% prepared in ELA 64.2% prepared in Math	No CAASP Data for 2020-2021 as SBAC was not administered Waiting on CAASPP data from the 2021-2022 Spring administration			85% prepared in ELA 70% prepared in Math
State Priority 5 E: High School graduation rate	95.3% Source: Calpads 2019-2020	Data not available until June 2022			100% graduation rate
State Priority 2 B: The degree to which programs/services enable English Learners to access the CSS and the ELD standards	All curriculum materials. in English Language Arts offer both the Integrated and Designated component. For all other content areas, teachers are incorporating integrated components in support of English learners within the context of the subject area. Designated ELD teachers at each site collaborate with content area teachers in support of EL students in their classrooms.	All curriculum materials. in English Language Arts offer both the Integrated and Designated component. For all other content areas, teachers are incorporating integrated components in support of English learners within the context of the subject area. Designated ELD teachers at each site collaborate with content area teachers in support of EL students in their classrooms.			100%

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
State Priority 7 A: Broad course of study	Students have access and are enrolled in all required areas of study as monitored through CalPads & Illuminate. Students have access and are enrolled in a broad course of study including Health, PE, VAPA, World Languages, CTE, AP, Dual Enrollment, Computers, and other elective offerings as monitored through CalPads and Illuminate. The district provides access to Advanced Placement, Dual Enrollment, and CTE pathways, as well as a robust set of elective offerings across the district.	Students have access and are enrolled in all required areas of study as monitored through CalPads & Illuminate. Students have access and are enrolled in a broad course of study including Health, PE, VAPA, World Languages, CTE, AP, Dual Enrollment, Computers, and other elective offerings as monitored through CalPads and Illuminate. The district provides access to Advanced Placement, Dual Enrollment, and CTE pathways, as well as a robust set of elective offerings across the district.			100%

## Actions

Action #	Title	Description	Total Funds	Contributing
1.1	Certificated Teachers, Classified Staff and Administrators	All teachers and administrators are highly qualified to provide support to students in attaining access to a comprehensive education. (1000 object code) Classified staff and administrators in each job alike support student learning, health, and safety. (2000 object code)	\$25,073,484.00	No

Action #	Title	Description	Total Funds	Contributing
<b>1.2</b>	Instructional Materials and Resources	Instructional delivery of all core content areas with standards aligned instructional materials. Teachers and support staff are trained on instructional materials to support students during small group instruction. (4000 object code)	\$995,266.00	No
<b>1.3</b>	High School Outreach Counselor	The Outreach High School Counselor position was created to provide support to at-risk and special populations. At-risk students include students who are struggling academically, social-emotionally, or may have other barriers to their success. Special populations of students include our students with a Section 504 accommodation plan, socio-economically disadvantaged, and English Language Learners. Supports range from teaching coping skills, strategies to overcome a variety of obstacles, regular meetings, Student Study Team meetings, crisis intervention, and collaboration with the teachers and staff to support the students.	\$90,020.00	Yes
<b>1.4</b>	Career Technical Education	By identifying our populations of English Language Learners, low income, and students in special education, our academic counseling department works to ensure that the benefits of our CTE pathways are understood by both parents/guardians and students. CTE teachers also provide material outlining the benefits of their courses to incoming eighth graders as well as new students to the district.		Yes
<b>1.5</b>	Broad Course of Study	The High School will continue expanding our offerings of dual-enrolled classes. We plan to achieve this by continuing our relationship with Monterey Peninsula College and staying up to date with our College and Career Pathways (CCAP) Agreement. Currently, we offer 11 dual enrolled courses through our culinary and photography pathways and computer science pathway. There are plans to add two more dual enrolled courses in 2023-2024 in the social science department. Also, we will expand enrollment of freshmen and sophomores in a pathway		No

Action #	Title	Description	Total Funds	Contributing
		<p>with a long-term goal of increasing the amount of CTE completers from 20% to 30% by 2022-23.</p> <p>We plan to achieve this by offering waivers to students from physical education for those that are active in high school sports. Additionally, to promote CTE pathways to incoming freshmen, there will be frequent academic counseling meetings, CTE teacher presentations outlining the benefits of the pathways, and providing continued funding via CTEIG and Perkins Grants to increase the number of course offerings.</p>		
<b>1.6</b>	Technology Infrastructure	<p>Here are PGTech's priorities for the next 3 years:</p> <p>Support the transition of Synergy SIS and Assessment: Build end-user capacity/proficiency with working in Synergy (classified and certificated)</p> <p>Continue with Classroom hardware upgrades to reach standard classroom configuration - elementary, middle school, high school. This includes moving to interactive panels, integrated audio, and laptop as teachers' primary devices.</p> <p>Outdoor Wi-Fi installations on all campuses</p> <p>Security Camera system upgrade Total budget from Measure A is \$660,000</p>	\$660,000.00	No
<b>1.7</b>	High School Credit Recovery class	<p>We will be adding a Credit Recovery section where students will be monitored by a credential teacher and do coursework via Edmentum for retake classes where a student received a D or F making to become eligible for A to G college entrance to the UC and CSU systems.</p>	\$17,190.40	Yes

## Goal Analysis [2021-22]

An analysis of how this goal was carried out in the previous year.

A description of any substantive differences in planned actions and actual implementation of these actions.

All actions were implemented according the the plan.

An explanation of material differences between Budgeted Expenditures and Estimated Actual Expenditures and/or Planned Percentages of Improved Services and Estimated Actual Percentages of Improved Services.

The substantive differences were due to an increase in salary. All intended expenditures were exceeded.

An explanation of how effective the specific actions were in making progress toward the goal.

Based on our 2020-21 data on A to G eligibility only 59% were eligible and 41% were not, therefore we are adding a section within the school day at the high school to enroll students in the credit recovery class. We will also be able to add students who need to do credit recovery into the Fundamentals of Success and the 3 Productive Study class at the high school. We anticipate these actions will improve our A to G eligible students. We will also see what the 2021-2022 data shows regarding A to G eligibility once all students have graduated. On a positive note, we are fortunate to have all certificated staff properly credentialed with no positions left unfilled. All tech expenditures were accomplished to meet district and site needs. All of the other actions are in place for the following school year, and we are making progress towards the goal.

A description of any changes made to the planned goal, metrics, desired outcomes, or actions for the coming year that resulted from reflections on prior practice.

There are no changes to the planned goal, metrics, or desired outcomes. We have added actions to continue supporting the goal such as a high school credit recovery class and three sections for a productive study class based on student needs and assessments.

**A report of the Total Estimated Actual Expenditures for last year's actions may be found in the Annual Update Table. A report of the Estimated Actual Percentages of Improved Services for last year's actions may be found in the Contributing Actions Annual Update Table.**



# Goals and Actions

## Goal

Goal #	Description
2	Social Emotional Learning: Advance educational equity and excellence by focusing on the social, emotional, and mental health of our school community by creating a safe and affirming school environment and culture that supports and encourages school connectedness and resiliency.

An explanation of why the LEA has developed this goal.

This goal that was intended to be in the LCAP well before the pandemic. Based on all stakeholder feedback and unanimous board support, counseling hours were increased for 2019-2020 and a new curriculum was adopted at the middle school (Courage Strong) as well as additional counseling hours were added to the middle school. During all stakeholder meetings across the district during the pandemic, there was a unanimous request to provide more social emotional support for parents, staff, and especially students as they returned to school. We are continuing to research other options in addition to the actions listed here as we progress throughout the school year. We will be administering a district wide social emotional student assessment to determine specific areas of need. We will adjust our offerings to meet the varied needs based on the initial and ongoing progress monitoring of students' social and emotional well-being.

## Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
State Priority 3 A: Demonstration of the efforts the school district makes to seek parent input in making decisions for the school district and school sites.	86% Strongly Agree and Agree that "school allows input and welcomes parent contributions". 2019-2020 CHKS 82% of parents Strongly Agree and Agree that "parents feel welcome to participate at school". CHKS 2020-21	68% Strongly Agree and Agree that "school actively seeks the input of parents before making important decisions". 78% of parents Strongly Agree and Agree that "parents feel welcome to participate at school". CHKS 2021-22			95% Strongly Agree and Agree that "school allows input and welcomes parent contributions". 2019-2020 CHKS 95% of parents Strongly Agree and Agree that "parents feel welcome to participate at school".

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
State Priority 3 B: Demonstration of how the school district will promote parental participation in programs for unduplicated. (Number of meetings, number of participants)	80% (2019-20 CHKS) & 87% (2020-21 CHKS) "Strongly Agree and Agree that "school encourages me to be an active partner".	83% "Strongly Agree and Agree that "school encourages me to be an active partner". CHKS 21-22			95% "Strongly Agree and Agree that "school encourages me to be an active partner".
State Priority 3 C: Demonstration of how the school district will promote parental participation in programs for students with exceptional needs. (Number of meetings, number of participants)	260 SPED Students SELPA opportunities multiple time per year 504 Annual Meetings IEP Meetings 1-2 times per year Orientation at start of each school year Orientation at transition from Elem to MS, and MS to HS	265 SPED Students SELPA opportunities multiple time per year 504 Annual Meetings IEP Meetings 1-2 times per year Orientation at start of each school year Orientation at transition from Elem to MS, and MS to HS			Continue with documentation
State Priority 5 A: School Attendance Rate	District Wide: 94.1% Forest Grove 96.8% Robert Down: 97.3% Pacific Grove Middle School: 97.2% Pacific Grove High School: 96.8% Community High School: 82.4% Source: Calpads	91.2% District Wide 21-22 Data calculated from 8/5/21 - 12/17/21 Source: Synergy			All attendance rates maintain or improve and Community HS improves by 3 percentage points

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
State Priority 5 B: Chronic Absenteeism rates	7.6% 2019-2020 Dashboard Data Files	10.8% District Wide Source: Synergy & Dashboard Data Files			5% or less Chronic Absenteeism rates
State Priority 5 C: Middle School dropout rates	0% dropout 2019-2020 Source: Calpads	0% dropout 2021-2022 Source: Calpads			Maintain 0% dropout
State Priority 5 D: High School dropout rates	1.4% (2 students) 2019-2020 Source Calpads	0% dropout 2021-2022 Source: Calpads			0% dropout
State Priority 6 A: Pupil Suspension rates	2019-2020 1.6% Source: Calpads	0.43% District Wide Source: Synergy or SWIS, Dashboard reports			Decrease suspension rate to 1%
State Priority 6 B: Pupil expulsion	2019-2020 0% Source Calpads	PGHS 0.33% (2 students) 0% All other sites Source: Synergy or SWIS, Dashboard reports			maintain 0% expulsion rate
State Priority 6 C: Other local measures, including surveys of pupils, parents, and teachers on the sense of safety and school connectedness	95% (2019-20 CHKS) & 99% (2020-21) of Parents Strongly Agree and Agree that "school is a safe place for students"  79% (2019-20 CHKS) & 80% (2020-21)	95% of Parents Strongly Agree and Agree that "school is a safe place for my child".  82% of Elementary Students Strongly Agree and Agree that			100% of Parents Strongly Agree and Agree that "school is a safe place for students"  90% of Elementary Students Strongly Agree and Agree that

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	<p>CHKS) of Elementary Students Strongly Agree and Agree that they "feel connected with their school"</p> <p>82% (2019-20 CHKS) &amp; 81% (2020-21 CHKS) of Elementary Students Strongly Agree and Agree that they "feel safe at school".</p> <p>66% (2019-20 CHKS) &amp; 80% (2020-21 CHKS) of Secondary Students Strongly Agree and Agree that they "feel connected with their school".</p> <p>76.5%(2019-20 CHKS) &amp; 60% (2020-21 CHKS) of Secondary Students Strongly Agree and Agree that they "perceive school as safe or very safe".</p>	<p>they "feel connected with their school"</p> <p>79% of Elementary Students "feel safe at school" most of the time or all of the time.</p> <p>61% of Secondary Students Strongly Agree and Agree that they "feel connected with their school".</p> <p>66% of Secondary Students Strongly Agree and Agree that they "perceive school as safe or very safe".</p> <p>CHKS 2022</p>			<p>they "feel connected with their school"</p> <p>90%Elementary Students Strongly Agree and Agree that they "feel safe at school".</p> <p>90% Secondary Students Strongly Agree and Agree that they "feel connected with their school".</p> <p>85% of Secondary Students Strongly Agree and Agree that they "perceive school as safe or very safe".</p>

## Actions

Action #	Title	Description	Total Funds	Contributing
2.1	Counseling Services	<p>Counseling services are offered at the elementary, middle, and high school level. All student learning is enhanced by providing an orderly, caring, and nurturing educational and social environment in which all students feel safe and take pride in their school and achievements. Positive interpersonal relationships among students and between students and staff are promoted through a variety of social/emotional supports and programs at each of the sites.</p> <p>The elementary and middle school counselors work collaboratively with the classroom teachers in providing the elementary program Toolbox to build social/emotional skills leading to resiliency and positive communication skills and self care when dealing with life stresses. Counselors from the elementary schools also support students at the middle school to build continuity for students as they transition to the middle school.</p>	\$242,924.99	No
2.2	Social Emotional Learning resources	Elementary schools will continue to implement Toolbox, Middle school will continue to implement Character Strong, and the High School will be implementing Restorative Practices training for staff to support students in building resiliency and learning positive approaches to challenges.		Yes
2.3	Parent Engagement & Student Success	Based on parent feedback, the administration will be designing a position for a parent liaison for the parent education student success program. The intention will be to pay a stipend out of the Adult School Fund to provide outreach and programs to support parents in helping to support their children academically, socially, and emotionally.		No
2.4	Fundamentals of Success	Grades 10 and 11: This course is designed to facilitate student reflection in their own academic progress to achieve a passing grade in a previously taken or concurrent course. Using a variety of teaching	\$17,189.30	Yes

Action #	Title	Description	Total Funds	Contributing
		practices and frequent check-ins, students develop individual learning strategies and enhance student connectedness to the school community. Throughout the year we will explore the following main themes: Planning & Organization, Working with Yourself, Reflective Practices, and Working with Others. We will also elaborate on concepts and necessary skills from core classes (e.g. English, Math, Science, and Social Studies).		
<b>2.5</b>	Institute for Social Emotional Learning	<p>Professional development series for school certificated teachers, administration, and classified staff to provide social-emotional learning strategies to support students. The elementary school staff will also engage in SEL training during the fall. The high school and middle school will engage in a professional development entitled: Catalyzed by SEL:</p> <p>Innovative approaches to activating SEL through subject content can support depth of insight and empowered learning for students. This session provides a facilitated exploration of opportunities for social and emotional learning in different discipline areas - centering on the SEL skillset and IFSEL's 20 Educator Practices. You will hear about creative lesson ideas for embedding SEL into subject content and also work with fellow participants in your department to create new SEL opportunities in the lessons and units you already teach.</p>		No
<b>2.6</b>	Trauma Informed Practices PD	The Behavioral Mental Health Counselor at the high school will train the staff on Trauma-Informed practices which are changing the lens from what is "wrong" with this student, to "what happened" to this student. PD will be offered during early release times and staff meetings accordingly so as not to have teachers be out of the classroom. There is no cost associated with this action.		No
<b>2.7</b>	Restorative Practices	Professional development for High School Staff on Restorative Practices to support students with a focus on how to improve and		No

Action #	Title	Description	Total Funds	Contributing
		repair relationships between people and communities. The purpose is to build healthy communities, increase social capital, decrease crime and antisocial behavior, repair harm, and restore relationships. The focus is through the lens of the 5 R's: Relationship, Respect, Responsibility, Repair, and Reintegration. The High School Principal with the Behavioral Mental Health Counselor will lead this professional development during designated times.		
<b>2.8</b>	Digital Citizenship and Literacy	<p>Students in grades 4, 5, 7, and 9 participate in an integrated digital citizenship/tech safety program to improve awareness and to learn to better engage with online communities in a safe, positive, and responsible manner. These are steps to accomplishing this action for 2022-2023.</p> <p>1. Research, evaluate/pilot, and purchase a comprehensive digital safety/citizenship program for student use in target grade levels in PGUSD.</p> <p>2. Schedule and deliver "mini monthly-PD" events for teachers/staff that focus on grade-level specific digital citizenship/safety topics.</p> <p>3. Students sign a Digital Safety Agreement indicating their commitment to maintaining a respectful and safe online presence.</p>	\$4,000.00	No
<b>2.9</b>	Parent Ed Tech Nights	Two Parent Ed Tech nights are scheduled each year to provide practical strategies, information, and resources on technology tools and safety/digital citizenship topics.	\$4,000.00	No
<b>2.10</b>	High School and Middle School Student Advisory period	A student advisory period will continue at the Middle school and added to the High School Bell schedule for 2022-2023. The purpose will be to support students socially and emotionally on an on-going basis.		No
<b>2.11</b>	Vector Training Student Safety &	Students at the Middle and High School via their physical education classes will engage on curriculum that covers essential safety and	\$6,045.00	No

Action #	Title	Description	Total Funds	Contributing
	Wellness Courses Grades 6-12	wellness topics that are age appropriate for students in grades 6-8 and 9-12. The following are topics that will covered with this curriculum: Alcohol, Drug, & Vaping Prevention, Bullying & Cyberbullying, Digital Citizenship, Sexual Harassment, Youth Suicide Awareness, Stress & Anxiety, Depression, Good Decision Making, Healthy Relationships, and Resolving Disagreements.		
<b>2.12</b>	High School Licensed Mental Health Therapist	The Licensed Mental Health Therapist provides direct mental health services including counseling, consultation, mental health evaluations, treatment, mental health assessments, and case management to help guide students in developing skills and strategies for dealing with problems like anxiety, depression, trauma, substance abuse, suicide, grief, family discord or any problems contributing functional impairments in school and achievement. Multiple members of the school community including parents and caregivers, teachers, and staff are engaged in interventions targeted at supporting students' academic success and behavioral health wellness. Students receive individual and in group (sometimes family) sessions to assist in overcoming dependencies, maladaptive behavior, adjusting to life and making changes. The Licensed Mental Health Therapist also acts as a resource to teachers and staff by communicating and collaborating with them as a means of effectively supporting student progress. Additionally, the therapist will provide professional development to staff in the area of youth social-emotional health. The cost of this position is being funded by the ESSER 3 Grant and the Educator Effectiveness Grant.		No
<b>2.13</b>	Elementary Licensed Mental Health Therapist	This full-time position will be split between Forest Grove and Robert Down elementary schools and be paid for with ESSER and Educator Effectiveness Grant funding. The position will support students and staff in providing social emotional supports and activities and the continued promotion of the social-emotional curriculum Toolbox.		No



Action #	Title	Description	Total Funds	Contributing
<b>2.14</b>	Middle School Social Emotional Supports	The Middle School was awarded the CALHOPE Grant (\$55,557.00). With this funding the intent is to establish a Health and Wellness Club, implement a 4-part movie assembly featuring (Angst, Like, The Upstanders and Race to be Human), To expand opportunities for parent engagement and input, the Middle school will host parent nights on topics: Safety, Health, Social Media, Connecting with your Teen by Ohana group, Dr. Bonnie Bufkin, Officer Hanks and PGMS Counseling staff presentations. They will also seek student input via student temperature checks, class wide surveys, student focus groups, and survey students on a quarterly basis to seek feedback on changes or initiatives that impact students.		No
<b>2.15</b>	Equity and Cultural Proficiency	With ESSER 3 funding (\$91,350) we will continue with a professional development series on Cultural Proficiency Practices. A committee of 30 will be engaged in a certification program to write a identify areas of need and write a District Equity Plan.		No

## Goal Analysis [2021-22]

An analysis of how this goal was carried out in the previous year.

A description of any substantive differences in planned actions and actual implementation of these actions.

All actions were implemented according the the plan.

An explanation of material differences between Budgeted Expenditures and Estimated Actual Expenditures and/or Planned Percentages of Improved Services and Estimated Actual Percentages of Improved Services.

The substantive differences were due to an increase in salary. All intended expenditures were exceeded.

An explanation of how effective the specific actions were in making progress toward the goal.

There is much work to be done in this area as the effects of the pandemic are impacting everyone on many levels. Although we increased counseling support and effectively used other funding to support students and staff, we are adding many more actions to continue to support our school community. According to the Parent Survey in 2022, 68% Strongly Agree and Agree that "school actively seeks the input of

parents before making important decisions". This is a decrease from last year's parent response (86% 2020-2021). On a positive note, 83% (2021-2022) "Strongly Agree and Agree that "school encourages me to be an active partner", however, we need to do a better job of reaching out to the parents in a variety of ways to seek their input and feedback. For this reason, we will be adding a bilingual liaison position for engagement and parent outreach to be funded by the Adult School Parent Engagement Students Success Program.

A description of any changes made to the planned goal, metrics, desired outcomes, or actions for the coming year that resulted from reflections on prior practice.

We did not make any changes to our goal or metrics. We are looking closely at the CORE SEL survey as well as the California Healthy Kids survey and increase students' opportunity to provide input on what we can do better to support their needs. We have added parent supports as well and are looking to hire a bilingual parent liaison position to provide outreach to create a more inclusive environment for all parent groups. We are also working diligently to deepen our work in the areas of Equity and Cultural Proficiency practices districtwide. At the elementary level, we will be adding a Mental Health Counselor and targeting Bullying with specific assemblies and a continued implementation of the Toolbox. Districtwide there will be continued Cultural Proficiency training for staff, so they can implement equity, inclusion, and diversity activities in their instruction. All sites are targeting specific actions to target the social emotional needs of students.

**A report of the Total Estimated Actual Expenditures for last year's actions may be found in the Annual Update Table. A report of the Estimated Actual Percentages of Improved Services for last year's actions may be found in the Contributing Actions Annual Update Table.**

# Goals and Actions

## Goal

Goal #	Description
3	All English Learners (EL), Socioeconomically Disadvantaged Students (SED), Foster Youth (FY), Students With Disabilities (SWD), and Hispanic will show a measurable increase in achieving grade level standards in mathematics and English Language Arts each year as measured by Smarter Balanced Assessments and local valid assessments.

An explanation of why the LEA has developed this goal.

This goal was carried over from the last LCAP 2017-2020. Although we have made gains every year with these student groups, we feel there are still gaps that exist in both content areas. Therefore, we have increased class offerings such as in math support with a more supported and targeted approach as well as improved services by pinpointing the skills that are deficient. We are continuing to use the assessment platform for 2022-2024 from NWEA named MAP (Measures of Academic Progress) to guide tier one interventions in the classroom and tier two interventions to meet students at their zone of proximal development (learning zone).

## Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
State Priority 4 A English Language Arts Statewide Assessments: ELA	78.67% Met/exceeded standards 68.1 points above standard (blue) Dashboard data 2019- 2020	No CAASPP Data for 2020-2021 as SBAC was not administered Waiting on CAASPP data for 2021-2022 for ELA and Mathematics coming during the summer.			90% Meet or exceed state standards
State Priority 4 B Statewide Assessment: Math	65.02% Met/exceeded standards 33.5 points above standard (green) Dashboard data 2019- 2020	No CAASPP Data for 2020-2021 as SBAC was not administered Waiting on CAASPP data for 2021-2022 for ELA and Mathematics			80% Meet or exceed state standards

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
		coming during the summer.			
State Priority 4 C Statewide Assessments: CAA	Student data is not reported due to small numbers of students for 2019-2020	No CAASPP Data for 2020-2021 as SBAC was not administered Waiting on CAASPP data for 2021-2022 for ELA and Mathematics coming during the summer.			
State Priority 4 D Percent of ELs who make progress toward English proficiency as measured by the ELPAC	71.4% make progress Dashboard data 2019-2020	No CAASPP Data for 2020-2021 as SBAC was not administered Waiting on CAASPP data for 2021-2022 for ELA and Mathematics coming during the summer.			85% make progress towards English Proficiency
State Priority 4 E: English learner reclassification rate Calpads	22.6% EL Reclassification rate Calpads 2019-2020	11.3% EL Reclassification Rate Calpads 2020-2021			30% reclassification rate
State Priority 4 F: Map testing ELA in lieu of state testing Spring 2021	Map Testing results for grades 3-11 ELA (waiting on results)  Grade 3: 8.6% Not met ,17.2% Nearly	Map Testing results Spring 2022 (student disaggregated data will be forthcoming for English learners, Low Income, Foster/homeless)			10% of students in the met and nearly met move over to the Met/exceeded category in all grade levels. 10% of students in the not met move over to

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	<p>Met 74.2% Met/exceeded</p> <p>Grade 4: 17.3% Not met, 15.3 Nearly Met, 67.3% Met/exceeded</p> <p>Grade 5: 13.8% Not met, 19.8% Nearly Met, 66.4% Met/exceeded</p> <p>Grade 6: 12.4% Not met, 12.4% Nearly Met, 75.2% Met/exceeded</p> <p>Grade 7: 14.3% Not met, 17% Nearly Met, 68.8% Met/exceeded</p> <p>Grade 8: 6.6% Not Met, 18.2% Nearly Met, 75.2 Met/exceeded</p> <p>Grade 11: 9.9% Not Met, 19.8% Nearly Met, 70.4% Met/exceeded</p>	<p>The following scores are Map growth norm-referenced</p> <p>FG Grade K: 31% Low, 19% Low Average, 16% Average, 14% High Average, 20% High</p> <p>RD Grade K: 5% Low, 10% Low Average, 13% Average, 23% High Average, 49% High</p> <p>FG Grade 1: 18% Low, 8% Low Average, 13% Average, 33% High Average, 28% High</p> <p>RD Grade 1: 10% Low, 2% Low Average, 25% Average, 17% High Average, 46% High</p> <p>FG Grade 2: 3% Low, 5% Low Average, 14% Average, 29% High Average, 49% High</p>			the nearly met/met category

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
		<p>RD Grade 2: 4% Low, 4% Low Average, 7% Average, 26% High Average, 59% High</p> <p>The following scores are projected to CA-Smarter Balanced Assessment Consortia taken in spring 2022</p> <p>Elementary Grade 3: 11.0% Not Met, 16.9% Nearly Met, 21.2% Met, 50.8% Exceeded</p> <p>Elementary Grade 4: 7.9% Not Met, 12.1% Nearly Met, 25.0% Met, 55.0% Exceeded</p> <p>Elementary Grade 5: 13.0% Not Met, 15.2% Nearly Met, 24.6% Met, 47.1% Exceeded</p> <p>Grade 6: 8.6% Not met, 28.9% Nearly Met, 62.5% Met/exceeded</p> <p>Grade 7: 12.0% Not met, 13.5% Nearly Met, 74.4% Met/exceeded</p>			

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
		<p>Grade 8: 8.1% Not Met, 22.8% Nearly Met, 69.1% Met/exceeded</p> <p>The following scores are Map growth norm-referenced</p> <p>Grade 9: 4% Low, 10% Low Average, 22% Average, 34% High Average, 31% High</p> <p>Grade 10: 9% Low, 17% Low Average, 24% Average, 30% High Average, 21% High</p>			
State Priority 4 G: Map testing Math in lieu of state testing Spring 2021	<p>Map Testing results for grades 3-11 Math (waiting on results)</p> <p>Grade 3: 16.4% Not met, 25% Nearly met, 58.6% Met/exceeded</p> <p>Grade 4: 19.6% Not met, 30.7% Nearly Met, 49.7% Met/exceeded</p>	<p>Map Testing Results Spring 2022</p> <p>FG Grade K: 24% Low, 14% Low Average, 16% Average, 24% High Average, 22% High</p> <p>RD Grade K: 5% Low, 5% Low Average, 11% Average, 37% High Average, 42% High</p>			<p>10% of students in the met and nearly met move over to the Met/exceeded category in all grade levels.</p> <p>10% of students in the not met move over to the nearly met/met category</p>

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	<p>Grade 5: 28.4% Not met, 31% Nearly Met, 40.5% Met/exceeded</p> <p>Grade 6: 26.8% Not met, 26.1% Nearly Met, 47.2% Met/exceeded</p> <p>Grade 7: 20.9% Not met, 33.9% Nearly Met, 45.2% Met/exceeded</p> <p>Grade 8: 21.9% Not met, 24.5% Nearly Met, 53.6% Met/exceeded</p> <p>Grade 11: 29.6% Not met, 26.5% Nearly Met, 43.9% Met/exceeded</p>	<p>FG Grade 1: 16% Low, 17% Low Average, 24% Average, 17% High Average, 26% High</p> <p>RD Grade 1: 11% Low, 6% Low Average, 19% Average, 39% High Average, 25% High</p> <p>FG Grade 2: 6%, 14% Low Average, 27% Average, 26% High Average, 27% High</p> <p>RD Grade 2: 4% Low, 7% Low Average, 19% Average, 32% High Average, 38% High</p> <p>Elementary Grade 3: 13.8% Not Met, 9.5% Nearly Met, 31.9% Met, 44.8% Exceeded</p> <p>Elementary Grade 4: 6.4% Not Met, 33.6% Nearly Met, 31.4% Met, 28.6% Exceeded</p>			



Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
		<p>Elementary Grade 5: 21.9% Not Met, 27.7% Nearly Met, 19.7% Met, 30.7% Exceeded</p> <p>Grade 6: 22.7% Not met, 33.6% Nearly Met, 43.7% Met/exceeded</p> <p>Grade 7: 26.5% Not met, 24.3% Nearly Met, 49.2% Met/exceeded</p> <p>Grade 8: 26.8% Not met, 31.7% Nearly Met, 41.5% Met/exceeded</p> <p>Grade 9: 4% Low, 17% Low Average, 20% Average, 24% High Average, 36% High</p> <p>Grade10: 6% Low, 15% Low Average, 18% Average, 26% High Average, 36% High</p>			
State Priority 7B: Programs and services developed	Academic counselors and site administration keep track of student	Continuing: Academic counselors and site administration			Maintain services for unduplicated pupils

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
and provided to unduplicated pupils	<p>enrollment by demographic to ensure there is equitable access to all courses offered districtwide.</p> <p>Students have access and are enrolled in all required areas of study as monitored through CalPads and Illuminate. The district also provides English Language Development instruction and operates a push in model (Co-teaching) for English learners with designated support.</p> <p>Academic counselors and site administration keep track of student enrollment by demographic to ensure there is equitable access to all courses offered districtwide.</p>	<p>keep track of student enrollment by demographic to ensure there is equitable access to all courses offered districtwide.</p> <p>Students have access and are enrolled in all required areas of study as monitored through CalPads and Illuminate. The district also provides English Language Development instruction and operates a push in model (Co-teaching) for English learners with designated support.</p> <p>Academic counselors and site administration keep track of student enrollment by demographic to ensure there is equitable access to all courses offered districtwide.</p>			

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
State Priority 7C: Programs and services developed and provided to pupils with exceptional needs	Academic counselors, administration and Director of Student Services works with site teams to ensure equitable access and opportunity to all course offering. The district also provided an inclusion model for students with disabilities as monitored through Calpads and Siras.	Continuing: Academic counselors, administration and Director of Student Services works with site teams to ensure equitable access and opportunity to all course offering. The district also provided an inclusion model for students with disabilities as monitored through Calpads and Siras.			Maintain services for pupils with exceptional needs
State Priority 8 Pupil Outcomes:	<p>DIBELS Assessments Spring 2021 Robert Down Elementary &amp; Forest Grove Elementary Schools combined data:</p> <p>Kindergarten: Intensive: 26% Strategic 13% Proficient: 28% Advanced: 33%</p> <p>First Grade: Intensive: 7% Strategic: 9% Proficient: 43% Advanced: 41%</p>	<p>DIBELS Assessments Spring 2022 Robert Down Elementary &amp; Forest Grove Elementary Schools combined data:</p> <p>Kindergarten: Intensive: 23% Strategic: 9% Proficient: 30% Advanced: 37%</p> <p>First Grade: Intensive: 3% Strategic: 14% Proficient: 34% Advanced: 49%</p>			Increase proficient and/or advanced status for each grade level by 10% points.

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	<p>Second Grade: Intensive: 7% Strategic: 8% Proficient: 50% Advanced: 34%</p> <p>Third Grade: Intensive: 5% Strategic: 8% Proficient: 28% Advanced: 58%</p> <p>Fourth Grade: Intensive: 6% Strategic: 7% Proficient: 55% Advanced: 32%</p> <p>Fifth Grade: Intensive: 15% Strategic: 5% Proficient: 45% Advanced: 35%</p>	<p>Second Grade: Intensive: 7% Strategic: 7% Proficient: 33% Advanced: 54%</p> <p>Third Grade: Intensive: 7% Strategic: 15% Proficient: 20% Advanced: 59%</p> <p>Fourth Grade: Intensive: 10% Strategic: 19% Proficient: 35% Advanced: 35%</p> <p>Fifth Grade: Intensive: 20% Strategic: 8% Proficient: 23% Advanced: 49%</p>			

## Actions

Action #	Title	Description	Total Funds	Contributing
3.1	Site Based Professional Learning Teams	All Instructional Leadership teams (ILT) teams will continue to support the PLC (Professional Learning Community) work at the sites focusing on targeted instruction based on data analysis of common formative assessments and other local measures. All sites will also continue to refine practices with teacher clarity, feedback and success criteria. Continuing to implement the Cycles of Professional Learning, teachers		Yes

Action #	Title	Description	Total Funds	Contributing
		will share and implement best practices to meet the needs of identified student groups and determine their success based on student data.		
<b>3.2</b>	AVID Classes at the High and Middle School	AVID stands for Advancement Via Individual Determination and is a program that supports students in the academic middle as they prepare for and attend a four-year college/university. This program focuses on the students that have the potential to excel academically but are not demonstrating that ability in their classes. The program is very specific in the requirements to be part of the class and there are rigorous steps each student must go through to participate. AVID has been described as "Wonderful for all, but necessary for some." The middle school will offer two sections for grades 7, 8, and the HS grades 9-12. The Avid District Director is also allotted one section at the MS.	\$113,317.30	Yes
<b>3.3</b>	English Language Arts Support Classes	Students who struggle in English Language Arts will receive multiple levels of support at the middle school. At the middle school, students two or more grade levels behind will be scheduled in general education Read 180 courses and students will also have a transitions English class to support them with general education English classes	\$72,158.34	Yes
<b>3.4</b>	Elementary Schools English Language Arts Intervention	Elementary ELA programs will incorporate certificated teachers and instructional assistants and materials needed to support grade level targeted interventions such as Read 180, targeted foundational reading instruction, and designated English language development support. Students who are designated as below grade level will receive support in the classroom and with the intervention staff. Instructional aids and the intervention teacher will also support teachers in the classroom with small group instruction. Designated English Language Arts Teachers will work with students to provide support with students who are emerging, expanding, and bridging proficiency levels of English Language acquisition and focusing on how English works. Designated ELD teachers will work closely with	\$679,656.22	Yes

Action #	Title	Description	Total Funds	Contributing
		the classroom teacher to support students with current curriculum in the classroom. (Object codes 1000,2000) An additional Certificated 1.5 FTE was added to support the elementary intervention program at Robert Down and Forest Grove and additional instructional aides were also increased to support the intervention program and classroom teachers. These additional positions were funded by the Expanded Learning Opportunities Grant, ESSER 3, and the Educator Effectiveness Grant.		
<b>3.5</b>	Language Review Teams	Designated English Language Development teachers collaborate with general education teachers to ensure English Learners access core programs. Language Review teams meet twice a year to discuss English Learners and Reclassified Fluent English Learners individual strengths and areas of growth, reclassification criteria, and designated support for Smarter Balanced end of year tests. The expenditure is for the cost of substitutes for teachers and English language development teachers to attend the Language Review Team Day.	\$1,000.00	Yes
<b>3.6</b>	Math Intervention Programs	Elementary teachers will support students through leveled targeted interventions in the classroom through small group instruction as well as grade level flexible grouping. In the Middle School: students two or more grade levels behind will be enrolled in Math 180 courses beginning in grade six for a total of one general ed and one special education. The Middle School will offer two 6th grade math support classes, one 7th and 8th grade where identified students are concurrently enrolled in the grade level math class. The support classes offer a differentiated approach focusing on conceptual learning of mathematics and its application. At the high school, two math support classes have been added to support students in Integrated Math 1, and 2. Students will be concurrently enrolled in the support class and the grade-level math class. The support classes offer a differentiated approach focusing on	\$141,292.86	Yes

Action #	Title	Description	Total Funds	Contributing
		conceptual learning of mathematics and its application. (Object code 1000)		
<b>3.7</b>	High School Productive Study Class	Due to a needs assessment, there will be a total of 3 Sections for Math/ELA Independent Productive Study: Grades 10,11, and 12: This class is for completing unfinished classwork, homework assignments/projects, and studying for upcoming tests/quizzes. (Object code 1000)	\$73,290.40	Yes
<b>3.8</b>	HS math tutoring section	One section will be added to support students who struggle with mathematics and this section will be shared by two teachers. Students are encouraged to attend this class during 7th period.	\$22,976.60	Yes
<b>3.9</b>	Paper Tutoring Service	PAPER, the world's first Educational Support System (ESS) where students in grades 6-12 can get one-on-one tutoring in any subject area and essay review from trained professionals 24 hours a day in multiple languages (English, Spanish, and French). This service was purchased for two years to support all students and specifically targeted students who are struggling academically. This purchase was made possible through the Expanded Learning Opportunities Grant.		No

## Goal Analysis [2021-22]

An analysis of how this goal was carried out in the previous year.

A description of any substantive differences in planned actions and actual implementation of these actions.

All actions were implemented according the the plan.

An explanation of material differences between Budgeted Expenditures and Estimated Actual Expenditures and/or Planned Percentages of Improved Services and Estimated Actual Percentages of Improved Services.

The substantive differences were due to an increase in salary. All intended expenditures were exceeded.

An explanation of how effective the specific actions were in making progress toward the goal.

The actions implemented were highly effective and with the added intervention classes added for 2022-2023 school year, we should be able to continue to close the gaps in student learning districtwide. In looking at the data for elementary, we realize our Kindergarten students will need increased support in reading upon entering first grade. Elementary intervention supports will be placed to meet those needs and instructional resources may need to be adjusted between Robert Down and Forest Grove to meet the grade levels where the need is greatest in both ELA and Math. End of year Map scores also show a discrepancy in gaps between schools; hence this further supports the reallocation of resources to meet the needs of students. The middle and the high school are making progress in the area of English language arts and will continue to work on improving supports for students scoring at the Not met and low/low average (grades 9-10) with additional math support classes at the middle school (one additional math 6 support class), and the math support classes for IM1 and IM2 at the high school. Additionally, the high school is continuing to offer the 7th period math tutoring class. Students who are getting a d or f in math and not attending a math support class will be given first priority for tutoring in math during seventh period.

A description of any changes made to the planned goal, metrics, desired outcomes, or actions for the coming year that resulted from reflections on prior practice.

No changes have been made to the goal, metrics, or desired outcomes. We have increased the supports at the Middle school by adding an additional math support class for 6th graders. The high school added an advisory period and two additional productive study sections for a total of 3 and a credit recovery class to ensure students are A to G eligible upon graduation.

**A report of the Total Estimated Actual Expenditures for last year's actions may be found in the Annual Update Table. A report of the Estimated Actual Percentages of Improved Services for last year's actions may be found in the Contributing Actions Annual Update Table.**



## Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students [2022-23]

Projected LCFF Supplemental and/or Concentration Grants	Projected Additional LCFF Concentration Grant (15 percent)
\$664,869.00	0

### Required Percentage to Increase or Improve Services for the LCAP Year

Projected Percentage to Increase or Improve Services for the Coming School Year	LCFF Carryover — Percentage	LCFF Carryover — Dollar	Total Percentage to Increase or Improve Services for the Coming School Year
3.87%	0.00%	\$0.00	3.87%

The Budgeted Expenditures for Actions identified as Contributing may be found in the Contributing Actions Table.

## Required Descriptions

For each action being provided to an entire school, or across the entire school district or county office of education (COE), an explanation of (1) how the needs of foster youth, English learners, and low-income students were considered first, and (2) how these actions are effective in meeting the goals for these students.

### Goal 1: College and Career Ready

After assessing the needs, conditions, and circumstances of our low-income students, English learners, and foster youth, we learned that our unduplicated students perform at the same rate as all students, as demonstrated in the Metrics section in this LCAP, and as demonstrated on the CA School Dashboard, Graduation Rate in 2020, where SED students' graduation rate (95.7) surpassed all student graduation rate (95.3)

In order to maintain and accelerate the performance of our low-income, English learners, and foster youth students, we will develop and implement additional counselors, career technical education, and access to a robust broad course of study (Goal 1, Action 3, 4, 7) that is designed to enhance the base program and continue to support these students in their academic and graduation success.

We expect these actions to lead to continued results for low-income, English learners, and foster youth students as they maintain and surpass the same performance level as all students. To maximize the impact of increasing graduation rates amongst all students, these actions are provided on a schoolwide basis.

## Goal 2: Social Emotional Learning

After assessing the needs, conditions, and circumstances of our low-income students, English learners, and foster youth, we learned that some of our unduplicated students (socioeconomically disadvantaged) have a higher rate of chronic absenteeism than all students especially upon returning to school after the pandemic. In addition, as demonstrated in the Engaging Educational Partners section, there is strong concern from partners regarding social-emotional health.

In order to the social-emotional well-being of students and staff, Pacific Grove Unified School District will add Actions 2, 4, 6, and 7 to provide support for unduplicated students first, to ensure that they are engaged, have access to SEL resources, and staff has professional development on practices to support SEL and wellbeing. We will care for the social-emotional well-being of our students by implementing a social-emotional learning curriculum, as well as using trauma-informed practices and conflict resolution as appropriate. These actions are designed to care for the whole child and will result in increased engagement and higher attendance rates, primarily for low-income students, and ultimately for all students. These actions will enhance the base program by creating a well-informed community of belonging and will support students to achieve high levels of attendance and low levels of suspension.

As a result of these actions, we expect our students and staff to attend school regularly, increase positive responses in CHKS, and maintain low suspension and expulsion rates.

These actions are being provided on an LEA-wide or school-wide basis and we expect that the chronic absenteeism and suspension rates will continue to remain low, primarily for low-income, English learners, and foster youth, but also for all students in our community. To maximize the impact of SEL training and support, all students will be given access.

A thorough explanation of these additional resources is as follows:

To address the social-emotional learning needs of students, all certificated and classified staff will continue to receive a series of professional development geared towards strategies for the classroom as well as strategies for conflict resolution. The High School and Community High will also be trained on Restorative practices and trauma-informed practices in 2022-2023. The goal is to build a positive school community that is student-centered and provide students with meaningful adult connections and guidance throughout their high school years. The high school will offer 2 math support classes for students who are also enrolled in Integrated Math 1, and Integrated Math 2, that have been

identified as needing further support within the school day designed to address students' skill gaps in math. We will continue to offer a math tutoring section that will be open to all students who need math support during 7th period. Other supports for unduplicated pupils include 3 sections for a High School Productive Study class for 9-12 for completing unfinished classwork, homework assignments/projects, and studying for upcoming tests/quizzes.

Students with disabilities also have the option to be placed in the Read 180 and/or Math 180 program at the high school and are supported through a learning center model.

#### Students in Foster Care

All school front office and district office staff receive annual training on the rights of Foster Youth AB490 in August prior to school registration. This school year it was a virtual training. Our school district is contacted by the Foster Care Liaison at Monterey County Office of Education to inform us of students placed with a Foster Care family in our school district. We currently have 5 students. The district liaison, the Director of Student Services, contacts the principal and the school counselor with the student's name and grade. The school counselor places the student on the Students of Concern list in order to provide some degree of case management along with weekly check-ins to oversee the student's progress and any emerging needs. Students have access to all services available on campus. Students are issued chrome books (and Ipads K-1st) and all instructional materials. In addition, students are provided with a backpack, school supplies, and a hygiene kit.

#### Students Experiencing Homelessness

All school front office and district office staff receive annual training on the rights of Students Experiencing Homelessness via the McKinney Vento Act. This year it was a virtual training in August prior to school registration. Our school district identifies students experiencing homelessness by reviewing each student's Residency Questionnaire. We currently have 3 students. Parents are provided with a brochure that informs them of their rights. The district liaison, the Director of Student Services, contacts the principal and the school counselor with the student's name and grade. The school counselor places the student on the Students of Concern list in order to provide case management and weekly check-ins to oversee the student's progress and any emerging needs. The school counselor also makes contact with the parents and provides information from the Monterey County resources notebook of local agencies that can provide additional services and assistance. Students have access to all services available on campus. Students were issued chrome books (and ipads K-1st) and all instructional materials for DL. In addition, students are provided with a backpack, school supplies, and a hygiene kit.

#### Goal 3: Targeted Academic Growth for Unduplicated Students

As provided in the Engaging Educational Partners and Metrics section, the performance levels of low-income students, English learners, and foster youth are at the same rate as all students, as demonstrated in the Metrics section in this LCAP, and as demonstrated on the CA School Dashboard, Graduation Rate in 2020, where SED students' graduation rate (95.7) surpassed all student graduation rate (95.3). Similarly, there are no EL students by graduation, as EL students have been reclassified before graduation.

To continue to address these strong outcomes, Goal 3, Actions 1, 2, 3, 4, 5, 6, and 7 provide additional college and career-ready resources and extra support in academic areas to ensure all students graduate with options for the next steps in their lives.

We expect these actions will continue to lead increase in student scores, MAP and CAASPP, and continued high rates of graduating students who are ready for college and career, as measured by the metrics in Goal 1 and Goal 3. These actions are being provided on an LEA-wide or school-wide basis as it is likely that other students falling behind academically will also benefit from these actions.

A thorough explanation of these additional resources is as follows:

Students who are struggling academically are our first priority. Every year our district intervention program is refined with a focus on ensuring we are providing the support for students who are identified with achievement gaps at the elementary, middle, and high school focusing on closing the achievement gap for English learners, socioeconomically challenged students, students with disabilities, and foster youth. For the 2022-2023 school year, we continue to administer the Measures of Academic Progress Assessments k-11 3 times per year to measure student progress and identify growth and strength skill areas. This will assist teachers and the intervention staff to target instruction for those skill gaps. Our goal is to provide tier 1 classroom intervention and support students with additional intervention push-in support in the classroom. We believe that providing a robust elementary intervention program is essential in supporting target student groups early on with mathematics and literacy instruction. The elementary intervention supports include a Multiple Tiered System where teachers address the academic, social, and emotional needs of the child. Every school has counseling services and school-wide programs such as Toolbox at Robert Down and Forest Grove, PG Middle school Courage Strong, and Restorative Practices at the High School and Community High to ensure students' social and emotional needs are met. We are continuing with the additional counseling hours at all sites to target students' emotional/social needs as a preemptive measure. As well as providing professional development for certificated, classified and Administrators on social-emotional learning. Every week grade levels and departments work collaboratively to analyze student work and common formative assessments to identify student needs and differentiate instruction accordingly within and across the grade levels. Each elementary school has an intervention team composed of a certificated teacher, an English language development teacher, special education teachers, and instructional aides that deliver support in the classroom with additional intervention supports outside of the classroom with a pull-out model before, during, and after school. Intervention teachers and instructional aides push into the classroom and support students as needed with supplemental materials aligned to the core curriculum. Students are also offered homework help and tutoring before and after school. Students are monitored weekly to ensure they are progressing in meeting academic standards. We also offer the Read 180 program for students who are behind grade level in reading for students in 4th and 5th grades before school. To support our English learners in the elementary grades, we have two certificated English Language Development (ELD) teachers who provide additional classroom support to enhance language acquisition as well as provide the social/emotional support to ensure students and families are connected to the greater school community. The ELD teachers also work in concert with the intervention team to ensure the instructional targets are met in a coordinated effort. Districtwide ELD teachers were trained on GLAD strategies and will continue to demonstrate these strategies to other teachers in their classrooms and offer professional development at staff meetings and collaboration times throughout the school year. This will make core content comprehensible for English learners, and other students with learning gaps. Tutoring is offered to all English learners

at elementary, middle, and high school. The middle and the high school intervention programs also follow a Multiple Tiered System of Support. The counseling departments at the middle and high school work with students to provide academic, social, and emotional support. Students who are identified with achievement gaps are placed in support classes such as Read 180 and Math 180. At the middle school students with Individual Education Plans (IEP) and 504 plans are scheduled into the learning center for one period a day to receive academic support, homework assistance, and re-teaching of skills. The middle school is continuing with the English transition class for students on IEPs who have completed the Read 180 program but still have an achievement gap that precludes them from accessing general education English language arts and mathematics classes. The middle school is continuing to offer a 7th and 8th-grade AVID (Advancement Via Individual Determination) class to build the AVID program at the Middle school which feeds the AVID program at the High School. Students who are identified as struggling according to formative assessments, grades, and teacher recommendations are assigned to the Academic Intervention class after school. The middle school math department will also be continuing to offer 2 math support classes for grades 6 and one for grades 7 & 8, with concurrent enrollment in the grade-level math. The intent is to provide students with additional and differentiated instruction to build conceptual understanding and increase academic language instruction for math. The high school will continue to provide two AVID sections, one for incoming freshman and sophomores and one section for 11th and 12th grades. To support students in 10th grade based on data, a new intervention entitled Fundamentals of Success will be geared towards students who struggle in grades 10 and 11 to target math and English language arts instruction as well as building self-efficacy through the development of individual learning strategies and self-reflection. Additional Instructional aids will be provided to assist with small group instruction. A 3rd full-time outreach counselor will continue to target English learners, low income, foster/homeless students and also continue supporting our students at Community High School academically, socially, and emotionally.

Please note the amount of money our district spends on providing increased or improved services for our unduplicated students exceeds the estimated amount of Supplemental and Concentration Grant Funds listed above. Due to the fact Pacific Grove is a Basic Aid district, where funding comes from property taxes, the district will implement services that will exceed \$ 664,869

A description of how services for foster youth, English learners, and low-income students are being increased or improved by the percentage required.

The Pacific Grove Unified School District is required to increase or improve services for EL, Foster Youth, and Low-Income students by 3.87% which is equal to \$664,869 as shown above. This increased percentage is met by actions and services included in the Local Control Accountability Plan. The following actions described below are increased or improved and meet and/or exceed the totality of the required percentage increase as compared to services for all students and will yield an expected increase in student data outcomes for our unduplicated students.

Actions in the Local Control Accountability Plan:

In the plan, you will see the following actions marked as contributing which are included as part of the increased percentage:

Goal 1 Actions 3,4,7

Goal 2 Actions 2, 4

Goal 3 Actions, 1, 2, 3, 4, 5, 6, 7, 8

The planned quantitative increase of the budgeted LCFF expenditures is \$1,210,901, which is over the percent required at 3.87%, or \$664,869.

A description of the plan for how the additional concentration grant add-on funding identified above will be used to increase the number of staff providing direct services to students at schools that have a high concentration (above 55 percent) of foster youth, English learners, and low-income students, as applicable.

Pacific Grove Unified does not receive additional grant add-on funding.

<b>Staff-to-student ratios by type of school and concentration of unduplicated students</b>	Schools with a student concentration of 55 percent or less	Schools with a student concentration of greater than 55 percent
Staff-to-student ratio of classified staff providing direct services to students	N/A	N/A
Staff-to-student ratio of certificated staff providing direct services to students	N/A	N/A

**2022-23 Total Expenditures Table**

Totals	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Total Personnel	Total Non-personnel
Totals	\$1,210,901.02	\$17,190.40	\$26,985,719.99		\$28,213,811.41	\$1,471,016.41	\$26,742,795.00

Goal	Action #	Action Title	Student Group(s)	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds
1	1.1	Certificated Teachers, Classified Staff and Administrators	All Students with Disabilities			\$25,073,484.00		\$25,073,484.00
1	1.2	Instructional Materials and Resources	All Students with Disabilities			\$995,266.00		\$995,266.00
1	1.3	High School Outreach Counselor	English Learners Foster Youth Low Income	\$90,020.00				\$90,020.00
1	1.4	Career Technical Education	English Learners Foster Youth Low Income					
1	1.5	Broad Course of Study	All					
1	1.6	Technology Infrastructure	All Students with Disabilities			\$660,000.00		\$660,000.00
1	1.7	High School Credit Recovery class	English Learners Foster Youth Low Income		\$17,190.40			\$17,190.40
2	2.1	Counseling Services	All Students with Disabilities			\$242,924.99		\$242,924.99
2	2.2	Social Emotional Learning resources	English Learners Foster Youth Low Income					

Goal	Action #	Action Title	Student Group(s)	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds
2	2.3	Parent Engagement & Student Success	All					
2	2.4	Fundamentals of Success	English Learners Foster Youth Low Income	\$17,189.30				\$17,189.30
2	2.5	Institute for Social Emotional Learning	All					
2	2.6	Trauma Informed Practices PD	All					
2	2.7	Restorative Practices	All					
2	2.8	Digital Citizenship and Literacy	All			\$4,000.00		\$4,000.00
2	2.9	Parent Ed Tech Nights	All			\$4,000.00		\$4,000.00
2	2.10	High School and Middle School Student Advisory period	All					
2	2.11	Vector Training Student Safety & Wellness Courses Grades 6-12	All			\$6,045.00		\$6,045.00
2	2.12	High School Licensed Mental Health Therapist	All					
2	2.13	Elementary Licensed Mental Health Therapist	All					
2	2.14	Middle School Social Emotional Supports	All					
2	2.15	Equity and Cultural Proficiency	Targeted to EL, SES, Foster/Homeless All					
3	3.1	Site Based Professional Learning Teams	English Learners Foster Youth Low Income					
3	3.2	AVID Classes at the High and Middle School	English Learners Foster Youth Low Income	\$113,317.30				\$113,317.30
3	3.3	English Language Arts Support Classes	English Learners Foster Youth	\$72,158.34				\$72,158.34



Goal	Action #	Action Title	Student Group(s)	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds
			Low Income					
3	3.4	Elementary Schools English Language Arts Intervention	English Learners Foster Youth Low Income	\$679,656.22				\$679,656.22
3	3.5	Language Review Teams	English Learners	\$1,000.00				\$1,000.00
3	3.6	Math Intervention Programs	English Learners Foster Youth Low Income	\$141,292.86				\$141,292.86
3	3.7	High School Productive Study Class	English Learners Foster Youth Low Income	\$73,290.40				\$73,290.40
3	3.8	HS math tutoring section	English Learners Foster Youth Low Income	\$22,976.60				\$22,976.60
3	3.9	Paper Tutoring Service	students who are struggling and those who need more support with their academic classes. All Students with Disabilities					

## 2022-23 Contributing Actions Table

1. Projected LCFF Base Grant	2. Projected LCFF Supplemental and/or Concentration Grants	3. Projected Percentage to Increase or Improve Services for the Coming School Year (2 divided by 1)	LCFF Carryover — Percentage (Percentage from Prior Year)	Total Percentage to Increase or Improve Services for the Coming School Year (3 + Carryover %)	4. Total Planned Contributing Expenditures (LCFF Funds)	5. Total Planned Percentage of Improved Services (%)	Planned Percentage to Increase or Improve Services for the Coming School Year (4 divided by 1, plus 5)	Totals by Type	Total LCFF Funds
\$17,198,598	\$664,869.00	3.87%	0.00%	3.87%	\$1,210,901.02	0.00%	7.04 %	<b>Total:</b>	\$1,210,901.02
								<b>LEA-wide Total:</b>	\$141,292.86
								<b>Limited Total:</b>	\$1,000.00
								<b>Schoolwide Total:</b>	\$1,068,608.16

Goal	Action #	Action Title	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Planned Expenditures for Contributing Actions (LCFF Funds)	Planned Percentage of Improved Services (%)
1	1.3	High School Outreach Counselor	Yes	Schoolwide	English Learners Foster Youth Low Income	Specific Schools: Pacific Grove HS & Community HS 9-12	\$90,020.00	
1	1.4	Career Technical Education	Yes	Schoolwide	English Learners Foster Youth Low Income	Specific Schools: Pacific Grove HS 9-12		
1	1.7	High School Credit Recovery class	Yes	Schoolwide	English Learners Foster Youth Low Income	Specific Schools: PGHS & CHS 9-12		
2	2.2	Social Emotional Learning resources	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools		
2	2.4	Fundamentals of Success	Yes	Schoolwide	English Learners Foster Youth Low Income	Specific Schools: Pacific Grove HS grades 10 & 11	\$17,189.30	
2	2.6	Trauma Informed Practices PD				All Schools		

Goal	Action #	Action Title	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Planned Expenditures for Contributing Actions (LCFF Funds)	Planned Percentage of Improved Services (%)
2	2.7	Restorative Practices				Specific Schools: Pacific Grove and Community High 9-12		
3	3.1	Site Based Professional Learning Teams	Yes	LEA-wide Schoolwide	English Learners Foster Youth Low Income	All Schools TK-12		
3	3.2	AVID Classes at the High and Middle School	Yes	Schoolwide	English Learners Foster Youth Low Income	Specific Schools: Middle and High School grades 7,8,9,10,11,12	\$113,317.30	
3	3.3	English Language Arts Support Classes	Yes	Schoolwide	English Learners Foster Youth Low Income	Specific Schools: Middle School 6, 7, 8	\$72,158.34	
3	3.4	Elementary Schools English Language Arts Intervention	Yes	Schoolwide	English Learners Foster Youth Low Income	Specific Schools: Robert Down and Forest Grove TK, K, 1,2,3,4,5,	\$679,656.22	
3	3.5	Language Review Teams	Yes	Limited to Unduplicated Student Group(s)	English Learners	All Schools	\$1,000.00	
3	3.6	Math Intervention Programs	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools k-12	\$141,292.86	
3	3.7	High School Productive Study Class	Yes	Schoolwide	English Learners Foster Youth Low Income	Specific Schools: Pacific Grove High School 10,11,12	\$73,290.40	
3	3.8	HS math tutoring section	Yes	Schoolwide	English Learners Foster Youth Low Income	Specific Schools: PGHS 9-12	\$22,976.60	

## 2021-22 Annual Update Table

Totals	Last Year's Total Planned Expenditures (Total Funds)	Total Estimated Expenditures (Total Funds)
Totals	\$26,294,325.50	\$28,337,323.38

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Planned Expenditures (Total Funds)	Estimated Actual Expenditures (Input Total Funds)
1	1.1	Certificated Teachers, Classified Staff and Administrators	No	\$23,379,142.00	\$25,148,464.98
1	1.2	Instructional Materials and Resources	No	\$1,019,423.00	\$1,153,037.38
1	1.3	High School Outreach Counselor	Yes	\$85,109.00	\$85,109.00
1	1.4	Career Technical Education	Yes		
1	1.5	Broad Course of Study	Yes		
1	1.6	Technology Infrastructure	No	\$660,000.00	\$550,893.00
2	2.1	Counseling Services	No	\$320,017.50	\$380,691.59
2	2.2	Social Emotional Learning Curriculum	Yes		
2	2.3	Parent Engagement & Student Success: Nurturing Parent & Caregiver SEL Educational Workshop Series	No	\$7,500.00	\$7,500.00
2	2.4	Fundamentals of Success	Yes	\$18,961.00	\$20,761.00

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Planned Expenditures (Total Funds)	Estimated Actual Expenditures (Input Total Funds)
2	2.5	Institute for Social Emotional Learning	No	\$17,000.00	\$17,000.00
2	2.6	Trauma Informed Practices PD	Yes		
2	2.7	Restorative Practices	Yes		
3	3.1	Site Based Professional Learning Teams	Yes		
3	3.2	AVID Classes at the High and Middle School		\$102,599.00	\$111,673.70
3	3.3	English Language Arts Support Classes	Yes	\$42,126.00	\$46,512.94
3	3.4	Elementary Schools English Language Arts Intervention	Yes	\$487,175.00	\$636,909.36
3	3.5	Language Review Teams	Yes	\$1,000.00	\$1100.00
3	3.6	Math Intervention Programs	Yes	\$129,014.00	\$149,846.03
3	3.7	High School Productive Study Class	Yes	\$25,259.00	\$27,824.40

**2021-22 Contributing Actions Annual Update Table**

6. Estimated LCFF Supplemental and/or Concentration Grants (Input Dollar Amount)	4. Total Planned Contributing Expenditures (LCFF Funds)	7. Total Estimated Expenditures for Contributing Actions (LCFF Funds)	Difference Between Planned and Estimated Expenditures for Contributing Actions (Subtract 7 from 4)	5. Total Planned Percentage of Improved Services (%)	8. Total Estimated Percentage of Improved Services (%)	Difference Between Planned and Estimated Percentage of Improved Services (Subtract 5 from 8)
\$788,644.00	\$788,644.00	\$968,062.33	(\$179,418.33)	0.00%	0.00%	0.00%

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributing to Increased or Improved Services?	Last Year's Planned Expenditures for Contributing Actions (LCFF Funds)	Estimated Actual Expenditures for Contributing Actions (Input LCFF Funds)	Planned Percentage of Improved Services	Estimated Actual Percentage of Improved Services (Input Percentage)
1	1.3	High School Outreach Counselor	Yes	\$85,109.00	\$85,109.00		
1	1.4	Career Technical Education	Yes				
1	1.5	Broad Course of Study	Yes				
2	2.2	Social Emotional Learning Curriculum	Yes				
2	2.4	Fundamentals of Success	Yes	\$18,961.00	\$20,761.00		
2	2.6	Trauma Informed Practices PD	Yes				
2	2.7	Restorative Practices	Yes				
3	3.1	Site Based Professional Learning Teams	Yes				
3	3.3	English Language Arts Support Classes	Yes	\$42,126.00	\$46,512.94		
3	3.4	Elementary Schools English Language Arts Intervention	Yes	\$487,175.00	\$636,909.36		
3	3.5	Language Review Teams	Yes	\$1,000.00	\$1,100.00		
3	3.6	Math Intervention Programs	Yes	\$129,014.00	\$149,846.03		

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributing to Increased or Improved Services?	Last Year's Planned Expenditures for Contributing Actions (LCFF Funds)	Estimated Actual Expenditures for Contributing Actions (Input LCFF Funds)	Planned Percentage of Improved Services	Estimated Actual Percentage of Improved Services (Input Percentage)
3	3.7	High School Productive Study Class	Yes	\$25,259.00	\$27,824.00		

**2021-22 LCFF Carryover Table**

9. Estimated Actual LCFF Base Grant (Input Dollar Amount)	6. Estimated Actual LCFF Supplemental and/or Concentration Grants	LCFF Carryover — Percentage (Percentage from Prior Year)	10. Total Percentage to Increase or Improve Services for the Current School Year (6 divided by 9 + Carryover %)	7. Total Estimated Actual Expenditures for Contributing Actions (LCFF Funds)	8. Total Estimated Actual Percentage of Improved Services (%)	11. Estimated Actual Percentage of Increased or Improved Services (7 divided by 9, plus 8)	12. LCFF Carryover — Dollar Amount (Subtract 11 from 10 and multiply by 9)	13. LCFF Carryover — Percentage (12 divided by 9)
	\$788,644.00		3.87%	\$968,062.33	0.00%	0.00%	\$0.00	0.00%



# Instructions

[Plan Summary](#)

[Engaging Educational Partners](#)

[Goals and Actions](#)

[Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students](#)

*For additional questions or technical assistance related to the completion of the Local Control and Accountability Plan (LCAP) template, please contact the local county office of education (COE), or the California Department of Education's (CDE's) Local Agency Systems Support Office, by phone at 916-319-0809 or by email at [lcff@cde.ca.gov](mailto:lcff@cde.ca.gov).*

## Introduction and Instructions

The Local Control Funding Formula (LCFF) requires local educational agencies (LEAs) to engage their local educational partners in an annual planning process to evaluate their progress within eight state priority areas encompassing all statutory metrics (COEs have 10 state priorities). LEAs document the results of this planning process in the LCAP using the template adopted by the State Board of Education.

The LCAP development process serves three distinct, but related functions:

- **Comprehensive Strategic Planning:** The process of developing and annually updating the LCAP supports comprehensive strategic planning (California *Education Code* [EC] Section 52064[e][1]). Strategic planning that is comprehensive connects budgetary decisions to teaching and learning performance data. LEAs should continually evaluate the hard choices they make about the use of limited resources to meet student and community needs to ensure opportunities and outcomes are improved for all students.
- **Meaningful Engagement of Educational Partners:** The LCAP development process should result in an LCAP that reflects decisions made through meaningful engagement (EC Section 52064[e][1]). Local educational partners possess valuable perspectives and insights about an LEA's programs and services. Effective strategic planning will incorporate these perspectives and insights in order to identify potential goals and actions to be included in the LCAP.
- **Accountability and Compliance:** The LCAP serves an important accountability function because aspects of the LCAP template require LEAs to show that they have complied with various requirements specified in the LCFF statutes and regulations, most notably:
  - Demonstrating that LEAs are increasing or improving services for foster youth, English learners, and low-income students in proportion to the amount of additional funding those students generate under LCFF (EC Section 52064[b][4-6]).
  - Establishing goals, supported by actions and related expenditures, that address the statutory priority areas and statutory metrics (EC sections 52064[b][1] and [2]).
  - Annually reviewing and updating the LCAP to reflect progress toward the goals (EC Section 52064[b][7]).

The LCAP template, like each LEA's final adopted LCAP, is a document, not a process. LEAs must use the template to memorialize the outcome of their LCAP development process, which should: (a) reflect comprehensive strategic planning (b) through meaningful engagement with educational partners that (c) meets legal requirements, as reflected in the final adopted LCAP. The sections included within the LCAP template do not and cannot reflect the full development process, just as the LCAP template itself is not intended as a tool for engaging educational partners.

If a county superintendent of schools has jurisdiction over a single school district, the county board of education and the governing board of the school district may adopt and file for review and approval a single LCAP consistent with the requirements in *EC* sections 52060, 52062, 52066, 52068, and 52070. The LCAP must clearly articulate to which entity's budget (school district or county superintendent of schools) all budgeted and actual expenditures are aligned.

The revised LCAP template for the 2021–22, 2022–23, and 2023–24 school years reflects statutory changes made through Assembly Bill 1840 (Committee on Budget), Chapter 243, Statutes of 2018. These statutory changes enhance transparency regarding expenditures on actions included in the LCAP, including actions that contribute to meeting the requirement to increase or improve services for foster youth, English learners, and low-income students, and to streamline the information presented within the LCAP to make adopted LCAPs more accessible for educational partners and the public.

At its most basic, the adopted LCAP should attempt to distill not just what the LEA is doing for students in transitional kindergarten through grade twelve (TK–12), but also allow educational partners to understand why, and whether those strategies are leading to improved opportunities and outcomes for students. LEAs are strongly encouraged to use language and a level of detail in their adopted LCAPs intended to be meaningful and accessible for the LEA's diverse educational partners and the broader public.

In developing and finalizing the LCAP for adoption, LEAs are encouraged to keep the following overarching frame at the forefront of the strategic planning and educational partner engagement functions:

Given present performance across the state priorities and on indicators in the California School Dashboard (Dashboard), how is the LEA using its budgetary resources to respond to TK–12 student and community needs, and address any performance gaps, including by meeting its obligation to increase or improve services for foster youth, English learners, and low-income students?

LEAs are encouraged to focus on a set of metrics and actions that the LEA believes, based on input gathered from educational partners, research, and experience, will have the biggest impact on behalf of its TK–12 students.

These instructions address the requirements for each section of the LCAP, but may include information about effective practices when developing the LCAP and completing the LCAP itself. Additionally, information is included at the beginning of each section emphasizing the purpose that each section serves.

## Plan Summary

### Purpose

A well-developed Plan Summary section provides a meaningful context for the LCAP. This section provides information about an LEA's community as well as relevant information about student needs and performance. In order to provide a meaningful context for the rest of the LCAP, the content of this section should be clearly and meaningfully related to the content included in the subsequent sections of the LCAP.

## Requirements and Instructions

**General Information** – Briefly describe the LEA, its schools, and its students in grades TK–12, as applicable to the LEA. For example, information about an LEA in terms of geography, enrollment, or employment, the number and size of specific schools, recent community challenges, and other such information as an LEA wishes to include can enable a reader to more fully understand an LEA's LCAP.

**Reflections: Successes** – Based on a review of performance on the state indicators and local performance indicators included in the Dashboard, progress toward LCAP goals, local self-assessment tools, input from educational partners, and any other information, what progress is the LEA most proud of and how does the LEA plan to maintain or build upon that success? This may include identifying specific examples of how past increases or improvements in services for foster youth, English learners, and low-income students have led to improved performance for these students.

**Reflections: Identified Need** – Referring to the Dashboard, identify: (a) any state indicator for which overall performance was in the “Red” or “Orange” performance category or any local indicator where the LEA received a “Not Met” or “Not Met for Two or More Years” rating AND (b) any state indicator for which performance for any student group was two or more performance levels below the “all student” performance. What steps is the LEA planning to take to address these areas of low performance and performance gaps? An LEA that is required to include a goal to address one or more consistently low-performing student groups or low-performing schools must identify that it is required to include this goal and must also identify the applicable student group(s) and/or school(s). Other needs may be identified using locally collected data including data collected to inform the self-reflection tools and reporting local indicators on the Dashboard.

**LCAP Highlights** – Identify and briefly summarize the key features of this year's LCAP.

**Comprehensive Support and Improvement** – An LEA with a school or schools identified for comprehensive support and improvement (CSI) under the Every Student Succeeds Act must respond to the following prompts:

- **Schools Identified:** Identify the schools within the LEA that have been identified for CSI.
- **Support for Identified Schools:** Describe how the LEA has or will support the identified schools in developing CSI plans that included a school-level needs assessment, evidence-based interventions, and the identification of any resource inequities to be addressed through the implementation of the CSI plan.
- **Monitoring and Evaluating Effectiveness:** Describe how the LEA will monitor and evaluate the implementation and effectiveness of the CSI plan to support student and school improvement.

## Engaging Educational Partners

## Purpose

Significant and purposeful engagement of parents, students, educators, and other educational partners, including those representing the student groups identified by LCFF, is critical to the development of the LCAP and the budget process. Consistent with statute, such engagement should support comprehensive strategic planning, accountability, and improvement across the state priorities and locally identified priorities (*EC Section 52064[e][1]*). Engagement of educational partners is an ongoing, annual process.

This section is designed to reflect how the engagement of educational partners influenced the decisions reflected in the adopted LCAP. The goal is to allow educational partners that participated in the LCAP development process and the broader public understand how the LEA engaged educational partners and the impact of that engagement. LEAs are encouraged to keep this goal in the forefront when completing this section.

Statute and regulations specify the educational partners that school districts and COEs must consult when developing the LCAP: teachers, principals, administrators, other school personnel, local bargaining units of the LEA, parents, and students. Before adopting the LCAP, school districts and COEs must share it with the Parent Advisory Committee and, if applicable, to its English Learner Parent Advisory Committee. The superintendent is required by statute to respond in writing to the comments received from these committees. School districts and COEs must also consult with the special education local plan area administrator(s) when developing the LCAP.

Statute requires charter schools to consult with teachers, principals, administrators, other school personnel, parents, and students in developing the LCAP. The LCAP should also be shared with, and LEAs should request input from, schoolsite-level advisory groups, as applicable (e.g., schoolsite councils, English Learner Advisory Councils, student advisory groups, etc.), to facilitate alignment between schoolsite and district-level goals and actions.

Information and resources that support effective engagement, define student consultation, and provide the requirements for advisory group composition, can be found under Resources on the following web page of the CDE's website: <https://www.cde.ca.gov/re/lc/>.

## Requirements and Instructions

Below is an excerpt from the 2018–19 *Guide for Annual Audits of K–12 Local Education Agencies and State Compliance Reporting*, which is provided to highlight the legal requirements for engagement of educational partners in the LCAP development process:

### **Local Control and Accountability Plan:**

For county offices of education and school districts only, verify the LEA:

- a) Presented the local control and accountability plan to the parent advisory committee in accordance with Education Code section 52062(a)(1) or 52068(a)(1), as appropriate.
- b) If applicable, presented the local control and accountability plan to the English learner parent advisory committee, in accordance with Education Code section 52062(a)(2) or 52068(a)(2), as appropriate.

- c) Notified members of the public of the opportunity to submit comments regarding specific actions and expenditures proposed to be included in the local control and accountability plan in accordance with Education Code section 52062(a)(3) or 52068(a)(3), as appropriate.
- d) Held at least one public hearing in accordance with Education Code section 52062(b)(1) or 52068(b)(1), as appropriate.
- e) Adopted the local control and accountability plan in a public meeting in accordance with Education Code section 52062(b)(2) or 52068(b)(2), as appropriate.

**Prompt 1:** “A summary of the process used to engage educational partners and how this engagement was considered before finalizing the LCAP.”

Describe the engagement process used by the LEA to involve educational partners in the development of the LCAP, including, at a minimum, describing how the LEA met its obligation to consult with all statutorily required educational partners as applicable to the type of LEA. A sufficient response to this prompt must include general information about the timeline of the process and meetings or other engagement strategies with educational partners. A response may also include information about an LEA’s philosophical approach to engaging its educational partners.

**Prompt 2:** “A summary of the feedback provided by specific educational partners.”

Describe and summarize the feedback provided by specific educational partners. A sufficient response to this prompt will indicate ideas, trends, or inputs that emerged from an analysis of the feedback received from educational partners.

**Prompt 3:** “A description of the aspects of the LCAP that were influenced by specific input from educational partners.”

A sufficient response to this prompt will provide educational partners and the public with clear, specific information about how the engagement process influenced the development of the LCAP. The response must describe aspects of the LCAP that were influenced by or developed in response to the educational partner feedback described in response to Prompt 2. This may include a description of how the LEA prioritized requests of educational partners within the context of the budgetary resources available or otherwise prioritized areas of focus within the LCAP. For the purposes of this prompt, “aspects” of an LCAP that may have been influenced by educational partner input can include, but are not necessarily limited to:

- Inclusion of a goal or decision to pursue a Focus Goal (as described below)
- Inclusion of metrics other than the statutorily required metrics
- Determination of the desired outcome on one or more metrics
- Inclusion of performance by one or more student groups in the Measuring and Reporting Results subsection
- Inclusion of action(s) or a group of actions
- Elimination of action(s) or group of actions
- Changes to the level of proposed expenditures for one or more actions

- Inclusion of action(s) as contributing to increased or improved services for unduplicated services
- Determination of effectiveness of the specific actions to achieve the goal
- Determination of material differences in expenditures
- Determination of changes made to a goal for the ensuing LCAP year based on the annual update process
- Determination of challenges or successes in the implementation of actions

## Goals and Actions

### Purpose

Well-developed goals will clearly communicate to educational partners what the LEA plans to accomplish, what the LEA plans to do in order to accomplish the goal, and how the LEA will know when it has accomplished the goal. A goal statement, associated metrics and expected outcomes, and the actions included in the goal should be in alignment. The explanation for why the LEA included a goal is an opportunity for LEAs to clearly communicate to educational partners and the public why, among the various strengths and areas for improvement highlighted by performance data and strategies and actions that could be pursued, the LEA decided to pursue this goal, and the related metrics, expected outcomes, actions, and expenditures.

A well-developed goal can be focused on the performance relative to a metric or metrics for all students, a specific student group(s), narrowing performance gaps, or implementing programs or strategies expected to impact outcomes. LEAs should assess the performance of their student groups when developing goals and the related actions to achieve such goals.

### Requirements and Instructions

LEAs should prioritize the goals, specific actions, and related expenditures included within the LCAP within one or more state priorities. LEAs should consider performance on the state and local indicators, including their locally collected and reported data for the local indicators that are included in the Dashboard in determining whether and how to prioritize its goals within the LCAP.

In order to support prioritization of goals, the LCAP template provides LEAs with the option of developing three different kinds of goals:

- **Focus Goal:** A Focus Goal is relatively more concentrated in scope and may focus on a fewer number of metrics to measure improvement. A Focus Goal statement will be time bound and make clear how the goal is to be measured.
- **Broad Goal:** A Broad Goal is relatively less concentrated in its scope and may focus on improving performance across a wide range of metrics.
- **Maintenance of Progress Goal:** A Maintenance of Progress Goal includes actions that may be ongoing without significant changes and allows an LEA to track performance on any metrics not addressed in the other goals of the LCAP.

At a minimum, the LCAP must address all LCFF priorities and associated metrics.

**Focus Goal(s)**

**Goal Description:** The description provided for a Focus Goal must be specific, measurable, and time bound. An LEA develops a Focus Goal to address areas of need that may require or benefit from a more specific and data intensive approach. The Focus Goal can explicitly reference the metric(s) by which achievement of the goal will be measured and the time frame according to which the LEA expects to achieve the goal.

**Explanation of why the LEA has developed this goal:** Explain why the LEA has chosen to prioritize this goal. An explanation must be based on Dashboard data or other locally collected data. LEAs must describe how the LEA identified this goal for focused attention, including relevant consultation with educational partners. LEAs are encouraged to promote transparency and understanding around the decision to pursue a focus goal.

**Broad Goal**

**Goal Description:** Describe what the LEA plans to achieve through the actions included in the goal. The description of a broad goal will be clearly aligned with the expected measurable outcomes included for the goal. The goal description organizes the actions and expected outcomes in a cohesive and consistent manner. A goal description is specific enough to be measurable in either quantitative or qualitative terms. A broad goal is not as specific as a focus goal. While it is specific enough to be measurable, there are many different metrics for measuring progress toward the goal.

**Explanation of why the LEA has developed this goal:** Explain why the LEA developed this goal and how the actions and metrics grouped together will help achieve the goal.

**Maintenance of Progress Goal**

**Goal Description:** Describe how the LEA intends to maintain the progress made in the LCFF State Priorities not addressed by the other goals in the LCAP. Use this type of goal to address the state priorities and applicable metrics not addressed within the other goals in the LCAP. The state priorities and metrics to be addressed in this section are those for which the LEA, in consultation with educational partners, has determined to maintain actions and monitor progress while focusing implementation efforts on the actions covered by other goals in the LCAP.

**Explanation of why the LEA has developed this goal:** Explain how the actions will sustain the progress exemplified by the related metrics.

**Required Goals**

In general, LEAs have flexibility in determining what goals to include in the LCAP and what those goals will address; however, beginning with the development of the 2022–23 LCAP, LEAs that meet certain criteria are required to include a specific goal in their LCAP.

**Consistently low-performing student group(s) criteria:** An LEA is eligible for Differentiated Assistance for three or more consecutive years based on the performance of the same student group or groups in the Dashboard. A list of the LEAs required to include a goal in the LCAP based on student group performance, and the student group(s) that lead to identification, may be found on the CDE's Local Control Funding Formula web page at <https://www.cde.ca.gov/fg/aa/lc/>.

- **Consistently low-performing student group(s) goal requirement:** An LEA meeting the consistently low-performing student group(s) criteria must include a goal in its LCAP focused on improving the performance of the student group or groups that led to the LEA's eligibility for Differentiated Assistance.

Assistance. This goal must include metrics, outcomes, actions, and expenditures specific to addressing the needs of, and improving outcomes for, this student group or groups. An LEA required to address multiple student groups is not required to have a goal to address each student group; however, each student group must be specifically addressed in the goal. This requirement may not be met by combining this required goal with another goal.

- **Goal Description:** Describe the outcomes the LEA plans to achieve to address the needs of, and improve outcomes for, the student group or groups that led to the LEA's eligibility for Differentiated Assistance.
- **Explanation of why the LEA has developed this goal:** Explain why the LEA is required to develop this goal, including identifying the student group(s) that lead to the LEA being required to develop this goal, how the actions and associated metrics included in this goal differ from previous efforts to improve outcomes for the student group(s), and why the LEA believes the actions, metrics, and expenditures included in this goal will help achieve the outcomes identified in the goal description.

**Low-performing school(s) criteria:** The following criteria only applies to a school district or COE with two or more schools; it does not apply to a single-school district. A school district or COE has one or more schools that, for two consecutive years, received the two lowest performance levels on all but one of the state indicators for which the school(s) receive performance levels in the Dashboard and the performance of the "All Students" student group for the LEA is at least one performance level higher in all of those indicators. A list of the LEAs required to include a goal in the LCAP based on school performance, and the school(s) that lead to identification, may be found on the CDE's Local Control Funding Formula web page at <https://www.cde.ca.gov/fg/aa/lc/>.

- **Low-performing school(s) goal requirement:** A school district or COE meeting the low-performing school(s) criteria must include a goal in its LCAP focusing on addressing the disparities in performance between the school(s) and the LEA as a whole. This goal must include metrics, outcomes, actions, and expenditures specific to addressing the needs of, and improving outcomes for, the students enrolled at the low-performing school or schools. An LEA required to address multiple schools is not required to have a goal to address each school; however, each school must be specifically addressed in the goal. This requirement may not be met by combining this goal with another goal.
- **Goal Description:** Describe what outcomes the LEA plans to achieve to address the disparities in performance between the students enrolled at the low-performing school(s) and the students enrolled at the LEA as a whole.
- **Explanation of why the LEA has developed this goal:** Explain why the LEA is required to develop this goal, including identifying the schools(s) that lead to the LEA being required to develop this goal; how the actions and associated metrics included in this goal differ from previous efforts to improve outcomes for the school(s); and why the LEA believes the actions, metrics, and expenditures included in this goal will help achieve the outcomes for students enrolled at the low-performing school or schools identified in the goal description.

### Measuring and Reporting Results:

For each LCAP year, identify the metric(s) that the LEA will use to track progress toward the expected outcomes. LEAs are encouraged to identify metrics for specific student groups, as appropriate, including expected outcomes that would reflect narrowing of any existing performance gaps.



Include in the baseline column the most recent data associated with this metric available at the time of adoption of the LCAP for the first year of the three-year plan. LEAs may use data as reported on the 2019 Dashboard for the baseline of a metric only if that data represents the most recent available (e.g., high school graduation rate).

Using the most recent data available may involve reviewing data the LEA is preparing for submission to the California Longitudinal Pupil Achievement Data System (CALPADS) or data that the LEA has recently submitted to CALPADS. Because final 2020–21 outcomes on some metrics may not be computable at the time the 2021–24 LCAP is adopted (e.g., graduation rate, suspension rate), the most recent data available may include a point in time calculation taken each year on the same date for comparability purposes.

The baseline data shall remain unchanged throughout the three-year LCAP.

Complete the table as follows:

- **Metric:** Indicate how progress is being measured using a metric.
- **Baseline:** Enter the baseline when completing the LCAP for 2021–22. As described above, the baseline is the most recent data associated with a metric. Indicate the school year to which the data applies, consistent with the instructions above.
- **Year 1 Outcome:** When completing the LCAP for 2022–23, enter the most recent data available. Indicate the school year to which the data applies, consistent with the instructions above.
- **Year 2 Outcome:** When completing the LCAP for 2023–24, enter the most recent data available. Indicate the school year to which the data applies, consistent with the instructions above.
- **Year 3 Outcome:** When completing the LCAP for 2024–25, enter the most recent data available. Indicate the school year to which the data applies, consistent with the instructions above. The 2024–25 LCAP will be the first year in the next three-year cycle. Completing this column will be part of the Annual Update for that year.
- **Desired Outcome for 2023–24:** When completing the first year of the LCAP, enter the desired outcome for the relevant metric the LEA expects to achieve by the end of the 2023–24 LCAP year.

Timeline for completing the “**Measuring and Reporting Results**” part of the Goal.

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for Year 3 (2023–24)
Enter information in this box when completing the LCAP for <b>2021–22</b> .	Enter information in this box when completing the LCAP for <b>2021–22</b> .	Enter information in this box when completing the LCAP for <b>2022–23</b> . Leave blank until then.	Enter information in this box when completing the LCAP for <b>2023–24</b> . Leave blank until then.	Enter information in this box when completing the LCAP for <b>2024–25</b> . Leave blank until then.	Enter information in this box when completing the LCAP for <b>2021–22</b> or when adding a new metric.

The metrics may be quantitative or qualitative; but at minimum, an LEA’s LCAP must include goals that are measured using all of the applicable metrics for the related state priorities, in each LCAP year as applicable to the type of LEA. To the extent a state priority does not specify one or more metrics (e.g., implementation of state academic content and performance standards), the LEA must identify a metric to use within the LCAP. For these state priorities, LEAs are encouraged to use metrics based on or reported through the relevant self-reflection tool for local indicators within the Dashboard.

**Actions:** Enter the action number. Provide a short title for the action. This title will also appear in the action tables. Provide a description of the action. Enter the total amount of expenditures associated with this action. Budgeted expenditures from specific fund sources will be provided in the summary tables. Indicate whether the action contributes to meeting the increase or improved services requirement as described in the Increased or Improved Services section using a “Y” for Yes or an “N” for No. (**Note:** for each such action offered on an LEA-wide or schoolwide basis, the LEA will need to provide additional information in the Increased or Improved Summary Section to address the requirements in *California Code of Regulations*, Title 5 [5 CCR] Section 15496(b) in the Increased or Improved Services Section of the LCAP).

**Actions for English Learners:** School districts, COEs, and charter schools that have a numerically significant English learner student subgroup must include specific actions in the LCAP related to, at a minimum, the language acquisition programs, as defined in *EC* Section 306, provided to students and professional development activities specific to English learners.

**Actions for Foster Youth:** School districts, COEs, and charter schools that have a numerically significant Foster Youth student subgroup are encouraged to include specific actions in the LCAP designed to meet needs specific to Foster Youth students.

## Goal Analysis:

Enter the LCAP Year.

Using actual annual measurable outcome data, including data from the Dashboard, analyze whether the planned actions were effective in achieving the goal. Respond to the prompts as instructed.

- Describe the overall implementation of the actions to achieve the articulated goal. Include a discussion of relevant challenges and successes experienced with the implementation process. This must include any instance where the LEA did not implement a planned action or implemented a planned action in a manner that differs substantively from how it was described in the adopted LCAP.
- Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures and between the Planned Percentages of Improved Services and Estimated Actual Percentages of Improved Services, as applicable. Minor variances in expenditures or percentages do not need to be addressed, and a dollar-for-dollar accounting is not required.
- Describe the effectiveness of the specific actions to achieve the articulated goal as measured by the LEA. In some cases, not all actions in a goal will be intended to improve performance on all of the metrics associated with the goal. When responding to this prompt, LEAs may assess the effectiveness of a single action or group of actions within the goal in the context of performance on a single metric or group of specific metrics within the goal that are applicable to the action(s). Grouping actions with metrics will allow for more robust analysis of whether the strategy the LEA is using to impact a specified set of metrics is working and increase transparency for educational partners. LEAs are encouraged to use such an approach when goals include multiple actions and metrics that are not closely associated.
- Describe any changes made to this goal, expected outcomes, metrics, or actions to achieve this goal as a result of this analysis and analysis of the data provided in the Dashboard or other local data, as applicable.

## Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students

### Purpose

A well-written Increased or Improved Services section provides educational partners with a comprehensive description, within a single dedicated section, of how an LEA plans to increase or improve services for its unduplicated students in grades TK–12 as compared to all students in grades TK–12, as applicable, and how LEA-wide or schoolwide actions identified for this purpose meet regulatory requirements. Descriptions provided should include sufficient detail yet be sufficiently succinct to promote a broader understanding of educational partners to facilitate their ability to provide input. An LEA's description in this section must align with the actions included in the Goals and Actions section as contributing.

### Requirements and Instructions

***Projected LCFF Supplemental and/or Concentration Grants:*** Specify the amount of LCFF supplemental and concentration grant funds the LEA estimates it will receive in the coming year based on the number and concentration of low income, foster youth, and English learner students.

**Projected Additional LCFF Concentration Grant (15 percent):** Specify the amount of additional LCFF concentration grant add-on funding, as described in EC Section 42238.02, that the LEA estimates it will receive in the coming year.

**Projected Percentage to Increase or Improve Services for the Coming School Year:** Specify the estimated percentage by which services for unduplicated pupils must be increased or improved as compared to the services provided to all students in the LCAP year as calculated pursuant to 5 CCR Section 15496(a)(7).

**LCFF Carryover — Percentage:** Specify the LCFF Carryover — Percentage identified in the LCFF Carryover Table. If a carryover percentage is not identified in the LCFF Carryover Table, specify a percentage of zero (0.00%).

**LCFF Carryover — Dollar:** Specify the LCFF Carryover — Dollar amount identified in the LCFF Carryover Table. If a carryover amount is not identified in the LCFF Carryover Table, specify an amount of zero (\$0).

**Total Percentage to Increase or Improve Services for the Coming School Year:** Add the Projected Percentage to Increase or Improve Services for the Coming School Year and the Proportional LCFF Required Carryover Percentage and specify the percentage. This is the LEAs percentage by which services for unduplicated pupils must be increased or improved as compared to the services provided to all students in the LCAP year, as calculated pursuant to 5 CCR Section 15496(a)(7).

#### **Required Descriptions:**

**For each action being provided to an entire school, or across the entire school district or COE, an explanation of (1) how the needs of foster youth, English learners, and low-income students were considered first, and (2) how these actions are effective in meeting the goals for these students.**

For each action included in the Goals and Actions section as contributing to the increased or improved services requirement for unduplicated pupils and provided on an LEA-wide or schoolwide basis, the LEA must include an explanation consistent with 5 CCR Section 15496(b). For any such actions continued into the 2021–24 LCAP from the 2017–2020 LCAP, the LEA must determine whether or not the action was effective as expected, and this determination must reflect evidence of outcome data or actual implementation to date.

**Principally Directed and Effective:** An LEA demonstrates how an action is principally directed towards and effective in meeting the LEA's goals for unduplicated students when the LEA explains how:

- It considers the needs, conditions, or circumstances of its unduplicated pupils;
- The action, or aspect(s) of the action (including, for example, its design, content, methods, or location), is based on these considerations; and
- The action is intended to help achieve an expected measurable outcome of the associated goal.

As such, the response provided in this section may rely on a needs assessment of unduplicated students.

Conclusory statements that a service will help achieve an expected outcome for the goal, without an explicit connection or further explanation as to how, are not sufficient. Further, simply stating that an LEA has a high enrollment percentage of a specific student group or groups does not meet the increase or improve services standard because enrolling students is not the same as serving students.

For example, if an LEA determines that low-income students have a significantly lower attendance rate than the attendance rate for all students, it might justify LEA-wide or schoolwide actions to address this area of need in the following way:

After assessing the needs, conditions, and circumstances of our low-income students, we learned that the attendance rate of our low-income students is 7 percent lower than the attendance rate for all students. (Needs, Conditions, Circumstances [Principally Directed])

In order to address this condition of our low-income students, we will develop and implement a new attendance program that is designed to address some of the major causes of absenteeism, including lack of reliable transportation and food, as well as a school climate that does not emphasize the importance of attendance. Goal N, Actions X, Y, and Z provide additional transportation and nutritional resources as well as a districtwide educational campaign on the benefits of high attendance rates. (Contributing Action[s])

These actions are being provided on an LEA-wide basis and we expect/hope that all students with less than a 100 percent attendance rate will benefit. However, because of the significantly lower attendance rate of low-income students, and because the actions meet needs most associated with the chronic stresses and experiences of a socio-economically disadvantaged status, we expect that the attendance rate for our low-income students will increase significantly more than the average attendance rate of all other students. (Measurable Outcomes [Effective In])

**COEs and Charter Schools:** Describe how actions included as contributing to meeting the increased or improved services requirement on an LEA-wide basis are principally directed to and effective in meeting its goals for unduplicated pupils in the state and any local priorities as described above. In the case of COEs and charter schools, schoolwide and LEA-wide are considered to be synonymous.

## For School Districts Only:

### Actions Provided on an LEA-Wide Basis:

**Unduplicated Percentage > 55 percent:** For school districts with an unduplicated pupil percentage of 55 percent or more, describe how these actions are principally directed to and effective in meeting its goals for unduplicated pupils in the state and any local priorities as described above.

**Unduplicated Percentage < 55 percent:** For school districts with an unduplicated pupil percentage of less than 55 percent, describe how these actions are principally directed to and effective in meeting its goals for unduplicated pupils in the state and any local priorities. Also describe how the actions **are the most effective use of the funds** to meet these goals for its unduplicated pupils. Provide the basis for this determination, including any alternatives considered, supporting research, experience, or educational theory.

### Actions Provided on a Schoolwide Basis:

School Districts must identify in the description those actions being funded and provided on a schoolwide basis, and include the required description supporting the use of the funds on a schoolwide basis.

**For schools with 40 percent or more enrollment of unduplicated pupils:** Describe how these actions are principally directed to and effective in meeting its goals for its unduplicated pupils in the state and any local priorities.

**For school districts expending funds on a schoolwide basis at a school with less than 40 percent enrollment of unduplicated pupils:** Describe how these actions are principally directed to and how the actions are the most effective use of the funds to meet its goals for foster youth, English learners, and low-income students in the state and any local priorities.

**A description of how services for foster youth, English learners, and low-income students are being increased or improved by the percentage required.**

Consistent with the requirements of 5 CCR Section 15496, describe how services provided for unduplicated pupils are increased or improved by at least the percentage calculated as compared to the services provided for all students in the LCAP year. To improve services means to grow services in quality and to increase services means to grow services in quantity. Services are increased or improved by those actions in the LCAP that are included in the Goals and Actions section as contributing to the increased or improved services requirement, whether they are provided on an LEA-wide or schoolwide basis or provided on a limited basis to unduplicated students. A limited action is an action that only serves foster youth, English learners, and/or low-income students. This description must address how these action(s) are expected to result in the required proportional increase or improvement in services for unduplicated pupils as compared to the services the LEA provides to all students for the relevant LCAP year.

For any action contributing to meeting the increased or improved services requirement that is associated with a Planned Percentage of Improved Services in the Contributing Summary Table rather than an expenditure of LCFF funds, describe the methodology that was used to determine the contribution of the action towards the proportional percentage. See the instructions for determining the Planned Percentage of Improved Services for information on calculating the Percentage of Improved Services.

**A description of the plan for how the additional concentration grant add-on funding identified above will be used to increase the number of staff providing direct services to students at schools that have a high concentration (above 55 percent) of foster youth, English learners, and low-income students, as applicable.**

An LEA that receives the additional concentration grant add-on described in EC Section 42238.02 is required to demonstrate how it is using these funds to increase the number of staff who provide direct services to students at schools with an enrollment of unduplicated students that is greater than 55 percent as compared to the number of staff who provide direct services to students at schools with an enrollment of unduplicated students that is equal to or less than 55 percent. The staff who provide direct services to students must be certificated staff and/or classified staff employed by the LEA; classified staff includes custodial staff.

Provide the following descriptions, as applicable to the LEA:

An LEA that does not receive a concentration grant or the concentration grant add-on must indicate that a response to this prompt is not applicable.

Identify the goal and action numbers of the actions in the LCAP that the LEA is implementing to meet the requirement to increase the number of staff who provide direct services to students at schools with an enrollment of unduplicated students that is greater than 55 percent.

An LEA that does not have comparison schools from which to describe how it is using the concentration grant add-on funds, such as an LEA that only has schools with an enrollment of unduplicated students that is greater than 55 percent, must describe how it is using the funds to increase the number of credentialed staff, classified staff, or both, including custodial staff, who provide direct services to students at selected schools and the criteria used to determine which schools require additional staffing support.

In the event that an additional concentration grant add-on is not sufficient to increase staff providing direct services to students at a school with an enrollment of unduplicated students that is greater than 55 percent, the LEA must describe how it is using the funds to retain staff providing direct services to students at a school with an enrollment of unduplicated students that is greater than 55 percent.

Complete the table as follows:

- Provide the staff-to-student ratio of classified staff providing direct services to students with a concentration of unduplicated students that is 55 percent or less and the staff-to-student ratio of classified staff providing direct services to students at schools with a concentration of unduplicated students that is greater than 55 percent, as applicable to the LEA. The LEA may group its schools by grade span (Elementary, Middle/Junior High, and High Schools), as applicable to the LEA. The staff-to-student ratio must be based on the number of full time equivalent (FTE) staff and the number of enrolled students as counted on the first Wednesday in October of each year.
- Provide the staff-to-student ratio of certificated staff providing direct services to students at schools with a concentration of unduplicated students that is 55 percent or less and the staff-to-student ratio of certificated staff providing direct services to students at schools with a concentration of unduplicated students that is greater than 55 percent, as applicable to the LEA. The LEA may group its schools by grade span (Elementary, Middle/Junior High, and High Schools), as applicable to the LEA. The staff-to-student ratio must be based on the number of FTE staff and the number of enrolled students as counted on the first Wednesday in October of each year.

## Action Tables

Complete the Data Entry Table for each action in the LCAP. The information entered into this table will automatically populate the other Action Tables. Information is only entered into the Data Entry Table, the Annual Update Table, the Contributing Actions Annual Update Table, and the LCFF Carryover Table. With the exception of the Data Entry Table, the word “input” has been added to column headers to aid in identifying the column(s) where information will be entered. Information is not entered on the remaining Action tables.

The following tables are required to be included as part of the LCAP adopted by the local governing board or governing body:

- Table 1: Total Planned Expenditures Table (for the coming LCAP Year)

- Table 2: Contributing Actions Table (for the coming LCAP Year)
- Table 3: Annual Update Table (for the current LCAP Year)
- Table 4: Contributing Actions Annual Update Table (for the current LCAP Year)
- Table 5: LCFF Carryover Table (for the current LCAP Year)

Note: The coming LCAP Year is the year that is being planned for, while the current LCAP year is the current year of implementation. For example, when developing the 2022–23 LCAP, 2022–23 will be the coming LCAP Year and 2021–22 will be the current LCAP Year.

## Data Entry Table

The Data Entry Table may be included in the LCAP as adopted by the local governing board or governing body, but is not required to be included. In the Data Entry Table, input the following information for each action in the LCAP for that applicable LCAP year:

- **LCAP Year:** Identify the applicable LCAP Year.
- **1. Projected LCFF Base Grant:** Provide the total amount of LCFF funding the LEA estimates it will receive for the coming school year, excluding the supplemental and concentration grants and the add-ons for the Targeted Instructional Improvement Grant Program and the Home to School Transportation Program, pursuant to 5 CCR Section 15496(a)(8).

See *EC* sections 2574 (for COEs) and 42238.02 (for school districts and charter schools), as applicable, for LCFF apportionment calculations.

- **2. Projected LCFF Supplemental and/or Concentration Grants:** Provide the total amount of LCFF supplemental and concentration grants the LEA estimates it will receive on the basis of the number and concentration of unduplicated students for the coming school year.
- **3. Projected Percentage to Increase or Improve Services for the Coming School Year:** This percentage will not be entered; it is calculated based on the Projected LCFF Base Grant and the Projected LCFF Supplemental and/or Concentration Grants, pursuant to 5 CCR Section 15496(a)(8). This is the percentage by which services for unduplicated pupils must be increased or improved as compared to the services provided to all students in the coming LCAP year.
- **LCFF Carryover — Percentage:** Specify the LCFF Carryover — Percentage identified in the LCFF Carryover Table from the prior LCAP year. If a carryover percentage is not identified in the LCFF Carryover Table, specify a percentage of zero (0.00%).
- **Total Percentage to Increase or Improve Services for the Coming School Year:** This percentage will not be entered; it is calculated based on the Projected Percentage to Increase or Improve Services for the Coming School Year and the LCFF Carryover —



Percentage. This is the percentage by which the LEA must increase or improve services for unduplicated pupils as compared to the services provided to all students in the coming LCAP year.

- **Goal #:** Enter the LCAP Goal number for the action.
- **Action #:** Enter the action's number as indicated in the LCAP Goal.
- **Action Title:** Provide a title of the action.
- **Student Group(s):** Indicate the student group or groups who will be the primary beneficiary of the action by entering "All," or by entering a specific student group or groups.
- **Contributing to Increased or Improved Services?:** Type "Yes" if the action **is** included as contributing to meeting the increased or improved services; OR, type "No" if the action is **not** included as contributing to meeting the increased or improved services.
- If "Yes" is entered into the Contributing column, then complete the following columns:
  - **Scope:** The scope of an action may be LEA-wide (i.e., districtwide, countywide, or charterwide), schoolwide, or limited. An action that is LEA-wide in scope upgrades the entire educational program of the LEA. An action that is schoolwide in scope upgrades the entire educational program of a single school. An action that is limited in its scope is an action that serves only one or more unduplicated student groups.
  - **Unduplicated Student Group(s):** Regardless of scope, contributing actions serve one or more unduplicated student groups. Indicate one or more unduplicated student groups for whom services are being increased or improved as compared to what all students receive.
  - **Location:** Identify the location where the action will be provided. If the action is provided to all schools within the LEA, the LEA must indicate "All Schools." If the action is provided to specific schools within the LEA or specific grade spans only, the LEA must enter "Specific Schools" or "Specific Grade Spans." Identify the individual school or a subset of schools or grade spans (e.g., all high schools or grades transitional kindergarten through grade five), as appropriate.
- **Time Span:** Enter "ongoing" if the action will be implemented for an indeterminate period of time. Otherwise, indicate the span of time for which the action will be implemented. For example, an LEA might enter "1 Year," or "2 Years," or "6 Months."
- **Total Personnel:** Enter the total amount of personnel expenditures utilized to implement this action.
- **Total Non-Personnel:** This amount will be automatically calculated based on information provided in the Total Personnel column and the Total Funds column.

- **LCFF Funds:** Enter the total amount of LCFF funds utilized to implement this action, if any. LCFF funds include all funds that make up an LEA's total LCFF target (i.e., base grant, grade span adjustment, supplemental grant, concentration grant, Targeted Instructional Improvement Block Grant, and Home-To-School Transportation).
  - **Note:** For an action to contribute towards meeting the increased or improved services requirement it must include some measure of LCFF funding. The action may also include funding from other sources, however the extent to which an action contributes to meeting the increased or improved services requirement is based on the LCFF funding being used to implement the action.
- **Other State Funds:** Enter the total amount of Other State Funds utilized to implement this action, if any.
- **Local Funds:** Enter the total amount of Local Funds utilized to implement this action, if any.
- **Federal Funds:** Enter the total amount of Federal Funds utilized to implement this action, if any.
- **Total Funds:** This amount is automatically calculated based on amounts entered in the previous four columns.
- **Planned Percentage of Improved Services:** For any action identified as contributing, being provided on a Limited basis to unduplicated students, and that does not have funding associated with the action, enter the planned quality improvement anticipated for the action as a percentage rounded to the nearest hundredth (0.00%). A limited action is an action that only serves foster youth, English learners, and/or low-income students.
  - As noted in the instructions for the Increased or Improved Services section, when identifying a Planned Percentage of Improved Services, the LEA must describe the methodology that it used to determine the contribution of the action towards the proportional percentage. The percentage of improved services for an action corresponds to the amount of LCFF funding that the LEA estimates it would expend to implement the action if it were funded.

For example, an LEA determines that there is a need to analyze data to ensure that instructional aides and expanded learning providers know what targeted supports to provide to students who are foster youth. The LEA could implement this action by hiring additional staff to collect and analyze data and to coordinate supports for students, which the LEA estimates would cost \$165,000. Instead, the LEA chooses to utilize a portion of existing staff time to analyze data relating to students who are foster youth. This analysis will then be shared with site principals who will use the data to coordinate services provided by instructional assistants and expanded learning providers to target support to students. In this example, the LEA would divide the estimated cost of \$165,000 by the amount of LCFF Funding identified in the Data Entry Table and then convert the quotient to a percentage. This percentage is the Planned Percentage of Improved Service for the action.

## Contributing Actions Table

As noted above, information will not be entered in the Contributing Actions Table; however, the ‘Contributing to Increased or Improved Services?’ column will need to be checked to ensure that only actions with a “Yes” are displaying. If actions with a “No” are displayed or if actions that are contributing are not displaying in the column, use the drop-down menu in the column header to filter only the “Yes” responses.

## Annual Update Table

In the Annual Update Table, provide the following information for each action in the LCAP for the relevant LCAP year:

- **Estimated Actual Expenditures:** Enter the total estimated actual expenditures to implement this action, if any.

## Contributing Actions Annual Update Table

In the Contributing Actions Annual Update Table, check the ‘Contributing to Increased or Improved Services?’ column to ensure that only actions with a “Yes” are displaying. If actions with a “No” are displayed or if actions that are contributing are not displaying in the column, use the drop-down menu in the column header to filter only the “Yes” responses. Provide the following information for each contributing action in the LCAP for the relevant LCAP year:

- **6. Estimated Actual LCFF Supplemental and/or Concentration Grants:** Provide the total amount of LCFF supplemental and concentration grants the LEA estimates it will actually receive based on of the number and concentration of unduplicated students in the current school year.
- **Estimated Actual Expenditures for Contributing Actions:** Enter the total estimated actual expenditure of LCFF funds used to implement this action, if any.
- **Estimated Actual Percentage of Improved Services:** For any action identified as contributing, being provided on a Limited basis only to unduplicated students, and that does not have funding associated with the action, enter the total estimated actual quality improvement anticipated for the action as a percentage rounded to the nearest hundredth (0.00%).
  - Building on the example provided above for calculating the Planned Percentage of Improved Services, the LEA in the example implements the action. As part of the annual update process, the LEA reviews implementation and student outcome data and determines that the action was implemented with fidelity and that outcomes for foster youth students improved. The LEA reviews the original estimated cost for the action and determines that had it hired additional staff to collect and analyze data and to coordinate supports for students that estimated actual cost would have been \$169,500 due to a cost of living adjustment. The LEA would divide the estimated actual cost of \$169,500 by the amount of LCFF Funding identified in the Data Entry Table and then convert the quotient to a percentage. This percentage is the Estimated Actual Percentage of Improved Services for the action.

## LCFF Carryover Table

- **9. Estimated Actual LCFF Base Grant:** Provide the total amount of LCFF funding the LEA estimates it will receive for the current school year, excluding the supplemental and concentration grants and the add-ons for the Targeted Instructional Improvement Grant Program and the Home to School Transportation Program, pursuant to 5 CCR Section 15496(a)(8).

- **10. Total Percentage to Increase or Improve Services for the Current School Year:** This percentage will not be entered. The percentage is calculated based on the amounts of the Estimated Actual LCFF Base Grant (9) and the Estimated Actual LCFF Supplemental and/or Concentration Grants (6), pursuant to 5 CCR Section 15496(a)(8), plus the LCFF Carryover – Percentage from the prior year. This is the percentage by which services for unduplicated pupils must be increased or improved as compared to the services provided to all students in the current LCAP year.

## Calculations in the Action Tables

To reduce the duplication of effort of LEAs, the Action Tables include functionality such as pre-population of fields and cells based on the information provided in the Data Entry Table, the Annual Update Summary Table, and the Contributing Actions Table. For transparency, the functionality and calculations used are provided below.

### Contributing Actions Table

- 4. Total Planned Contributing Expenditures (LCFF Funds)
  - This amount is the total of the Planned Expenditures for Contributing Actions (LCFF Funds) column
- 5. Total Planned Percentage of Improved Services
  - This percentage is the total of the Planned Percentage of Improved Services column
- Planned Percentage to Increase or Improve Services for the coming school year (4 divided by 1, plus 5)
  - This percentage is calculated by dividing the Total Planned Contributing Expenditures (4) by the Projected LCFF Base Grant (1), converting the quotient to a percentage, and adding it to the Total Planned Percentage of Improved Services (5).

### Contributing Actions Annual Update Table

Pursuant to *EC* Section 42238.07(c)(2), if the Total Planned Contributing Expenditures (4) is less than the Estimated Actual LCFF Supplemental and Concentration Grants (6), the LEA is required to calculate the difference between the Total Planned Percentage of Improved Services (5) and the Total Estimated Actual Percentage of Improved Services (7). If the Total Planned Contributing Expenditures (4) is equal to or greater than the Estimated Actual LCFF Supplemental and Concentration Grants (6), the Difference Between Planned and Estimated Actual Percentage of Improved Services will display “Not Required.”

- 6. Estimated Actual LCFF Supplemental and Concentration Grants
  - This is the total amount of LCFF supplemental and concentration grants the LEA estimates it will actually receive based on of the number and concentration of unduplicated students in the current school year.
- 4. Total Planned Contributing Expenditures (LCFF Funds)
  - This amount is the total of the Last Year's Planned Expenditures for Contributing Actions (LCFF Funds)

- 7. Total Estimated Actual Expenditures for Contributing Actions
  - This amount is the total of the Estimated Actual Expenditures for Contributing Actions (LCFF Funds)
- Difference Between Planned and Estimated Actual Expenditures for Contributing Actions (Subtract 7 from 4)
  - This amount is the Total Estimated Actual Expenditures for Contributing Actions (7) subtracted from the Total Planned Contributing Expenditures (4)
- 5. Total Planned Percentage of Improved Services (%)
  - This amount is the total of the Planned Percentage of Improved Services column
- 8. Total Estimated Actual Percentage of Improved Services (%)
  - This amount is the total of the Estimated Actual Percentage of Improved Services column
- Difference Between Planned and Estimated Actual Percentage of Improved Services (Subtract 5 from 8)
  - This amount is the Total Planned Percentage of Improved Services (5) subtracted from the Total Estimated Actual Percentage of Improved Services (8)

### **LCFF Carryover Table**

- 10. Total Percentage to Increase or Improve Services for the Current School Year (6 divided by 9 + Carryover %)
  - This percentage is the Estimated Actual LCFF Supplemental and/or Concentration Grants (6) divided by the Estimated Actual LCFF Base Grant (9) plus the LCFF Carryover – Percentage from the prior year.
- 11. Estimated Actual Percentage of Increased or Improved Services (7 divided by 9, plus 8)
  - This percentage is the Total Estimated Actual Expenditures for Contributing Actions (7) divided by the LCFF Funding (9), then converting the quotient to a percentage and adding the Total Estimated Actual Percentage of Improved Services (8).
- 12. LCFF Carryover — Dollar Amount LCFF Carryover (Subtract 11 from 10 and multiply by 9)
  - If the Estimated Actual Percentage of Increased or Improved Services (11) is less than the Estimated Actual Percentage to Increase or Improve Services (10), the LEA is required to carry over LCFF funds.

The amount of LCFF funds is calculated by subtracting the Estimated Actual Percentage to Increase or Improve Services (11) from the Estimated Actual Percentage of Increased or Improved Services (10) and then multiplying by the Estimated Actual LCFF Base Grant (9). This amount is the amount of LCFF funds that is required to be carried over to the coming year.

- 13. LCFF Carryover — Percentage (12 divided by 9)
  - This percentage is the unmet portion of the Percentage to Increase or Improve Services that the LEA must carry over into the coming LCAP year. The percentage is calculated by dividing the LCFF Carryover (12) by the LCFF Funding (9).

California Department of Education  
January 2022

- |   |  |
|---|--|
| <input checked="" type="checkbox"/> Student Learning and Achievement    | <input type="checkbox"/> Consent                   |
| <input type="checkbox"/> Health and Safety of Students and Schools      | <input type="checkbox"/> Action/Discussion         |
| <input type="checkbox"/> Credibility and Communication                  | <input type="checkbox"/> Information/Discussion    |
| <input type="checkbox"/> Fiscal Solvency, Accountability, and Integrity | <input checked="" type="checkbox"/> Public Hearing |
- 

**SUBJECT:** Adoption of Elementary Social Studies Curriculum, Studies Weekly

**DATE:** June 2, 2022

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

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### **RECOMMENDATION:**

The District Administration recommends the Board review and approves the adoption of the Elementary Social Studies curriculum, Studies Weekly.

### **BACKGROUND:**

The current Social Studies adoption for elementary school, Scott Foresman/Savvas History of Social Studies has been in place since the 2006-2007 school year. The new elementary Social Studies adoption cycle and curriculum were updated by the CDE in 2017.

A pilot team was assembled with teachers from both elementary sites, who met as a team and reviewed materials from several possible options from the list of state-approved elementary Social Studies adoptions. From the state list, the team selected three possible adoptions to take a closer look at, receive some training and information from the publishing companies, and pilot in the classroom. Those selections were TCI (Teacher's Curriculum Institute), Savaas MyWorld, and Studies Weekly.

All three programs were thoroughly reviewed and piloted and the team then completed the K-5 Social Studies Selection Criteria Rubrics for each program. Studies Weekly was the program ultimately selected by the pilot team.

A Public Hearing Notice has been posted and sample materials for review have been on display at the District Office site.

Adopting Studies Weekly will foster an equitable learning environment for students across grade levels with updated standards and materials lessons. This is a 5-year adoption.

### **INFORMATION:**

Studies Weekly is a state-adopted K-6 Social Studies publisher providing a core curriculum aligned with California's History-Social Science standards. The total 5-year adoption price is \$34.75 per student and each year includes the Teacher Edition for every teacher, the print materials for every student, and single sign-on access to Studies Weekly Online for all teachers and students.

The print materials are consumable and are shipped upfront at the beginning of each school year at no extra cost. The online content includes standards alignment info, teacher lesson plans, scope and sequence, graphic organizers, assessments that can be edited and administered online, highlighting tools, audio reader, educational games, and primary and secondary sources—over 3,000 videos, maps, historical documents, pictures, and audio clips.

Studies Weekly's print publications are provided in a weekly format that can be written on, highlighted, and cut up to be used for unique, hands-on, and engaging learning experiences.

Studies Weekly Online is fully integrated with Google Classroom. Studies Weekly's integrated literacy approach supports ELA standards so it can be used within the Language Arts block. With a robust Teacher Edition, curriculum maps, standards correlations, and ready-made assessments teachers can focus on their students. Students will question, discuss, and truly experience history through differentiated instruction strategies, graphic organizers, activities, worksheets, SEL conversations, and activities.

Studies Weekly created a brand new K-5 California Social Studies curriculum this year. The original California Studies Weekly Social Studies curriculum was adopted by the California Department of Education in 2017. The State Board allowed the publisher to create a newer supplemental version that is:

- More deeply aligned to state standards and frameworks
- Greater focus on Diversity, Equity, and Inclusion - [See Studies Weekly Theory of Action document concerning Diversity, Equity, and Inclusion](#) (attached)
- Incorporates stronger representation through words, images, and activities for greater cultural relevance and with a post-2020 equity lens
- Inquiry and well-being content built into lessons
- Includes more California-specific content and images
- Differentiated with multiple access points to learning
- Lexile level and word count included in every article
- Greater focus on ELD - Each ELA standard is matched to the correlating ELD standard for emerging, bridging, and expanding to assist teachers in supporting their ELD students.

**FISCAL IMPACT:** 5-year adoption for print and digital \$42,037.31 Curriculum textbook budget, new expenditure budgeted for 2022-23.





www.pgusd.org

PUBLIC HEARING III/ACTION/DISCUSSION A  
**PACIFIC GROVE UNIFIED SCHOOL DISTRICT**

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

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

**Song Chin-Bendib**  
**Assistant Superintendent**  
Business Services  
(831) 646-6509  
schinbendib@pgusd.org

## **PUBLIC HEARING NOTICE**

The Pacific Grove Unified School District Governing Board will hold a public hearing on Thursday, June 2, 2022, pursuant to Education Code Section 60119 and 60422:

### **PUBLIC DISCLOSURE OF FOREST GROVE AND ROBERT DOWN ELEMENTARY SCHOOL CURRICULUM: STUDIES WEEKLY ELEMENTARY SOCIAL STUDIES**

The hearing will be held at the regular Board of Education meeting (VIRTUAL MEETING link available at [www.pgusd.org](http://www.pgusd.org) ), which begins at 6:30 p.m.

Copies of Forest Grove and Robert Down Elementary School curriculum Studies Weekly Elementary Social Studies will be available for public viewing beginning Thursday, May 19, 2022 through Friday, July 1, 2022 at the District Office located at 435 Hillcrest Avenue, Pacific Grove.

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

Posted: May 19, 2022

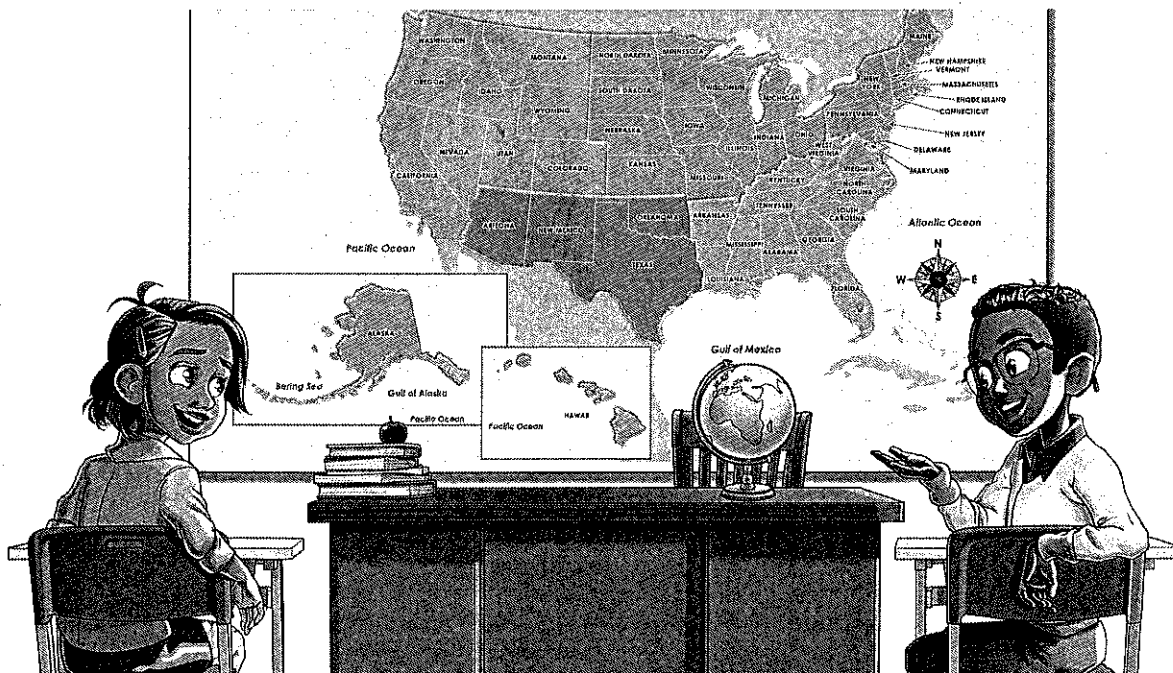
# Theory of Action

## Studies Weekly Theory of Action concerning Diversity, Equity, and Inclusion

Studies Weekly is committed to promoting equity and access for all students. Diversity is an asset to communities and should be celebrated and nurtured. All students should have representation and a culturally authentic mirror of themselves in the classroom, especially those who are under-served and under-represented. Additionally, all students benefit when they are given access to windows into other cultures and value systems.

In California, Studies Weekly continually works with school administrators, teachers, and parents to review, re-examine, and update the materials we provide for instruction and professional development. In 2021, we not only collected feedback to make updates to the adopted curriculum, but we also have committed to creating a new version of the content that is even more aligned with the California Social Studies Standards and Framework and the FAIR Education Act. To this end, we have interviewed teachers, parents, and administrators to learn how to provide the most relevant curricula for California students. We have engaged with experts in the state to consult on our guiding documents to unpack the standards and interpret the framework in a culturally responsive fashion.

Additionally, we are consulting with cultural studies experts, subject matter experts, and diverse contributors to support us as we provide culturally responsive and culturally authentic materials. We seek to widen the context of each narrative and contextualize individual stories that give an understanding of cultural identity without incurring stereotypes or conglomerate representations, all with an eye to removing barriers to access and equity for all students.



# Theory of Action

Our vision and awareness of students who need to see themselves in our curricula grows all the time. At the present, we are improving our representation of and culturally responsive approach toward:

- **American Indian tribes:** We are carefully researching how the indigenous peoples of California represent themselves through multiple reviews, publications, and collections of materials.
- **African Americans:** Guided by a panel of African American studies professors, we are increasing the context around our African American studies and adding African history to our corpus.
- **Hispanic/Latinos:** Influenced by native Spanish speakers from multiple heritages, we are carefully infusing the content with the perspectives of Californians with heritage from Mexico and other Spanish-speaking countries.
- **Asian Heritage:** We provide an individually-centered approach to representing the contributions and influence of Californians of Asian heritage. Instead of defaulting to a conglomerate identity, we believe that each individual has their own culture and story to tell.
- **LGBTQIA+:** At Studies Weekly, we welcome contributors who have lenses from a variety of genders and orientations. We support perspectives of wellness and inclusion.
- **Many Abilities:** Through representation and celebration, we highlight students who have diverse physical and neurological abilities.
- **Economic Representation:** Students of all income levels and living contexts need to see themselves entering learning with an assets base and a path to success.

Studies Weekly strives for continual improvement and innovation through ongoing, consistent professional learning. As a team, we seek to understand culturally relevant teaching strategies, learn about diverse cultures, and understand the importance of working with a wide variety of contributions to our content. Whether learning about cultural inventories, historical reinterpretation, personal bias navigation, or celebrations of diverse historical figures, our teams are dedicated to the journey toward equity.

Dr. Noelle Carter  
Chief Curriculum Architect



## Questions?

Cody Erickson  
385-335-4885  
[cody.erickson@studiesweekly.com](mailto:cody.erickson@studiesweekly.com)

Contact Chris Stott  
801-301-0033  
[chris.stott@studiesweekly.com](mailto:chris.stott@studiesweekly.com)

- ☐ Student Learning and Achievement
- ☒ Health and Safety of Students and Schools
- ☐ Credibility and Communication
- ☐ Fiscal Solvency, Accountability and Integrity

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

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**SUBJECT:** District Update on Response to COVID-19/ Discussion of the Mask Mandate Threshold

**DATE:** June 2, 2022

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

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**RECOMMENDATION:**

The District Administration recommends the Board receive information regarding District response to COVID-19, and provide direction to Administration.

**INFORMATION:**

The District Administration will update the Board, staff and community on current District response and protocols to COVID-19.

☒ Student Learning and Achievement  
☒ Health and Safety of Students and Schools  
☒ Credibility and Communication  
☐ Fiscal Solvency, Accountability and Integrity

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

**SUBJECT:** Response to the 2021-22 Monterey County Civil Grand Jury Final Report -  
 “Excellence in Action: Monterey County’s Educational Response to Covid-19”

**DATE:** June 2, 2022

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

### **RECOMMENDATION:**

The District Administration recommends that the Board receive and approve the District response to the 2021-22 Monterey County Civil Grand Jury Final Report regarding Monterey County’s response to Covid.

### **INFORMATION:**

The Pacific Grove Unified School District Board of Education has carefully reviewed and considered the Findings and Recommendations set forth in the 2021-22 Monterey County Civil Grand Jury Final Report entitled, *Excellence in Action: Monterey County’s Educational Response to Covid-19*. This letter shall serve as the official response of the Pacific Grove Unified School District to the Findings and Recommendations of the Monterey County Civil Grand Jury.

The Monterey County Civil Grand Jury (MCCGJ) felt compelled to investigate Monterey County’s educational response to Coronavirus Disease of 2019 (COVID-19) due to the persuasive concerns expressed by members of the public about the impacts of COVID-19 on students’ mental health and students’ academic learning loss. The eventual end of additional federal and state funding and the haste with which it must be used are also concerns.

The 2021/2022 MCCGJ conducted numerous interviews with staff members of the Monterey County Office of Education (MCOE) and other educators in Monterey County. Those interviews led to research into the many support services the MCOE provided to its 24 public school districts (135 schools) during the transition from in- person learning to distance learning in March 2020. School districts, teachers, and educational support personnel demonstrated initiative and flexibility in meeting the needs of students in the first years of the pandemic. The MCCGJ found that MCOE was proactive and instrumental in providing support and services to the school districts and other educational facilities in Monterey County.

MCOE played a leading role in the success of students and teachers by providing personal protective equipment (PPE) and professional development, ensuring technology was available to all, functioning as a central distribution center, increasing fiscal oversight of additional federal and state funding, creating a network to share information, and maintaining the operational capability of the MCOE during the pandemic.

**FISCAL IMPACT:** No fiscal impact.



ACTION/DISCUSSION C

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

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

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

May 24, 2022

The Honorable Stephanie Hulsey  
Judge of the Superior Court  
c/o Office of the County Counsel  
168 W. Alisal Street, 3<sup>rd</sup> FL  
Salinas, CA 93901

Re: **Response to the 2021-22 Monterey County Civil Grand Jury Final Report -  
"Excellence in Action: Monterey County's Educational Response to Covid-19"**

Dear Honorable Judge Hulsey:

The Pacific Grove Unified School District Board of Education has carefully reviewed and considered the Findings and Recommendations set forth in the 2021-22 Monterey County Civil Grand Jury Final Report entitled, *Excellence in Action: Monterey County's Educational Response to Covid-19*. This letter shall serve as the official response of the Pacific Grove Unified School District to the Findings and Recommendations of the Monterey County Civil Grand Jury.

Sincerely,

Ralph Gómez Porras, Superintendent  
Pacific Grove Unified School District

**FINDINGS**

- F1 Educators and classified staff in Monterey County are to be commended for their initiative and flexibility in meeting the challenges of COVID-19. From the MCOE Superintendent to the newest part-time classroom aide, county educational employees went beyond their job descriptions in meeting the needs of students and their families during the pandemic.**

☒ **AGREE**

☐ **PARTIALLY AGREE**

☐ **DISAGREE**

- F5 Administrators, teachers, and information technology staff in Monterey County are to be commended for making great strides in providing remote learning devices and solving internet access problems during the COVID-19 pandemic.**

☒ **AGREE**

☐ **PARTIALLY AGREE**

☐ **DISAGREE**

- F8 Despite a lack of preparedness at many levels of government, MCOE, school districts, and staff responded to the impact of the pandemic in a timely manner.**

☒ **AGREE**

☐ **PARTIALLY AGREE**

☐ **DISAGREE**

- F9 Monterey County successfully expanded internet connectivity due to the efforts of MCOE, industry partners, grant institutions, the Digital Task Force, and school district investment in technology.**

☒ **AGREE**

☐ **PARTIALLY AGREE**

☐ **DISAGREE**

- F10 There is increased collaboration and coordination among agencies that provide services and support, including the MCOE, Monterey County Behavioral Health, the Monterey County Health Department, internet partners, school districts, support providers, and community groups.**

☒ **AGREE**

☐ **PARTIALLY AGREE**

☐ **DISAGREE**

- F11 Administrators, teachers, parents, and students are all extremely concerned about students' social-emotional issues arising from COVID-19.**

☒ **AGREE**  
☐ **PARTIALLY AGREE**  
☐ **DISAGREE**

- F12 Administrators, teachers, parents, and students are concerned about the learning loss that took place during the 2020-2021 school year. There is an urgent need for mitigation of such a loss.**

☒ **AGREE**  
☐ **PARTIALLY AGREE**  
☐ **DISAGREE**

- F13 There is the potential for significant fiscal disruption with the continuing loss of ADA and the end of additional federal funding occurring at the same time.**

☒ **AGREE**  
☐ **PARTIALLY AGREE**  
☐ **DISAGREE**

### **RECOMMENDATIONS**

- R1 School districts maintain a minimum level of one behavioral support staff member at each school site until the end of the 2025-2026 school year.**

☒ **HAS BEEN IMPLEMENTED**  
☐ **HAS NOT BEEN IMPLEMENTED BUT WILL BE IMPLEMENTED IN THE FUTURE**  
☐ **REQUIRES FURTHER ANALYSIS**  
☐ **WILL NOT BE IMPLEMENTED**

**Summary Response: All school sites have permanent counseling staff who may provide behavioral support as needed. Sites have additional personnel available during the school day to support student behavioral needs.**

- R2 School districts maintain learning loss mitigation programs and extended learning opportunities until the end of the 2025-2026 school year.**

☒ **HAS BEEN IMPLEMENTED**  
☐ **HAS NOT BEEN IMPLEMENTED BUT WILL BE IMPLEMENTED IN THE FUTURE**  
☐ **REQUIRES FURTHER ANALYSIS**  
☐ **WILL NOT BE IMPLEMENTED**



**Response: All sites have provided, and will continue to provide, learning loss mitigation programs during the school day, integral to the instructional program. Additionally, all sites and all grade levels provide extended school year services designed for mitigating learning loss during the month of June following the close of the regular school year. After school extended learning opportunities are provided for all students.**

## **EXCELLENCE IN ACTION: MONTEREY COUNTY'S EDUCATIONAL RESPONSE TO COVID-19**

### **SUMMARY**

The Monterey County Civil Grand Jury (MCCGJ) felt compelled to investigate Monterey County's educational response to Coronavirus Disease of 2019 (COVID-19) due to the persuasive concerns expressed by members of the public about the impacts of COVID-19 on students' mental health and students' academic learning loss. The eventual end of additional federal and state funding and the haste with which it must be used are also concerns.

The 2021/2022 MCCGJ conducted numerous interviews with staff members of the Monterey County Office of Education (MCOE) and other educators in Monterey County. Those interviews led to research into the many support services the MCOE provided to its 24 public school districts (135 schools) during the transition from in-person learning to distance learning in March 2020. School districts, teachers, and educational support personnel demonstrated initiative and flexibility in meeting the needs of students in the first years of the pandemic. The MCCGJ found that MCOE was proactive and instrumental in providing support and services to the school districts and other educational facilities in Monterey County.

MCOE played a leading role in the success of students and teachers by providing personal protective equipment (PPE) and professional development, ensuring technology was available to all, functioning as a central distribution center, increasing fiscal oversight of additional federal and state funding, creating a network to share information, and maintaining the operational capability of the MCOE during the pandemic.

### **GLOSSARY AND ACRONYMS**

ADA	Average Daily Attendance
CDC	Centers for Disease Control

CDE	California Department of Education
COVID-19	Coronavirus Disease of 2019
ESSER	Elementary and Secondary School Emergency Relief fund
GEER	Governor's Emergency Education Relief fund
LCAP	Local Control Accountability Plan
LEA	Local Education Agency (usually a school district)
LLMF	Learning Loss Mitigation Fund
MCCGJ	Monterey County Civil Grand Jury
MCHD	Monterey County Health Department
MCOE	Monterey County Office of Education
OES	California Office of Emergency Services
PPE	Personal Protective Equipment
SEL	Social Emotional Learning
WhatsApp	Message application for group chats

## BACKGROUND

The MCOE was established more than 160 years ago by California's Constitution. All counties are required to provide educational resources to the citizens of their cities and towns. The mission of the MCOE is to "provide leadership, support, and service excellence needed to prepare the diverse students of Monterey County for success." With an annual budget of \$179 million, the MCOE provides a wide range of resources to support the 75,600 students and 11,000 school staff members in the county public schools.

The MCOE started planning in December of 2019 for COVID-19 and by January of 2020 was actively preparing for COVID-19's impacts.

Schools normally have in-person instruction, defined as, "instruction under the physical supervision and control of a certificated employee of the local educational agency (LEA)." With a national emergency declared on March 13, 2020, due to COVID-19, in-person instruction stopped. Given the uncertainty of the impact of the COVID-19

pandemic, in-person instruction was not immediately allowable under state and local health orders and the transition to various online distance learning platforms began. Some schools began instruction through distance learning or online in late March 2020. The 2020-2021 school year started online and continued until May 2021, when LEAs were given the option to return to in-person instruction.

## METHODOLOGY

The MCCGJ employed four methods of research:

- We reviewed publicly available documents, including those from the California Department of Education (CDE), the MCOE, and County school districts
- We interviewed members of the Board of Supervisors, MCOE staff, and district superintendents
- We performed internet searches for documents and news articles about COVID-19 and education in Monterey County
- We obtained and studied documents from MCOE, received a briefing from the MCOE Superintendent, and then toured the MCOE



## DISCUSSION

### Buildings Closed, But Schools Remained Open

COVID-19 severely impacted education in Monterey County. It was not just the quantity of changes that occurred, but also the speed at which they happened. California Governor Gavin Newsom declared a state of emergency on March 4, 2020; Monterey County Board of Supervisors declared a state of emergency on March 10, 2020; President Trump declared a national state of emergency on March 13, 2020; and Monterey County schools closed on March 16, 2020, with a planned reopening on March 31, 2020. However, Governor Newsom said on March 17, 2020, that schools might be closed to in-person learning until the end of the school year. Schools remained closed to in-person learning the rest of that school year and much of the next school year, until May 2021, when LEAs had the option to return to in-person instruction.

When schools transitioned from in-person education to distance learning, the MCOE, LEAs, teachers, staff, parents, and students all faced major challenges. The unexpected closure of schools impacted the physical, emotional, social, and educational environments of students, which resulted in behavioral health issues and learning loss. The Centers for Disease Control (CDC) reported that trauma in early life, like prolonged social isolation, unpredictable routines, economic hardship, housing insecurity, and grief over missed significant life events, can continue to impact some students' long-term psychological and physiological well-being throughout their lifetimes. Mental health professionals have identified increases in anxiety, depression, PTSD symptoms, suicidal ideation (thinking about or planning to take your own life), and substance abuse. Between March and October of 2020, the number of mental-health related visits to the emergency room increased by 24% for ages 5-11 and by 31% for ages 12-17 over 2019 numbers. The impacts of the switch to distance learning in March 2020 and throughout the 2020-2021 school year will be felt for some time, particularly by students.

To assist in the mental health recovery from the pandemic, the Little Hoover Commission recommends that "schools become hubs of mental well-being" and "centers of wellness." Schools have eyes on children and can identify mental and

behavioral issues and then coordinate and integrate data, services, and funding among mental health support providers. Using funding from the Children and Youth Behavioral Health Initiative, included in the Governor's May revision to the 2021-2022 budget, schools can increase the number of school counselors, school psychologists, and school social workers.

### Response To The Transition

School districts, teachers, classified staff, educational support personnel, and the MCOE met these challenges with initiative and flexibility. Educators, at all levels, went beyond their job descriptions to provide support and services to students and their families. Schools were used as food distribution centers, and COVID-19 testing and vaccination clinics. Schools invested in behavioral health support systems. Schools created new professional development for teachers to learn how to change from in-person to distance learning in one to two weeks. Some bigger school districts even provided clothing and housing. School districts and their schools stepped up in a tough situation to provide holistic student support, which included food, healthcare, academics, and mental health services.

Teachers had to undertake extensive online training to learn new software, such as Google Classroom, Canvas, and Zoom. Some teachers had to learn how to use new electronic devices. Professional development also included learning new teaching techniques for online instruction and about social-emotional learning (SEL), so that teachers could identify signs of needed support. To further support their students, 5,000 teachers voluntarily signed up for extra SEL training, which was offered by MCOE.



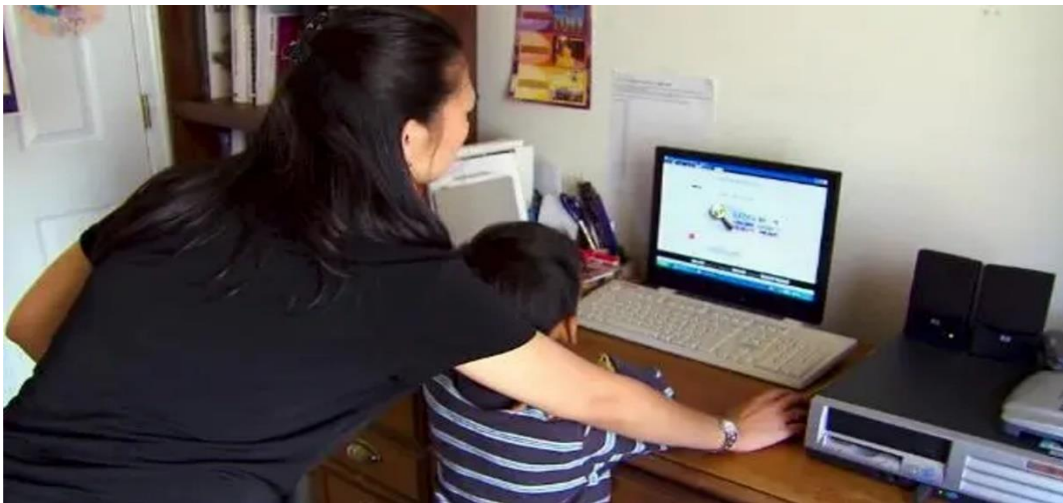
While teachers worked from home, the classified staff worked from school, which exposed them to greater risk from COVID-19. Food service workers distributed hundreds of thousands of free meals to students, including home deliveries, when necessary. The daily free and reduced-cost lunch program continued during school closures. Bus drivers moved supplies and made deliveries of food and lessons to student homes. Buses served as wi-fi hot spots. Eighty percent of Monterey County's Early Childhood Education Centers remained open to provide services when schools were closed. Whether due to COVID-19, competition from industry, or the law of supply and demand, these services were provided despite school districts reporting shortages of teachers, substitutes, mental health workers, and bus drivers.

#### Monterey County Office Of Education Responds To The Pandemic

MCOE provided school districts with resources and support, mental health services, and increased collaboration among community agencies to provide support and services. Not all districts needed the same resources, and larger school districts with more infrastructure and resources required less support from MCOE and could provide more resources independently to students. MCOE maintained continuity of operation during these first two years of COVID-19 while undertaking new initiatives, and met the needs of districts, teachers, students, and families. It produced a catalog of services that they could provide to support school districts during the crisis. MCOE's website offered a variety of resources, including information on free school meals, distance learning supports, mental health supports, and much more.

MCOE served as a central distribution point for PPE and information. It became the regional hub for PPE and coordinated with the CDE and the Governor's Office of Emergency Services (OES) to secure PPE. They distributed over 714,000 masks, gloves, hand sanitizer, and other PPE to schools. Within three days of school closure, a WhatsApp communication system was set up among district superintendents. MCOE gathered information from the CDC, CDE, and the Monterey County Health Department (MCHD) and shared it in weekly meetings with superintendents and instructional leaders and daily with small school districts.

MCOE created professional development to address issues of technology, social-emotional learning, English language development, and others. They produced 650 webinars, provided thousands of hours of virtual coaching, and had open “tech” hours. With the demand for behavioral health specialists increasing amidst a shortage of providers, MCOE followed its 2020-2025 Strategic Plan and priorities. Strategic Priority Three is, “All schools will promote the physical and mental health of their students...” The specific priorities are 3D, “Leverage and align community resources to meet student needs and social and emotional wellness,” and 3F, “Strengthen communication and collaboration between educators and outside organizations working on physical and mental health.”



One of MCOE’s biggest contributions to education during the pandemic was the creation of the Digital Equity Task Force. MCOE conducted a survey that showed in March 2020, 9,839 students did not have electronic devices and 11,291 students did not have internet access. That number was reduced by August 19, 2020, to 1,120 students without electronic devices and 1,082 with no internet. By the start of the 2020-2021 school year, both numbers were zero. This was accomplished by an extensive fundraising effort for technology, which raised \$2,659,960 from 26 donors with the goal of \$3,513,950. Federal funding made raising the rest of the funds a moot point. The first \$569,000 bought 1,300 devices. The six biggest donors were:

1. Monterey County \$1,000,000,



2. Bruce Taylor and Taylor Farms \$890,510,
3. Harden Foundation \$500,000,
4. Monterey Peninsula Foundation \$85,000,
5. Community Foundation for Monterey County \$30,000, and
6. Nancy Buck Ransom Foundation \$30,000.

### Federal And State Funding

Substantial amounts of federal and state funding have been received by Monterey County schools to “prevent, prepare for, and respond” to the COVID-19 pandemic. Sixteen categories of allowable uses for any COVID-19 funding were identified by the federal government. The Coronavirus Act, Relief, and Economic Security Act, which includes the Elementary and Secondary Schools Emergency Relief (ESSER I) fund and the Governor’s Emergency Education Relief (GEER I) fund all passed on March 27, 2020, and the funds must be spent by Sept. 30, 2022. California received \$1.6 billion in ESSER I and \$355 million in GEER 1. Most of the GEER 1 funds went to special education. Monterey County schools received \$13,519,507 from these acts. There was also a federal learning loss mitigation fund (LLMF) of \$5 billion to support pupil academic achievement and mitigate learning loss related to COVID-19 school closures.

The Coronavirus Response and Relief Supplemental Appropriations Act, including ESSER II and GEER II, was passed on Dec. 27, 2020, and the funds must be spent by Sept. 30, 2023. California received \$6.7 billion in ESSER II and \$341 million in GEER II. Monterey County schools received \$62,595,419. Sixteen categories of allowable uses for any COVID-19 funding were identified by the federal government.

The American Rescue Plan Act of 2021, which included funding for ESSER III was passed on March 11, 2021; the funds must be spent by the end of the 2024/2025 school year. California received an additional \$98.7 million for homeless students, but most of California’s funding was for grants from the LLMF established by the State.

California received \$15 billion in ESSER III funding, and Monterey County received \$140,681,284.

At least twenty percent of a district's allocation of the GEER and ESSER funds must be reserved to address the academic impact of lost instructional time through implementation of evidence-based interventions. Allowable uses include summer learning, an extended school day, after-school programs, extended school year programs, mental health services and supports, and adoption or integration of SEL into the core curriculum and the school day. There is persuasive anecdotal evidence that learning loss took place, but no quantitative data because statewide California Assessment of Student Performance and Progress tests did not take place in 2020 or 2021.

Some school districts spent their funds on PPE, adding additional custodial staff, hiring learning acceleration specialists, securing mental health support staff, adding classroom aides, hiring more teachers to prevent mixed-grade classes, and creating extended learning opportunities. Some schools upgraded their heating and ventilation systems, installed contact-less water fountains, faucets, hand sanitizer dispensers, paper towel dispensers, and completed other physical plant improvements.

Monitoring all this spending has been MCOE. The MCOE has statutory oversight of school district budgets under Assembly Bill 1200, passed by the legislature in 1991. The MCOE Superintendent's major statutory responsibility is to provide fiscal oversight, and this encompasses reviewing and approving the financial status of district budgets, Local Control Accountability Plans (LCAP) and certifying reports. MCOE has made fiscal stability a strategic priority.

In its 2020-2025 Strategic Plan, Strategic Priority 5 states, "MCOE policies and systems will proactively and creatively align resources to support dynamic teaching and learning while remaining fiscally solvent." Priority 5A states that MCOE will "monitor financial information and provide direction to assist MCOE and all LEAs in maintaining fiscal stability." MCOE accomplishes this by monitoring the quarterly reports that go to the federal government, reviewing and approving Federal LCAPs that include the

federal funding which goes to the CDE before arriving at the federal government and holding regular discussions about allowable expenses.

Accountability is achieved with the use of State templates, accountability checklists, additional documentation to the federal government, and MCOE's constant oversight. MCOE provides an official review letter with each submission of an adopted budget, 1<sup>st</sup> interim budget, 2<sup>nd</sup> interim budget, and end-of-the-year unaudited actuals. An official review letter from the MCOE Business Services Department accompanies the return of a school district's financial report and provides guidance and identifies areas of concern. In addition, there is a yearly audit by an independent agency. Transparency is maintained through public stakeholder meetings on LCAP and its passage at an open board meeting. Audits and budgets are public documents and are accepted and approved in open board meetings.

Concern has been expressed about two financial issues: the end of the federal funding and the drop in Average Daily Attendance (ADA). Although attempts are being made to extend the deadline to the end of 2024-2025 school year for the expenditure of COVID-19 funding, that is not a certainty. MCOE has made it clear to districts that those temporary revenues should not be used for permanent expenses. However, after four years of extra funding, it will come to a stop at the same time as school districts are experiencing a drop in ADA. County-wide ADA has dropped 10% over last year, with some districts dropping as low as 5% or as high as 18%. Since ADA generates most of the revenue for school districts, the matter is of concern. The combination of the end of the federal emergency funding with the drop in ADA while students still need behavioral intervention services and learning loss mitigation is problematic.

### MCOE Leadership

In December of 2019, MCOE started planning for the pandemic, and by late January or early February of 2020 it was actively preparing for it. The Monterey County Superintendent of Schools provided critical proactive educational leadership in the early days of the pandemic. By establishing the WhatsApp network within three days of school closure, the superintendent provided essential information from the CDC, the CDE, and the MCHD. The information was shared on a weekly basis with district

superintendents. Superintendents could now collaborate on shared issues and best practices with confidentiality.

The superintendent initiated a survey to identify needed technology and then created a Digital Equity Task Force on April 9, 2020, with over 40 representatives from education, industry, and information technology to meet those needs, primarily lack of technology and access to the internet across the County. The superintendent immediately started fundraising with a goal of \$3.5 million to provide almost 10,000 students with devices. The fundraising team raised \$2.6 million before federal funding arrived.

Under the superintendent's leadership, MCOE maintained continuity of operation while taking on additional tasks of increased financial monitoring, becoming a distribution hub, creating new professional development for teachers and staff, fundraising for technology, and serving as a communication center.

## **FINDINGS**

- F1** Educators and classified staff in Monterey County are to be commended for their initiative and flexibility in meeting the challenges of COVID-19. From the MCOE Superintendent to the newest part-time classroom aide, county educational employees went beyond their job descriptions in meeting the needs of students and their families during the pandemic.
- F2** The Monterey County Superintendent of Schools is to be commended for proactive leadership in a time of crisis. Without such leadership, Monterey County's educational response to COVID-19 would have been inadequate.
- F3** MCOE is to be commended for maintaining continuity of operations while increasing support services for school districts under the most challenging of circumstances.
- F4** All the donors who contributed to the Digital Equity Fund are to be commended for their generosity.
- F5** Administrators, teachers, and information technology staff in Monterey County are to be commended for making great strides in providing remote learning devices and solving internet access problems during the COVID-19 pandemic.
- F6** MCOE is working with all school districts to assure fiscal accountability and stewardship of the public's education dollars.

- F7** MCOE's service departments continue working diligently to provide support, guidance, training, and resources for all members of Monterey County's educational community.
- F8** Despite a lack of preparedness at many levels of government, MCOE, school districts, and staff responded to the impact of the pandemic in a timely manner.
- F9** Monterey County successfully expanded internet connectivity due to the efforts of MCOE, industry partners, grant institutions, the Digital Task Force, and school district investment in technology.
- F10** There is increased collaboration and coordination among agencies that provide services and support, including the MCOE, Monterey County Behavioral Health, the Monterey County Health Department, internet partners, school districts, support providers, and community groups.
- F11** Administrators, teachers, parents, and students are all extremely concerned about students' social-emotional issues arising from COVID-19.
- F12** Administrators, teachers, parents, and students are concerned about the learning loss that took place during the 2020-2021 school year. There is an urgent need for mitigation of such a loss.
- F13** There is the potential for significant fiscal disruption with the continuing loss of ADA and the end of additional federal funding occurring at the same time.

## RECOMMENDATIONS

- R1** School districts maintain a minimum level of one behavioral support staff member at each school site until the end of the 2025-2026 school year.
- R2** School districts maintain learning loss mitigation programs and extended learning opportunities until the end of the 2025-2026 school year.
- R3** MCOE should continue to closely monitor district LCAPs and budgets for the impacts of ADA loss and the end of emergency federal funding.
- R4** MCOE be forward thinking about its emergency plans.
- R5** MCOE should establish partnerships and internships with CSU Monterey Bay, MCBH, and industry partners to increase the number of mental health workers, teachers, substitutes, and bus drivers

## REQUIRED RESPONSES

The following responses are required pursuant to Penal Code sections 933 and 933.05:

From the following governing bodies within 90 days:

- Monterey County Board of Education  
Findings: F1, F3-F13  
Recommendations: R1-R5
- County school district boards of trustees:  
Findings: F1, F5, F8-F13  
Recommendations: R1-R2
  - Alisal Union School District
  - Big Sur Unified School District
  - Bradley Union School District
  - Carmel Unified School District
  - Chualar Union School District
  - Gonzales Unified School District
  - Graves School District
  - Greenfield Union School District
  - King City Union School District
  - Lagunita School District
  - Mission Union School District
  - Monterey Peninsula Unified School District
  - North Monterey County Unified School District
  - Pacific Grove Unified School District
  - Salinas City Elementary School District
  - Salinas Union High School District
  - San Antonio Union School District
  - San Ardo Union School District
  - San Lucas Union School District
  - Santa Rita Union School District
  - Soledad Unified School District
  - South Monterey County Joint Union High School District
  - Spreckels Union School District
  - Washington Union School District

## INVITED RESPONSES

- Monterey County Superintendent of Schools  
Findings: F1-F2, F4

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[www.cde.ca.gov](http://www.cde.ca.gov)

[www.montereycoe.org](http://www.montereycoe.org)

Websites of various county school districts



- ☐ Student Learning and Achievement
- ☐ Health and Safety of Students and Schools
- ☒ Credibility and Communication
- ☒ Fiscal Solvency, Accountability and Integrity

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

**SUBJECT:** Measure A Technology Bond Citizens' Oversight Committee Report

**DATE:** June 2, 2022

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

**RECOMMENDATION:**

The District Administration recommends the Board review and approve the Measure A Technology Bond Citizens' Oversight Committee (COC) Report for 2020-2021.

**BACKGROUND:**

Measure A was processed as a 55% vote election and passed as such, the District must comply with the provisions of Education Code 15278 required by Proposition 39.

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

Internally, the District has a Tech Committee and the committee members meet regularly and recommend purchases. For 2020-21, these purchases as in the past, have been board approved and the technology was adopted into the district and the school sites.

The last report presented by the Citizens' Oversight Committee was on June 17, 2021, and it was for the 2019-20 fiscal year.

**INFORMATION:**

The Pacific Grove USD Citizens' Oversight Committee met on April 25, 2022, to review the 2020-21 Measure A Technology Bond expenditures.

The committee will present their report.

**FISCAL IMPACT:**

None.



**Pacific Grove Unified School District  
Measure A Technology Bond Citizens Oversight Committee  
ANNUAL REPORT TO THE COMMUNITY 2020-2021**

**MEASURE A OVERSIGHT  
COMMITTEE**

Alex Lorca (Chair)  
Stephanie Atigh  
Maria Fonferek  
Elliott Hazen  
Travis Long  
Laurel Peiffer  
Jessica Thompson

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

Cristy Dawson – President  
Frank Rivera – Clerk  
John Paff – Trustee  
Brian Swanson – Trustee  
Carolyn Swanson - Trustee

***Letter from the Chair***

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

*It is the task of the Oversight Committee to review bond expenditures and report to the community on the progress made to fulfill the terms of the bond. This report includes the financial and performance audit for the 2020-2021 fiscal year. It also provides information on the status of the authorized bond project.*

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

*Thank you for your investment in the renovation and upgrades to the technology in the Pacific Grove Unified School District's schools.*

*Alex Lorca*

*Citizens Oversight Committee Chair*

**INDEPENDENT PERFORMANCE AUDIT FOR  
FISCAL YEAR 2020-2021**

**Independent Auditor's Report for Fiscal year 2020-2021**

The Committee received and reviewed the District's Independent Auditor's Report for the financial statements on April 25, 2022. The report was prepared by Eide Bailly, LLP in accordance with the requirement of Proposition 39. In summary, the Auditor's opinion was that: "...the financial statements ...present fairly, in all material respects, the financial position of the Building Fund (Measures A and D) of Pacific Grove Unified School District as of June 30, 2021, and the results of its operations for the year then ended in conformity with accounting principles generally accepted in the United States of America."

**Independent Auditor's Report on Performance for Fiscal year 2020-2021**

The Committee also received and reviewed the District's Independent Auditor's Report on Performance on April 25, 2022. The report was also prepared by Eide Bailly, LLP in accordance with the requirement of Proposition 39. In summary, the Auditor's opinion was that: "The results of our tests indicated that the District expended Building Fund (Measures A and D) funds only for the specific projects approved by the voters, in accordance with Proposition 39 and outlined in Article XIII A, Section 1(b)(3)(C) of the California Constitution."

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

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**SUBJECT:** Approval of Measure A (Ed Tech Bond) Education Technology Expenditures

**DATE:** June 2, 2022

**PERSON(S) RESPONSIBLE:** Matthew Binder, Director of Educational Technology, Louis Algaze, Director of Technology Systems

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**RECOMMENDATION:**

The District Administration recommends that the Board review and approve the current (June/July 2022) Measure A - Education Technology Bond expenditures.

**BACKGROUND:**

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

- Increasing student access to computer technology for both face-to-face/classroom-based instruction and to support remote/distance learning
- Upgrading instructional hardware and educational software/digital curriculum
- Supporting the implementation of a multiyear, district-wide educational technology plan
- Improving classroom and campus security systems and safety
- Implementing data and content management systems to improve student achievement monitoring, programmatic improvements, and other district operations

The bond funds are released in six separate series, approximately \$2 million every three years, over a period of 18 years. The first issuance, Series A, was released in the 2014-15 fiscal year. The district is currently working under the end of the third series of funds - Series C – and Series D funds will be used for technology expenditures in January, 2023. As the assessed valuations of the properties within the district's attendance boundary increase or decreases, the maximum allowable funding for each series also increases or decreases.

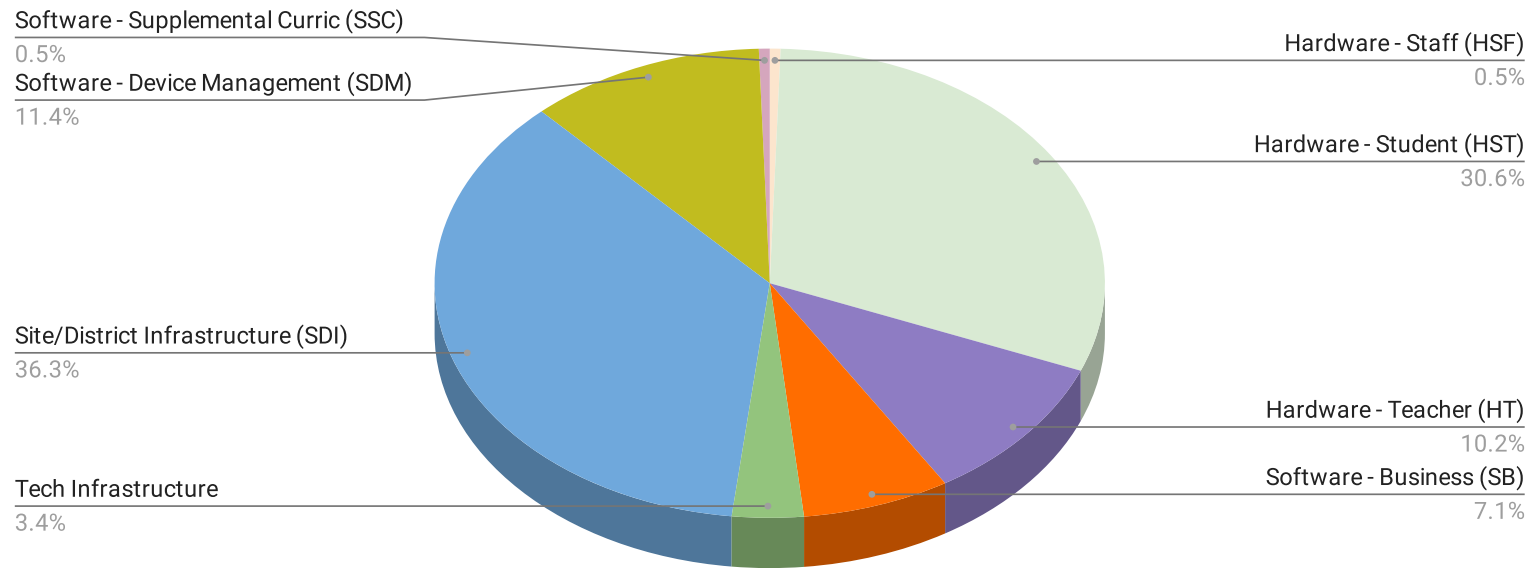
**INFORMATION:**

Please see the attached spreadsheets – Finalized list of Measure A expenditures as well as categorical distributions. Prices are estimated and may vary due to adjustments shipping costs, product availabilities, and vendor pricing.

**FISCAL IMPACT:**

\$344,748 of technology hardware, software, and/or services to be purchased using Fund 21 (Ed Tech Bond/Measure A) from the remaining Series C issuance.

<b>Distribution by Category</b>							
Hardware - Staff (HSF)	\$1,786						
Hardware - Student (HST)	\$105,377						
Hardware - Teacher (HT)	\$35,000						
Software - Business (SB)	\$24,585						
Tech Infrastructure Services/Maintenance (ISM)	\$11,882						
Site/District Infrastructure (SDI)	\$125,000						
Software - Device Management (SDM)	\$39,317						
Software - Supplemental Curric (SSC)	\$1,800						
<b>Total</b>	<b>\$344,748</b>						



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- ☒ Student Learning and Achievement
- ☐ Health and Safety of Students and Schools
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- ☐ Consent
- ☒ Action/Discussion
- ☐ Information/Discussion
- ☐ Public Hearing

**SUBJECT:** A-G Completion Improvement Grant

**DATE:** June 2, 2022

**PERSON(S) RESPONSIBLE:** Ani Silva, Director of Curriculum and Special Projects;  
Lito Garcia, Pacific Grove High School Principal;  
Larry Haggquist, Pacific Grove High School Teacher on Special Assignment

### **RECOMMENDATION:**

The District Administration recommends that the Board review and approve the A-G Completion Improvement Grant Plan as stipulated by the AB 130 legislation.

### **BACKGROUND:**

As part of AB 130 the California Department of Education (CDE) recently released \$547,513,000 in funding to help Local Education Agencies (LEAs) improve A-G completion rates, particularly for unduplicated students. The A-G Completion Improvement Grant (A-GCIG) allocation to PGUSD is \$50,593. Plans describing how the LEA will increase or improve services to increase A-G eligibility for unduplicated pupils must be developed by April 1<sup>st</sup>, 2022. Plans must be discussed at a regularly scheduled board meeting. Plans must be adopted by the governing board at a subsequent regularly scheduled board meeting. Law does not establish a date by which discussion and adoption must occur.

### **INFORMATION:**

The A-G Completion Improvement Grant Plan was developed through a collaborative effort between the PGUSD Director of Curriculum, PGHS Site Principal, PGHS TOSA, and PGHS Counselors. PGHS would like to use A-GCIG funds to support one section of credit recovery offered at PGHS for the next two years.

### **FISCAL IMPACT:**

PGUSD will receive \$50,593 of A-GCIG funds to use toward improving A-G completion rates.

# A-G COMPLETION IMPROVEMENT GRANT

Spring 2022

Pacific Grove Unified  
School District

## **A-G Completion Improvement Grant Plan**

**Spring 2022**

As part of AB 130 the California Department of Education (CDE) recently released \$547,513,000 in funding to help Local Education Agencies (LEAs) improve A-G completion rates, particularly for unduplicated students. The A-G Completion Improvement Grant (A-GCIG) allocation to PGUSD is \$50, 593. Plans describing how the LEA will increase or improve services to increase A-G eligibility for unduplicated pupils must be developed by April 1<sup>st</sup>, 2022. Plans must be discussed at a regularly scheduled board meeting. Plans must be adopted by the governing board at a subsequent regularly scheduled board meeting. Law does not establish a date by which discussion and adoption must occur.

### **A-G Completion Improvement Plan for PGUSD**

Similar to the [Educator Effectiveness Block Grant Plan](#), this plan has been designed in alignment with the district LCAP, as well as the district mission in mind, a mission which reads:

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 A-G Improvement grant funds will be used to create “learning opportunities” for unduplicated learners at PGHS who would otherwise run the risk of being credit deficient or not qualified for CSU or UC acceptance. The opportunities created by use of these funds will help advance efforts to promote equity, inclusion, and quality instructional programs within the district.



### **How the Funds will be Used**

The A-G Completion Improvement Grant funds will be used to create a A-G completion/credit recovery program at PGHS through the Edmentum platform. Student licenses for Edmentum have already been purchased. The A-GCIG funds will be used to pay a teacher at the high school to provide in-person instructional assistance and supervision for students requiring credit recovery. It has already been determined through progress monitoring that unduplicated students have a disproportionately high D&F rates at PGHS, a trend that mirrors what has been happening state-wide and nation-wide. A-GCIG funds will be used to pay for one section of the new credit recovery class over a two-year period. Any remaining funds will be used to supplement expenses for the currently existing credit recovery program. The district cost for the instructor will range from \$18,000 to \$23,000 for a section depending on the teacher's salary schedule placement.

### **Extent to which All Students, Including Unduplicated Students, will have Access to A-G Courses Approved by the University of California**

PGHS offers a robust list of course options to all students that includes 77 courses that are A-G approved. All students have access to these courses, and according to the four-year Adjusted Cohort Graduation Rate available in the California Department of Education's Data Quest PGHS has a 59% A-G completion rate. Some students who have received D or F grades in A-G courses fall short of A-G completion. The credit recovery program will give these students further access to A-G completion opportunities through online offerings. The Edmentum platform is the "top approved course provider by the University of California 'a-g' program, ...offer[ing] more 'a-g'-approved courses than any other online provider" (edmentum.com). The

credit recovery program at PGHS has been designed with the intent to improve A-G completion rates for all students and to provide opportunities for access to the greatest extent possible.

**The Number of Students Identified for Opportunities to Re-take A-G Approved Courses in which They Received a “D” or “F” Grade in the 2020 Spring Semester or the 2020-2021 School Year and a Description of the Method Used to Offer the Opportunity to Retake Courses**

32 students will be enrolled in the A-G completion program each year. These students are identified through analysis of the 2020-21 D&F list as well as transcript review by counselors during the 4-year plan meeting. Students who are close to meeting A-G completion requirements (i.e. students who received a D and are one course short of completing the A-G requirements) will be given priority.

**Description of How the Plan and Described Services, and associated Expenditures, if Applicable, Supplement Services in the Local Control Accountability Plan and Learning Recovery Plan**

The very first LCAP goal is to ensure all students graduate from PGHS college and/or career ready. The district has a full-time outreach counselor that is working with students who are at risk of not graduating, falling short of A-G eligibility, and/or have not completed a CTE program. Another action identified in the LCAP is to offer a credit-recovery program for students who receive a D or F during the school year and in the summer. We also offer AVID classes at the high school as part of our third LCAP goal to support targeted students with the potential to become A-G eligible and go to college.

**Budget***A-G Completion Improvement Grant Plan*

<b>Budget Item</b>	<b>Estimated Cost</b>
• Instructor 2022-23 School Year	\$23,000
• Instructor 2023-24 School Year	\$23,000
• Summer School Credit Recovery	\$4,593
<b>Total</b>	<b>\$50,593</b>

- ☐ Student Learning and Achievement  
☒ Health and Safety of Students and Schools  
☐ Credibility and Communication  
☐ Fiscal Solvency, Accountability and Integrity

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

**SUBJECT:** Contract with McDonnell Roofing, Inc. for the Monterey Bay Charter School Roof and Gutter Replacement

**DATE:** June 2, 2022

**PERSON(S) RESPONSIBLE:** C. John Dominguez, Interim Director of Maintenance Operations  
Transportations Facilities

### RECOMMENDATION:

The District Administration recommends the Board review and approve the proposal from McDonnell Roofing Inc. for the Monterey Bay Charter School Roof and Gutter Replacement.

### BACKGROUND:

The roofs on the building of the Monterey Bay Charter School has exceeded its lifespan and will require replacement. Repairs can no longer support the life of the roof.

### INFORMATION:

Funding for this project will be provided from Measure D funds. The Measure D budget for this project is \$530,000.00. Project specifications have been prepared and reviewed by the bidders. We received three bids after performing a non-mandatory job walk and based on the project specifications. McDonnell Roofing Inc. was the lowest responsible bidder at \$518,802.00 for the Base Bid. The roofing system will be based on the district specified WeatherWeld Roofing System, R-16-30-A. The proposed work includes the following scope on 4 buildings:

- Remove and dispose of the top gravel roof system, leaving the existing (bottom) roof system in place.
- Install WeatherWeld R-1P-16-45-A gravel roof system.
- Install sheet metal edge system.
- Install Title 24 Cool Roof Reflective Coating The district project team recommends this scope of work to be awarded to McDonnell Roofing Inc. The work is schedule to begin early June of 2022 and take approximately 5 weeks.

The walkway is included as an add alternate and not part of the base bid as are the gutters. The walkway indicated herein is a “covered” walkway which will be addressed in the scope if there is enough budget left in the contingency. The gutters will be replaced as needed as not all the gutters need replacement.

**FISCAL IMPACT:**

Measure D MBCS Roofing Budget	\$530,000.00
Monterey Bay Charter School Roof and Gutter Replacement	\$518,802.00
Project Contingency for Unforeseen Conditions	\$11,198

**Bid Results**

*McDonnell Roofing Inc.	\$518,802.00
FC and Sons Roofing	\$619,993.00
Best Roofing	\$786,979.00

AGREEMENT BETWEEN OWNER AND CONTRACTOR

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

**McDonnell Roofing, Inc.**

CONTRACTOR	SOCIAL SECURITY NUMBER   BUSINESS ID #   LICENSE #		
<b>1215 Columbia Ave., Ste. C1    Riverside</b>	<b>CA</b>	<b>92507</b>	
MAILING ADDRESS	CITY	STATE	ZIP

hereinafter referred to as CONTRACTOR.

**WITNESSETH:** That the Contractor and the Owner for the consideration hereinafter named agree as follows:

Article I. **SCOPE OF WORK.** The Contractor agrees to furnish all labor, equipment and materials, including tools, implements, and appliances required, and to perform all the Work in a good and workmanlike manner, free from any and all liens and claims from mechanics, material suppliers, subcontractors, artisans, machinists, teamsters, freight carriers, and laborers required for:

The proposed work includes the following scope on 4 buildings:

- Remove and dispose of the top gravel roof system, leaving the existing (bottom) roof system in place.
- Install WeatherWeld R-1P-16-45-A gravel roof system.
- Install sheet metal edge system.
- Install Title 24 Cool Roof Reflective Coating The district project team recommends this scope of work to be awarded to McDonnell Roofing Inc. The work should take approximately 5 weeks.

Article II. **CONTRACT DOCUMENTS.** The Contractor and the Owner agree that all of the documents listed in Article 1.1.1 of the General Conditions form the Contract Documents which form the Contract.

Article III. **TIME TO COMPLETE.** Services shall begin on or about June 03, 2022 and shall be completed on or before August 3, 2022.

Article IV. **PAYMENT AND RETENTION.** The Owner agrees to pay the Contractor in current funds Five hundred eighteen thousand, eight hundred two\_ dollars (\$518,802.00) for work

satisfactorily performed after receipt of properly documented and submitted Applications for Payment and to make payments on account thereof.

Unless otherwise stated in the Contract Documents, within thirty (30) days after receipt of an undisputed and properly submitted Application for Payment, Contractor shall be paid a sum equal to ninety-five percent (95%) of the undisputed value of the Work performed up to the last day of the previous month, less the aggregate of previous payments; and Owner shall retain the other five percent (5%) of the undisputed value of the Work. The value of the Work completed shall be an estimate only, no inaccuracy or error in said estimate shall operate to release the Contractor, or any bondsman, from damages arising from such Work or from enforcing each and every provision of this Contract, and the Owner shall have the right subsequently to correct any error made in any estimate for payment. Contractor shall base an Application for Payment only on the original Contract Sum plus any fully executed and Board-approved Change Orders. Contractor shall not include Notices of Potential Claims, CORs, Claims or disputed amounts.

The Contractor shall not be entitled to have any payment requests processed, or be entitled to have any payment made for work performed, so long as any lawful or proper direction given by the Owner concerning the Work, or any portion thereof, remains un-complied with. Payment shall not be a waiver of any such direction.

Source of Funds: Fund 21 Measure D Facilities Bond

Article V. **CHANGES.** Changes in this Agreement or in the Work to be done under this Agreement shall be made as provided below.

A change order (CO) is a written instrument signed by the Owner and the Contractor, and approved by the Owner's Governing Board, stating the agreement of Owner and Contractor upon all of the following:

- A. A change in the Work;
- B. The amount of the adjustment in the Contract Sum, if any; and
- C. The extent of the adjustment in the Contract Time, if any.

Unless expressly stated otherwise in the CO, any CO executed by Owner and Contractor constitutes and includes full and complete money and time (including but not limited to, adjustments to money and time) for all costs and effects caused by any of the changes described within it. Unless expressly stated otherwise in the CO, in consideration for the money received for the changes described in the CO, Contractor waives all Claims for all costs and effects caused by any of the changes, including but not limited to labor, equipment, materials, delay, extra work, overhead (home and field), profit, direct costs, indirect costs, acceleration, disruption, impaired productivity, time extensions, and any the costs and effects on Subcontractors and suppliers of any tier.

A Construction Change Directive (CCD) is a written unilateral order signed by the Owner directing

a change in the Work and stating an adjustment, if any, in the Contract Sum or Contract Time, or both. The Owner may by CCD, without invalidating the Contract, order changes in the Work within the general scope of the Contract consisting of additions, deletions, or other revisions.

A CCD shall be used in the absence of agreement on the terms of a CO. If Contractor disagrees with the terms of a CCD, it shall nevertheless perform the work directed by the CCD, but it may pursue the Notice of Potential Change if Contractor believes it is entitled to changes in the Contract Sum or Contract Time.

Article VI. **TERMINATION.** Contractor may only terminate for cause if the Work is stopped by others for a period of one hundred eighty (180) consecutive days through no act or fault of the Contractor, a Subcontractor of any tier, their agents or employees, or any other persons performing portions of the Work for whom the Contractor is contractually responsible, and the Work was stopped by others for one of the following reasons: (A) Issuance of an order of a court or other public authority having jurisdiction which requires Owner to stop all Work; or (B) an act of government, such as a declaration of national emergency, making material unavailable which requires Owner to stop all Work. If such grounds exist, the Contractor may serve written notice of such grounds on Owner and demand a meet-and-confer conference to negotiate a resolution in good faith within twenty (20) days of Owner's receipt of such notice. If such conference does not lead to resolution and the grounds for termination still exist, Contractor may terminate the Contract and recover from the Owner payment for Work executed and for reasonable verified costs with respect to materials, equipment, tools, construction equipment, and machinery, including reasonable overhead, profit, and damages for the Work executed, but excluding overhead (field and home office) and profit for (i) Work not performed and (ii) the period of time that the Work was stopped.

The Owner may terminate the Contract if the Contractor:

- A. Refuses or fails to supply enough properly skilled workers or proper materials, or refuses or fails to take steps to adequately prosecute the Work toward Completion within the Contract Time;
- B. Fails to make payment to Subcontractors for materials or labor in accordance with Public Contract Code section 10262 or Business and Professions Code section 7108.5, as applicable;
- C. Violates Labor Code section 1771.1(a), subject to the provisions of Labor Code section 1771.1(f);
- D. Disregards laws, ordinances, rules, regulations, or orders of a public authority having jurisdiction; or
- E. Otherwise is in breach of the Contract Documents.



Article VII. **PREVAILING WAGES.** The Project is a public work, the Work shall be performed as a public work and pursuant to the provisions of Section 1770 et seq. of the Labor Code of the State of California, which are hereby incorporated by reference and made a part hereof, the Director of Industrial Relations has determined the general prevailing rate of per diem wages and the general prevailing rate for holiday and overtime work in the locality in which the Work is to be performed, for each craft, classification or type of worker needed to execute this Contract. Per diem wages shall be deemed to include employer payments for health and welfare, pension, vacation, apprenticeship or other training programs, and similar purposes. Copies of the rates are on file at the Owner's principal office. The rate of prevailing wage for any craft, classification or type of workmanship to be employed on this Project is the rate established by the applicable collective bargaining agreement which rate so provided is hereby adopted by reference and shall be effective for the life of this Agreement or until the Director of the Department of Industrial Relations determines that another rate be adopted. It shall be mandatory upon the Contractor and on any subcontractor to pay not less than the said specified rates to all workers employed in the execution of this Agreement.

The Contractor and any subcontractor under the Contractor as a penalty to the Owner shall forfeit not more than Two Hundred Dollars (\$200.00) for each calendar day or portion thereof for each worker paid less than the stipulated prevailing rates for such work or craft in which such worker is employed. The difference between such stipulated prevailing wage rates and the amount paid to each worker for each calendar day or portion thereof for which each worker was paid less than the stipulated prevailing wage rate shall be paid to each worker by the Contractor.

The Contractor and each Subcontractor shall keep or cause to be kept an accurate record for Work on this Contract and Project showing the names, addresses, social security numbers, work classification, straight time and overtime hours worked and occupations of all laborers, workers and mechanics employed by them in connection with the performance of this Contract or any subcontract thereunder, and showing also the actual per diem wage paid to each of such workers, which records shall be open at all reasonable hours to inspection by the Owner, its officers and agents and to the representatives of the Division of Labor Law Enforcement of the State Department of Industrial Relations. The Contractor and each subcontractor shall furnish a certified copy of all payroll records directly to the Labor Commissioner.

Public works projects shall be subject to compliance monitoring and enforcement by the Department of Industrial Relations. A contractor or subcontractor shall not be qualified to submit a bid or to be listed in a bid proposal subject to the requirements of Public Contract Code section 4104 unless currently registered and qualified under Labor Code section 1725.5 to perform public work as defined by Division 2, Part 7, Chapter 1 (§§1720 et seq.) of the Labor Code. A contractor or subcontractor shall not be qualified to enter into, or engage in the performance of, any contract of public work (as defined by Division 2, Part 7, Chapter 1 (§§1720 et seq.) of the Labor Code) unless currently registered and qualified under Labor Code section 1725.5 to perform public work.

**WORKING HOURS.** In accordance with the provisions of Sections 1810 to 1815, inclusive, of the Labor Code of the State of California, which are hereby incorporated and made a part hereof, the time of service of any worker employed by the Contractor or a Subcontractor doing or contracting to do any part of the Work contemplated by this Agreement is limited and restricted to eight hours during any one calendar day and forty hours during any one calendar week, provided, that work may be performed by such employee in excess of said eight hours per day or forty hours per week provided that compensation for all hours worked in excess of eight hours per day, and forty hours per week, is paid at a rate not less than one and one-half (1½) times the basic rate of pay. The Contractor and every Subcontractor shall keep an accurate record showing the name of and the actual hours worked each calendar day and each calendar week by each worker employed by them in connection with the Work. The records shall be kept open at all reasonable hours to inspection by representatives of the Owner and the Division of Labor Law Enforcement. The Contractor shall as a penalty to the Owner forfeit Twenty-five Dollars (\$25.00) for each worker employed in the execution of this Agreement by the Contractor or by any subcontractor for each calendar day during which such worker is required or permitted to work more than eight hours in any one calendar day, and forty hours in any one calendar week, except as herein provided.

Article VIII. **INDEMNIFICATION AND INSURANCE.** The Contractor will defend, indemnify and hold harmless the Owner, its governing board, officers, agents, trustees, employees and others as provided in the General Conditions.

By this statement the Contractor represents that it has secured the payment of Workers' Compensation in compliance with the provisions of the Labor Code of the State of California and during the performance of the work contemplated herein will continue so to comply with said provisions of said Code. The Contractor shall supply the Owner with certificates of insurance evidencing that Workers' Compensation Insurance is in effect and providing that the Owner will receive thirty (30) days' notice of cancellation.

Contractor shall provide the insurance set forth in the General Conditions. The amount of general liability insurance shall be \$1,000,000.00 per occurrence for bodily injury, personal injury and property damage and the amount of automobile liability insurance shall be \$1,000,000.00 per accident for bodily injury and property damage combined single limit.

Article IX. **ENTIRE AGREEMENT.** The Contract constitutes the entire agreement between the parties relating to the Work, and supersedes any prior or contemporaneous agreement between the parties, oral or written, including the Owner's award of the Contract to Contractor, unless such agreement is expressly incorporated herein. The Owner makes no representations or warranties, express or implied, not specified in the Contract. The Contract is intended as the complete and exclusive statement of the parties' agreement pursuant to Code of Civil Procedure section 1856.

Article X. **EXECUTION OF OTHER DOCUMENTS.** The parties to this Agreement shall cooperate fully in the execution of any and all other documents and in the completion of any additional actions that may be necessary or appropriate to give full force and effect to the terms and intent of the Contract.

Article XI. **EXECUTION IN COUNTERPARTS.** This Agreement may be executed in counterparts such that the signatures may appear on separate signature pages. A copy, or an original, with all signatures appended together, shall be deemed a fully executed Agreement.

Article XII. **BINDING EFFECT.** Contractor, by execution of this Agreement, acknowledges that Contractor has read this Agreement and the other Contract Documents, understands them, and agrees to be bound by their terms and conditions. The Contract shall inure to the benefit of and shall be binding upon the Contractor and the Owner and their respective successors and assigns.

Article XIII. **SEVERABILITY; GOVERNING LAW; CHOICE OF FORUM.** If any provision of the Contract shall be held invalid or unenforceable by a court of competent jurisdiction, such holding shall not invalidate or render unenforceable any other provision hereof. The Contract shall be governed by the laws of the State of California. Any action or proceeding seeking any relief under or with respect to this Agreement shall be brought solely in the Superior Court of the State of California for the County of Monterey, subject to transfer of venue under applicable State law, provided that nothing in this Agreement shall constitute a waiver of immunity to suit by Owner.

Article XIV. **AMENDMENTS.** The terms of the Contract shall not be waived, altered, modified, supplemented or amended in any manner whatsoever except by written agreement, including change orders, signed by the parties and approved or ratified by the Governing Board.

Article XV. **ASSIGNMENT OF CONTRACT.** The Contractor shall not assign or transfer by operation of law or otherwise any or all of its rights, burdens, duties or obligations without the prior written consent of the surety on the payment bond, the surety on the performance bond and the Owner.

Article XVI. **WRITTEN NOTICE.** Written notice shall be deemed to have been duly served if delivered in person to the individual or member of the firm or to an officer of the corporation for whom it was intended, or if delivered at or sent by registered or certified or overnight mail to the last business address known to the person who gives the notice.

**This Agreement is entered into this 3rd day of June, 2022.**

For the Site/Program:

OWNER CONTRACTOR:

\_\_\_\_\_  
Site/Program Administrator

\_\_\_\_\_  
DATE

\_\_\_\_\_  
(Title)

For the District:

\_\_\_\_\_  
SIGNED BY (Contractor)

\_\_\_\_\_  
DATE

\_\_\_\_\_  
Director of Human Resources

\_\_\_\_\_  
DATE

\_\_\_\_\_  
CALIFORNIA CONTRACTOR'S LICENSE NO.

\_\_\_\_\_  
Assistant Superintendent

\_\_\_\_\_  
DATE

\_\_\_\_\_  
LICENSE EXPIRATION DATE

**NOTE:** Contractor must give the full business address of the Contractor and sign with Contractor's usual signature. Partnerships must furnish the full name of all partners and the Agreement must be signed in the partnership name by a general partner with authority to bind the partnership in such matters, followed by the signature and designation of the person signing. The name of the person signing shall also be typed or printed below the signature. Corporations must sign with the legal name of the corporation, followed by the name of the state of incorporation and by the signature and designation of the chairman of the board, president or any vice president, and then followed by a second signature by the secretary, assistant secretary, the chief financial officer or assistant treasurer. All persons signing must be authorized to bind the corporation in the matter. The name of each person signing shall also be typed or printed below the signature. Satisfactory evidence of the authority of the officer signing on behalf of a corporation shall be furnished.

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- ☐ Student Learning and Achievement  
☒ Health and Safety of Students and Schools  
☐ Credibility and Communication  
☐ Fiscal Solvency, Accountability and Integrity

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

**SUBJECT:** Pacific Grove Middle School Woodshop Roof Replacement

**DATE:** June 2, 2022

**PERSON(S) RESPONSIBLE:** C. John Dominguez, Interim Director of Maintenance Operations  
Transportations Facilities

**RECOMMENDATION:**

The District Administration recommends the Board review and approve the proposal for the Pacific Grove Middle School Woodshop Roof Replacement.

**BACKGROUND:**

The roof on the woodshop building at the Pacific Grove Middle School has exceeded its lifespan and will require replacement. Repairs can no longer support the life of the roof.

**INFORMATION:**

Funding for this project will be provided from Measure D funds. The Measure D budget for this project is \$60,000.00. Project specifications have been prepared and reviewed by the bidders. We received two bids after performing a non-mandatory job walk and based on the project specifications, McDonnell Roofing Inc was the lowest responsible bidder at \$84,726.00. This project is \$24,726.00 above budget without contingency.

Staff is proposing to take \$40,000 in savings from the Measure D David Avenue Sewer Line Repair Project to cover the additional amount required to deliver the project and for project contingency if needed. \$12,410.00 dollars of the \$230,00.00 dollar budget was used to repair the sewer line in late April 2022 at the David Ave school site. No further issues with this line have been reported since. However, we have retained \$135,000 as a contingency for the David Avenue sewer line project in the future, if necessary.

FC and Son's Roofing submitted a responsible bid of \$99,250.00. The roofing system will be based on the district specified Weatherweld Roofing System, R-16-30-A. The district project team recommends this scope of work to be awarded to McDonnell Roofing Inc. The work is schedule to begin early June of 2022 and take approximately 4 weeks.

**FISCAL IMPACT:**

Measure D PGMS Woodshop Roofing Budget	\$60,000.00
Measure D Pacific Grove Middle School Woodshop Roof Replacement	\$84,726.00

Over budget      (\$24,726)

David Ave Sewer Line Replacement Budget	\$230,000.00
Current Invoice Total:	<u>\$ 12,410.00</u>
Budget Amount balance	\$217,590.00
Set aside funds for sewer line contingency:	<u>\$135,000.00</u>
Amount available for other projects	\$ 82,590.00

**Total Amount Redirected to PGMS Roofing Project      \$40,000.00**

Bid Results

McDonnell Roofing Inc	\$84,726.00
FC and Sons Roofing	\$99,250.00

**PACIFIC GROVE UNIFIED SCHOOL DISTRICT  
INDEPENDENT CONSULTANT AGREEMENT**

**CONSULTANT FULL NAME** McDonnell Roofing

**TAX I.D. NUMBER\*** \_\_\_\_\_ (Consultant to complete)

**SITE/DEPARTMENT** Click or tap here to enter text.

**SUBMITTED BY** C. John Dominguez

**SIGNATURE FROM BUDGET**

**CONTROL ADMINISTRATOR:** \_\_\_\_\_

**REQ (P.O.) NUMBER** Click or tap here to enter text.

**ACCOUNT CODE** Click or tap here to enter text.

**FUNDING SOURCE** Measure D

**AGREEMENT TOTAL AMOUNT** \$84,726.00

The District employee providing the attached Independent Consultant Agreement to the person or entity who will be providing special services to the District should first do the following:

1. Provide only the Pacific Grove Unified School District's approved Independent Consultant Agreement. The Independent Consultant Agreement should be completed in lieu of signing any vendor contract for services.
2. Review the insurance requirements for the person or entity and revise the insurance provisions of the agreement accordingly.
3. Review the forms under Section 20 and determine which of those documents should be attached to the agreement.

This Independent Consultant Agreement for Special Services ("Agreement") is made as of June 2, 2022 between the Pacific Grove Unified School District ("District") and McDonnell Roofing, Inc. ("Consultant") (together, "Parties").

WHEREAS, the District is authorized by Section 53060 of the California Government Code to contract with and employ any persons for the furnishing of special services and advice in financial, economic, accounting, engineering, legal, transportation, or administrative matters, if those persons are specially trained and experienced and competent to perform the special services required; and

WHEREAS, the District is in need of those services and/or advice; and

WHEREAS, the Consultant is specially trained and experienced and competent to perform the services required by the District, and those services are needed on a limited basis;

NOW, THEREFORE, the Parties agree as follows:

1. **Services.** The Consultant shall furnish to the District the following services herein by this reference ("Services" or "Work"): Consultant shall serve as a Contractor. Consultant shall use their specialized experience and skills to organize, maintain to serve in this capacity. Services shall include but not be limited to: Click or tap here to enter text.

2. **Term.** Consultant shall commence providing services under this Agreement on June 6, 2022, and will diligently perform as required and complete performance by July 29, 2022.
3. **Compensation.** District agrees to pay \$84,726.00 to Consultant for Services satisfactorily rendered pursuant to this Agreement. This is not to exceed \$84,726.00 during the term of this Agreement. District shall pay Consultant according to the following terms and conditions:
  - 3.1. Payment for the Services shall be made for all undisputed amounts in installment payments within thirty (30) days after the Consultant submits an invoice to the District for Services actually completed.
4. **Expenses.** District shall not be liable to Consultant for any costs or expenses paid or incurred by Consultant in performing Services for District.
5. **Independent Consultant.** Consultant, in the performance of this Agreement, shall be and act as an Independent Consultant. Consultant understands and agrees that he/she shall not be considered an officer, employee, agent, partner, or joint venture of the District, and is not entitled to benefits of any kind or nature normally provided employees of the District and/or to which District's employees are normally entitled, including, but not limited to, State Unemployment Compensation or Worker's Compensation. Consultant shall assume full responsibility for payment of all federal, state and local taxes or contributions, including unemployment insurance, Social Security and income taxes with respect to Consultant. In the performance of the Services herein contemplated, Consultant is an independent Consultant or business entity, with the sole authority for controlling and directing the performance of the details of the Services, District being interested only in the results obtained.
6. **Performance of Services.**
  - 6.1. **Standard of Care.** Consultant represents that Consultant has the qualifications and ability to perform the Services in a professional manner, without the advice, control or supervision of the District. Consultant's Services will be performed, findings obtained, reports and recommendations prepared in accordance with generally and currently accepted principles and practices of his/her profession for services to California school districts.
  - 6.2. **District Approval.** The Services 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.
  - 6.3. **Licenses.** Consultant's represents that s/he possesses all required licenses to perform the Services provided in this Agreement.
7. **Termination.**
  - 7.1. **Without Cause by District.** District may, at any time, with or without reason, terminate this Agreement and compensate Consultant only for services satisfactorily rendered to the date of termination. Written notice by District shall be sufficient to stop further performance of services by Consultant. Notice shall be deemed given when received by the Consultant or no later than three days after the day of mailing, whichever is sooner.
  - 7.2. **Without Cause by Consultant.** Consultant may, upon thirty (30) days' notice, with or without reason, terminate this Agreement. Upon this termination, District shall only be obligated to compensate Consultant for services satisfactorily rendered to the date of termination. Written notice by Consultant shall be sufficient to stop further performance of services to District. Consultant acknowledges that this thirty (30) day notice period is acceptable so that the District can attempt to procure the Services from another source.



7.3. **With Cause by District.** District may terminate this Agreement upon giving of written notice of intention to terminate for cause. Cause shall include:

7.3.1. Material violation of this Agreement by the Consultant; or

7.3.2. Any act by Consultant exposing the District to liability to others for personal injury or property damage.

Written notice by District shall contain the reasons for such intention to terminate and unless within three (3) calendar days after that notice the condition or violation shall cease, or satisfactory arrangements for the correction thereof be made, this Agreement shall upon the expiration of the three (3) calendar days cease and terminate. In the event of this termination, the District may secure the required services from another Consultant. If the expense, fees, and/or costs to the District exceeds the cost of providing the services pursuant to this Agreement, the Consultant shall immediately pay the excess expense, fees, and/or costs to the District upon the receipt of the District's notice of these expense, fees, and/or costs. The foregoing provisions are in addition to and not a limitation of any other rights or remedies available to District.

8. **Fingerprinting.** The Fingerprinting/Criminal Background Investigation Certification must be completed and attached to this Agreement. (Applicable only if checked under Section 20, Submittal of Documents.)
9. **District's Evaluation of Consultant.** The District may evaluate the Consultant's performance. In no event shall an evaluation of Consultant be considered a prerequisite to the District exercising its rights under paragraph 7 above.
10. **Limitation of District Liability.** Other than as provided in this Agreement, District's financial obligations under this Agreement shall be limited to the payment of the compensation provided in this Agreement. Notwithstanding any other provision of this Agreement, in no event shall District be liable to Consultant, regardless of whether any claim is based on contract or tort, for any special, consequential, indirect or incidental damages, including, but not limited to, lost profits or revenue, arising out of or in connection with this Agreement for the services performed in connection with this Agreement.
11. **Confidentiality.** The Consultant and all Consultant's agents, personnel, employee(s), and/or Sub-consultant(s) shall maintain the confidentiality of all information received in the course of performing the Services. This requirement to maintain confidentiality shall extend beyond the termination of this Agreement.
12. **Notice.** Any notice required or permitted to be given under this Agreement shall be deemed to have been given, served, and received if given in writing and either personally delivered or deposited in the United States mail, registered or certified mail, postage prepaid, return receipt required, or sent by overnight delivery service, or facsimile transmission, addressed as follows:

**District**

Pacific Grove Unified School District  
435 Hillcrest Avenue  
Pacific Grove, CA 93950  
ATTENTION: Song Chin-Bendib,  
Assistant Superintendent/CBO

**Consultant**

Name McDonnell Roofing, Inc.  
Address: 1215 Columbia Ave, Suite C1  
City/State/Zip: Riverside, CA 92507  
Phone: 714.844.2814  
Email: chuck@mcdonnellroofing.com

Any notice personally given or sent by facsimile transmission shall be effective upon receipt. Any notice sent by overnight delivery service shall be effective the business day next following delivery thereof to the overnight delivery service. Any notice given by mail shall be effective three (3) days after deposit in the United States mail.

13. **Integration/Entire Agreement of Parties.** This Agreement constitutes the entire agreement between the Parties and supersedes all prior discussions, negotiations, and agreements, whether oral or written. This Agreement may be amended or modified only by a written instrument executed by both Parties.
14. **California Law.** This Agreement shall be governed by and the rights, duties and obligations of the Parties shall be determined and enforced in accordance with the laws of the State of California. The Parties further agree that any action or proceeding brought to enforce the terms and conditions of this Agreement shall be maintained in Monterey County, California.
15. **Waiver.** The waiver by either party of any breach of any term, covenant, or condition herein contained shall not be deemed to be a waiver of such term, covenant, condition, or any subsequent breach of the same or any other term, covenant, or condition herein contained.
16. **Severability.** If any term, condition or provision of this Agreement is held by a court of competent jurisdiction to be invalid, void or unenforceable, the remaining provisions will nevertheless continue in full force and effect, and shall not be affected, impaired or invalidated in any way.
17. **Attorney Fees/Costs.** Should litigation be necessary to enforce any terms or provisions of this Agreement, then each party shall bear its own litigation and collection expenses, witness fees, court costs and attorney's fees.
18. **Counterparts.** This Agreement and all amendments and supplements to it may be executed in counterparts, and all counterparts together shall be construed as one document.
19. **Incorporation of Recitals and Exhibits.** The Recitals and each exhibit attached hereto are hereby incorporated herein by reference.
20. **Non-Assignability.** Consultant may not, without the written permission of the District, use other consultants within Consultant's own firm, or outside experts to perform the services for the District.
21. **Submittal of Documents.** The Consultant shall not commence the Services under this Agreement until the Consultant has submitted and the District has approved the following documents:

- ☒ Signed Agreement
- ☐ Fingerprinting/Criminal Background Investigation Certification
- ☒ W-9 Form
- ☐ TB Declaration
- ☐ SafeSchools Training – completed within 6 weeks (Certification of Completion document required)

**IN WITNESS WHEREOF, the Parties hereto have executed this Agreement on the date indicated below.**

**Pacific Grove Unified School District**

**Consultant**

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

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

Name: \_\_\_\_\_

Name: \_\_\_\_\_

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

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

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

**Consultant Information** *(Consultant to complete):*

Address: \_\_\_\_\_

Telephone: \_\_\_\_\_

E-Mail: \_\_\_\_\_

**Type of Business Entity:**☐ Corporation, State☐ Individual☐ Partnership☐ Limited Liability Company☐ Sole Proprietorship☐ Limited Partnership☐ Other: \_\_\_\_\_

*\*Federal Code of Regulations sections 6041 and 6209 require non-corporate recipients of \$600.00 or more to furnish their taxpayer identification number to the payer. The regulations also provide that a penalty may be imposed for failure to furnish the taxpayer identification number. In order to comply with these regulations, the District requires your federal tax identification number or Social Security number, whichever is applicable.*



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## **ROOF PROPOSAL**

Date: May 17, 2022

**Attention:**

John Dominguez  
Pacific Grove Middle School Wood Shop  
835 Forrest Ave  
Pacific Grove, CA 93950

**Prepared By:**

Bob Klobas  
McDonnell Roofing, Inc.

3011 E. Palm Avenue, Suite 105  
Manteca, CA 95337  
Direct: (510) 773-3434  
Email: [lauri@mcdonnellroofing.com](mailto:lauri@mcdonnellroofing.com)  
[Klobasbob@yahoo.com](mailto:Klobasbob@yahoo.com)

**Project: Pacific Grove Middle School Wood Shop  
835 Forrest Ave., Pacific Grove, CA**



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***McDONNELL ROOFING, INC.***

CORPORATE OFFICE: 1215 Columbia Ave, C-1, Riverside, CA. 92507  
(714) 844-2814 - Fax (714) 844-2817  
Lic. #603230 C-39




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### SCOPE OF WORK:

McDonnell Roofing Inc. (MDR) proposes to furnish all materials and perform all labor necessary in accordance to plans, specifications, NRCA standards, and manufacturer's requirements to complete the following:

#### **Install Weatherweld Roofing System, R-16-30-A over existing capsheet roof.**

- **PRESSURE WASH:** Pressure wash the entire modified bitumen cap sheet roof and concrete walls using a pressure washer. Allow for surface to fully dry prior to repairs and coating.
- **METAL FLASHING:** Install 3 x 3 metal nosling on perimeter of roof.
- **Weatherweld R-16-30-A:** Apply weatherweld system R-16-30-A.
- Provide and install 30 gal. emulsion and 16# glass paving. After emulsion dries, apply 1.5 gal. per 100 sq. ft. of acrylic base coat, then 1.5 gal. per 100 sq. ft. of acrylic topcoat.

### EXCLUSIONS

- Roof demolition.
  - Disconnect/reconnect of any HVAC and mechanical equipment.
  - Interior protection.
  - Building Permits, if required. The permit will be pulled by MDR to include all inspections. Cost of the permit will be paid by Owner at face value which will be issued as a change order to the contract. Proposal based on permit approved by building department as submitted.
- Prevailing wage compensation

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***McDONNELL ROOFING, INC.***  
 CORPORATE OFFICE: 1215 Columbia Ave, C-1, Riverside, CA. 92507  
 (714) 844-2814 - Fax (714) 844-2817  
 Lic. #603230 C-39




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## NOTICE TO OWNER

Under the "California Mechanics' Lien Law", any contractor, subcontractor, laborer, supplier, or other person or entity who helps to improve your property, but is not paid for his or her work or supplies, has a right to place a lien on your home, land, or property where the work was performed and to sue you in court to obtain payment.

This means that after a court hearing a court officer could sell your home, land, and property and the proceeds of the sale used to satisfy what you owe. This can happen even if you have paid your contractor in full if the contractor's subcontractors, laborers, or suppliers remain unpaid. To preserve their rights to file a claim or lien against your property, certain claimants such as subcontractors or material suppliers are each required to provide you with a document called a "Preliminary Notice." Contractors and laborers who contract with owners directly do not have to provide such notice since you are aware of their existence as an owner. A preliminary notice is not a lien against your property. Its purpose is to notify you of persons or entities that may have a right to file a lien against your property if they are not paid. In order to perfect their lien rights, a contractor, subcontractor, supplier, or laborer must file a mechanics' lien with the county recorder, which then becomes a recorded lien against your property. Generally, the maximum time allowed for filing a mechanics' lien against your property is 90 days after substantial completion of your project. Contractors are required by law to be licensed and regulated by the Contractor's State License Board which has jurisdiction to investigate complaints against contractors if a complaint is filed within three years of the date of the alleged violation. Any questions concerning a contractor may be referred to the Registrar of Contractors' State License Board, P.O. Box 26000, Sacramento CA. 95826.

"STATE LAW REQUIRES ANYONE WHO CONTRACTS TO DO CONSTRUCTION WORK TO BE LICENSED BY THE CONTRACTORS' STATE LICENSE BOARD IN THE CATEGORY IN WHICH THE CONTRACTOR IS GOING TO BE WORKING - - IF THE TOTAL PRICE OF THE JOB IS \$300.00 OR MORE (INCLUDING LABOR AND MATERIALS).

LAWS DESIGNED TO PROTECT THE PUBLIC REGULATE LICENSED CONTRACTORS. IF YOU CONTRACT WITH SOMEONE WHO DOES NOT HAVE A LICENSE, THE CONTRACTORS' STATE LICENSE BOARD MAY BE UNABLE TO ASSIST YOU WITH A COMPLAINT. YOUR ONLY REMEDY AGAINST AN UNLICENSED CONTRACTOR MAY BE IN CIVIL COURT, AND YOU MAY BE LIABLE FOR DAMAGES ARISING OUT OF ANY INJURIES TO THE CONTRACTOR OR HIS OR HER EMPLOYEES. YOU MAY CONTACT THE CONTRACTORS' STATE LICENSE BOARD TO FIND OUT IF THIS CONTRACTOR HAS A VALID LICENSE. THE BOARD HAS COMPLETE INFORMATION ON THE HISTORY OF LICENSED CONTRACTORS, INCLUDING ANY POSSIBLE SUSPENSIONS, REVOCATIONS, JUDGMENTS, AND CITATIONS. THE BOARD HAS OFFICES THROUGHOUT CALIFORNIA. PLEASE CHECK THE GOVERNMENT PAGES, IN THE WHITE PAGES OF YOUR PHONE BOOK FOR THE OFFICE NEAREST YOU OR CALL 1- 800-321-CSLB FOR MORE INFORMATION."

In the event of non-payment and in the event of a mechanics lien needing to be filed. The prevailing party in the court action will receive all attorneys' fees, court costs, and any other costs pursuant to perfecting the lien. As well, there will be interest charged at a rate of 18% per annum, from time the lien is filed, up to and including the day that the lien has been satisfied in full.

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### *McDONNELL ROOFING, INC.*

CORPORATE OFFICE: 1215 Columbia Ave, C-1, Riverside, CA. 92507  
(714) 844-2814 - Fax (714) 844-2817  
Lic. #603230 C-39








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## EXISTING CONDITIONS



Field of roof showing reglet counterflashing, concrete walls, through wall scupper and drain, pipe supports for walls, and field pipe penetrations.



Field of roof showing horizontal concrete wall and inside wall termination of modified bitumen roofing. Provide stain blocker on field of modified bitumen roof and additional coating over horizontal wall. Provide sealant on vertical concrete joints where cracked or holes are showing in wall adjacent to parking garage.

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### *McDONNELL ROOFING, INC.*

CORPORATE OFFICE: 1215 Columbia Ave, C-1, Riverside, CA. 92507  
(714) 844-2814 - Fax (714) 844-2817  
Lic. #603230 C-39





**State of California**  
**Bill Jones**  
**Secretary of State**

**STATEMENT BY DOMESTIC STOCK CORPORATION**

**Filing Fee \$20.00 – If Amendment, See Instructions**

**IMPORTANT – Read Instructions Before Completing This Form**

1. CORPORATE NAME: (Do not alter if name is preprinted.)

**DUE DATE: MARCH 20, 2002**

**MCDONNELL ROOFING, INC.**

**2402299**

This Space For Filing Use Only

2. STREET ADDRESS OF PRINCIPAL EXECUTIVE OFFICE	CITY AND STATE	ZIP CODE
---	----------------	----------

**2500 Fender Avenue, Suite L**

**Fullerton, CA**

**92831**

3. STREET ADDRESS OF PRINCIPAL BUSINESS OFFICE IN CALIFORNIA, IF ANY	CITY	ZIP CODE
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**See 2 above.**

**CA**

4. MAILING ADDRESS	CITY AND STATE	ZIP CODE
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**See 2 above.**

**LIST THE NAMES AND COMPLETE ADDRESSES OF THE FOLLOWING OFFICERS: (The corporation must have these three officers. The appropriate title for the officer may be added but do not alter or obliterate the form.)**

5. CHIEF EXECUTIVE OFFICER/	ADDRESS	CITY AND STATE	ZIP CODE
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**Eugene P. McDonnell**

**See 2 above.**

6. SECRETARY/	ADDRESS	CITY AND STATE	ZIP CODE
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**Eugene P. McDonnell**

**See 2 above.**

7. CHIEF FINANCIAL OFFICER/	ADDRESS	CITY AND STATE	ZIP CODE
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**Eugene P. McDonnell**

**See 2 above.**

**LIST THE NAMES AND COMPLETE ADDRESSES OF ALL DIRECTORS, INCLUDING DIRECTORS WHO ARE ALSO OFFICERS: (The corporation must have one or more directors.)**

8. NAME	ADDRESS	CITY AND STATE	ZIP CODE
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**Eugene P. McDonnell**

**See 2 above.**

9. NAME	ADDRESS	CITY AND STATE	ZIP CODE
---------	---------	----------------	----------

10. NAME	ADDRESS	CITY AND STATE	ZIP CODE
----------	---------	----------------	----------

11. NUMBER OF VACANCIES ON THE BOARD OF DIRECTORS, IF ANY: **-0-**

12. CHECK THE APPROPRIATE PROVISION BELOW AND NAME THE AGENT FOR SERVICE OF PROCESS:

☒ AN INDIVIDUAL RESIDING IN CALIFORNIA.

☐ A CORPORATION WHICH HAS FILED A CERTIFICATE PURSUANT TO CALIFORNIA CORPORATIONS CODE SECTION 1505.

AGENT'S NAME: **Eugene P. McDonnell**

13. ADDRESS OF THE AGENT FOR SERVICE OF PROCESS IN CALIFORNIA, IF AN INDIVIDUAL	CITY	ZIP CODE
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**2500 Fender Avenue, Suite L**

**Fullerton**

**CA**

**92831**

14. DESCRIBE THE TYPE OF BUSINESS OF THE CORPORATION

**Roofing**

15. THIS STATEMENT IS TRUE, CORRECT AND COMPLETE.

**Eugene P. McDonnell**

TYPE OR PRINT NAME OF OFFICER OR AGENT

SIGNATURE

**President**

TITLE

**1/2/02**

DATE

- ☐ Student Learning and Achievement  
☒ Health and Safety of Students and Schools  
☐ Credibility and Communication  
☐ Fiscal Solvency, Accountability and Integrity

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

**SUBJECT:** Contract for Services with Satellite Painting of Robert Down Elementary School

**DATE:** June 2, 2022

**PERSON(S) RESPONSIBLE:** C. John Dominguez, Interim Director of Maintenance Operations Transportations Facilities

### **RECOMMENDATION:**

The District Administration recommends the Board award the contract for painting and dry rot repair at Robert Down Elementary to the lowest responsive and responsible bidder Satellite Painting Inc.

### **BACKGROUND:**

Robert Down Elementary needs the preparation for and a new paint application on the exterior of the entire school including trim and handrails. Dry rot repair will be included in the scope of work. This project is part of the Series A, Year 2, Measure D project plan.

### **INFORMATION:**

Funding for this project will be provided from Measure D Funds. Specifications have been prepared and two bids have been received. On May 10, 2022, Primal Painting and Satellite Painting participated in a job walk at Robert Downs Elementary School to review the project specification and scope of work. Satellite Painting Inc was the lowest responsible bidder with the base bid amount of \$88,000. The base painting project will consist of the painting preparation and application of fresh paint to the exterior building, area trim and handrails. Dry Rot repair is included in the base bid. The Measure D budget for the Robert Downs Painting Project is \$135,000 dollars. \$47,000 will be available in the project budget for this project should there be unforeseen conditions that require additional funds.

### **FISCAL IMPACT:**

Measure D Robert Down Painting and Dry Rot Repair	\$88,000.00
Project Contingency Unforeseen Conditions	\$47,000.00

## Bid Results:

Satellite Painting Inc.	\$88,000
Primal Painting Inc.	\$111,294.00



## Satellite Painting, Inc.

Painting subcontractor

• Industrial • Commercial • Residential

MBE Certificated  
Union Shop  
Sales Tax Included  
License No. 563898  
DIR No. 1000028304

Date:	05/11/2022
Time:	1:00 P.M.

Project Name:	Robert Down Elementary School
Project Location:	485 Pine Ave, Pacific Grove, CA
General Contractor:	
Owner:	Pacific Grove Unified School District 435 Hillcrest Ave. Pacific Grove, CA 93950-4900
Architect:	
Drawing Date:	
Revisions:	
Addenda(s) Noted:	
Bidding Divisions:	
<b>Painting Trade Base Bid:</b>	<b>\$88,000.00</b>

<b>Estimator Information</b>
Name: Julio Ramos
Phone Number: 1-669-301-8703
E-mail Address: julio@satpainting.com

***See scope sheet below for additional pricing detail and information***

### SATELLITE PAINTING, INC

5655 Silver Creek Valley Road, Suite 449, San Jose, CA 95138.

Phone: (408)264-1600 Fax: (408)264-0300

Regular Meeting of June 2, 2022



## Satellite Painting, Inc.

Painting subcontractor

• Industrial • Commercial • Residential

**Project:** \_\_\_\_\_

**Bid Date:** \_\_\_\_\_

### Alternates

**No.**

### Inclusions:

1. All areas not receiving paint will be protected from any misplaced paint.
2. Power wash all areas receiving paint.
3. Remove all loose paint throughout and repair cracks on stucco surfaces.
4. Painting exterior side of doors and frames only.
5. Painting exterior body and trim throughout.
6. Painting of previously painted handrails.
7. Painting exterior colors to match existing.

**Note:**

- Painting to be done at regular hours M-F.
- Price does not include any overtime.
- Damage Repair Financial responsibility per PDCA Standard P1-92.
- finished and natural finished surfaces.
- Colors as indicated in plans.
- Based on a continuous single-phase project.
- Prevailing Wages.

### Exclusions:

1. Factory finishes surfaces.
2. Roof and MEP's items.
3. Exterior supports etc.
4. Interior painting.
5. Aluminum doors and windows.
6. New portables "Brown Color" not in bid.

**Note:**

This proposal contains **Zero (0)** hrs allowances for Trade Damage. It is recommended that you carry a contingency budget for anticipated trade damage touch up. Prices are based upon quoted scope of work and quote will become part of the contract documents. General Contractor to provide temporary power, task lighting, water, heating, ventilation as required per specification and one full set of plans and specifications for our use. General Contractor to ensure continuous and consistent daily work flow for all of Satellite Painting, Inc. crews. Special attention should be paid to PDCA (Painting and Decorating Contractors of America) Standards P1 thru P10, specially P1-4 (Financial Responsibility for Trade Damage Touch up and P7-04 (Proper Sequencing. This proposal is based on all PDCA standards and can be viewed at: ([www.pdca.org/standards](http://www.pdca.org/standards)).**\*BID** .

**Insurance: Bid based on 2M/2M aggregate – WC: 1M**

### SATELLITE PAINTING, INC

5655 Silver Creek Valley Road, Suite 449, San Jose, CA 95138.

Phone: (408)264-1600 Fax: (408)264-0300

Regular Meeting of June 2, 2022

**PACIFIC GROVE UNIFIED SCHOOL DISTRICT  
INDEPENDENT CONSULTANT AGREEMENT**

**CONSULTANT FULL NAME** Satellite Painting Co

**TAX I.D. NUMBER\*** \_\_\_\_\_ (Consultant to complete)

**SITE/DEPARTMENT** Business

**SUBMITTED BY** Click or tap here to enter Site Administrator's Name.

**SIGNATURE FROM BUDGET**

**CONTROL ADMINISTRATOR:** \_\_\_\_\_

**REQ (P.O.) NUMBER** Click or tap here to enter text.

**ACCOUNT CODE** Click or tap here to enter text.

**FUNDING SOURCE** Measure D

**AGREEMENT TOTAL AMOUNT** \$88,000.00

The District employee providing the attached Independent Consultant Agreement to the person or entity who will be providing special services to the District should first do the following:

1. Provide only the Pacific Grove Unified School District's approved Independent Consultant Agreement. The Independent Consultant Agreement should be completed in lieu of signing any vendor contract for services.
2. Review the insurance requirements for the person or entity and revise the insurance provisions of the agreement accordingly.
3. Review the forms under Section 20 and determine which of those documents should be attached to the agreement.

This Independent Consultant Agreement for Special Services ("Agreement") is made as of June 2, 2022 between the Pacific Grove Unified School District ("District") and Satellite Painting, Inc. ("Consultant") (together, "Parties").

WHEREAS, the District is authorized by Section 53060 of the California Government Code to contract with and employ any persons for the furnishing of special services and advice in financial, economic, accounting, engineering, legal, transportation, or administrative matters, if those persons are specially trained and experienced and competent to perform the special services required; and

WHEREAS, the District is in need of those services and/or advice; and

WHEREAS, the Consultant is specially trained and experienced and competent to perform the services required by the District, and those services are needed on a limited basis;

NOW, THEREFORE, the Parties agree as follows:

1. **Services.** The Consultant shall furnish to the District the following services herein by this reference ("Services" or "Work"): Consultant shall serve as a Contractor. Consultant shall use their specialized experience and skills to organize, maintain to serve in this capacity. Services shall include but not be limited to: Click or tap here to enter text.

2. **Term.** Consultant shall commence providing services under this Agreement on June 6, 2022, and will diligently perform as required and complete performance by July 29, 2022.
3. **Compensation.** District agrees to pay \$88,000.00 to Consultant for Services satisfactorily rendered pursuant to this Agreement. This is not to exceed \$88,000.00 during the term of this Agreement. District shall pay Consultant according to the following terms and conditions:
  - 3.1. Payment for the Services shall be made for all undisputed amounts in installment payments within thirty (30) days after the Consultant submits an invoice to the District for Services actually completed.
4. **Expenses.** District shall not be liable to Consultant for any costs or expenses paid or incurred by Consultant in performing Services for District.
5. **Independent Consultant.** Consultant, in the performance of this Agreement, shall be and act as an Independent Consultant. Consultant understands and agrees that he/she shall not be considered an officer, employee, agent, partner, or joint venture of the District, and is not entitled to benefits of any kind or nature normally provided employees of the District and/or to which District's employees are normally entitled, including, but not limited to, State Unemployment Compensation or Worker's Compensation. Consultant shall assume full responsibility for payment of all federal, state and local taxes or contributions, including unemployment insurance, Social Security and income taxes with respect to Consultant. In the performance of the Services herein contemplated, Consultant is an independent Consultant or business entity, with the sole authority for controlling and directing the performance of the details of the Services, District being interested only in the results obtained.
6. **Performance of Services.**
  - 6.1. **Standard of Care.** Consultant represents that Consultant has the qualifications and ability to perform the Services in a professional manner, without the advice, control or supervision of the District. Consultant's Services will be performed, findings obtained, reports and recommendations prepared in accordance with generally and currently accepted principles and practices of his/her profession for services to California school districts.
  - 6.2. **District Approval.** The Services 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.
  - 6.3. **Licenses.** Consultant's represents that s/he possesses all required licenses to perform the Services provided in this Agreement.
7. **Termination.**
  - 7.1. **Without Cause by District.** District may, at any time, with or without reason, terminate this Agreement and compensate Consultant only for services satisfactorily rendered to the date of termination. Written notice by District shall be sufficient to stop further performance of services by Consultant. Notice shall be deemed given when received by the Consultant or no later than three days after the day of mailing, whichever is sooner.
  - 7.2. **Without Cause by Consultant.** Consultant may, upon thirty (30) days' notice, with or without reason, terminate this Agreement. Upon this termination, District shall only be obligated to compensate Consultant for services satisfactorily rendered to the date of termination. Written notice by Consultant shall be sufficient to stop further performance of services to District. Consultant acknowledges that this thirty (30) day notice period is acceptable so that the District can attempt to procure the Services from another source.

7.3. **With Cause by District.** District may terminate this Agreement upon giving of written notice of intention to terminate for cause. Cause shall include:

7.3.1. Material violation of this Agreement by the Consultant; or

7.3.2. Any act by Consultant exposing the District to liability to others for personal injury or property damage.

Written notice by District shall contain the reasons for such intention to terminate and unless within three (3) calendar days after that notice the condition or violation shall cease, or satisfactory arrangements for the correction thereof be made, this Agreement shall upon the expiration of the three (3) calendar days cease and terminate. In the event of this termination, the District may secure the required services from another Consultant. If the expense, fees, and/or costs to the District exceeds the cost of providing the services pursuant to this Agreement, the Consultant shall immediately pay the excess expense, fees, and/or costs to the District upon the receipt of the District's notice of these expense, fees, and/or costs. The foregoing provisions are in addition to and not a limitation of any other rights or remedies available to District.

8. **Fingerprinting.** The Fingerprinting/Criminal Background Investigation Certification must be completed and attached to this Agreement. (Applicable only if checked under Section 20, Submittal of Documents.)
9. **District's Evaluation of Consultant.** The District may evaluate the Consultant's performance. In no event shall an evaluation of Consultant be considered a prerequisite to the District exercising its rights under paragraph 7 above.
10. **Limitation of District Liability.** Other than as provided in this Agreement, District's financial obligations under this Agreement shall be limited to the payment of the compensation provided in this Agreement. Notwithstanding any other provision of this Agreement, in no event shall District be liable to Consultant, regardless of whether any claim is based on contract or tort, for any special, consequential, indirect or incidental damages, including, but not limited to, lost profits or revenue, arising out of or in connection with this Agreement for the services performed in connection with this Agreement.
11. **Confidentiality.** The Consultant and all Consultant's agents, personnel, employee(s), and/or Sub-consultant(s) shall maintain the confidentiality of all information received in the course of performing the Services. This requirement to maintain confidentiality shall extend beyond the termination of this Agreement.
12. **Notice.** Any notice required or permitted to be given under this Agreement shall be deemed to have been given, served, and received if given in writing and either personally delivered or deposited in the United States mail, registered or certified mail, postage prepaid, return receipt required, or sent by overnight delivery service, or facsimile transmission, addressed as follows:

**District**

Pacific Grove Unified School District  
435 Hillcrest Avenue  
Pacific Grove, CA 93950  
ATTENTION: Song Chin-Bendib,  
Assistant Superintendent/CBO

**Consultant**

Name Satellite Painting, Inc.  
Address: 5655 Silver Creek Valley Road Ste 449  
City/State/Zip: San Jose, CA 95138  
Phone: 408.264.1600  
Email: julio@satpainting.com

Any notice personally given or sent by facsimile transmission shall be effective upon receipt. Any notice sent by overnight delivery service shall be effective the business day next following delivery thereof to the overnight delivery service. Any notice given by mail shall be effective three (3) days after deposit in the United States mail.



13. **Integration/Entire Agreement of Parties.** This Agreement constitutes the entire agreement between the Parties and supersedes all prior discussions, negotiations, and agreements, whether oral or written. This Agreement may be amended or modified only by a written instrument executed by both Parties.
14. **California Law.** This Agreement shall be governed by and the rights, duties and obligations of the Parties shall be determined and enforced in accordance with the laws of the State of California. The Parties further agree that any action or proceeding brought to enforce the terms and conditions of this Agreement shall be maintained in Monterey County, California.
15. **Waiver.** The waiver by either party of any breach of any term, covenant, or condition herein contained shall not be deemed to be a waiver of such term, covenant, condition, or any subsequent breach of the same or any other term, covenant, or condition herein contained.
16. **Severability.** If any term, condition or provision of this Agreement is held by a court of competent jurisdiction to be invalid, void or unenforceable, the remaining provisions will nevertheless continue in full force and effect, and shall not be affected, impaired or invalidated in any way.
17. **Attorney Fees/Costs.** Should litigation be necessary to enforce any terms or provisions of this Agreement, then each party shall bear its own litigation and collection expenses, witness fees, court costs and attorney's fees.
18. **Counterparts.** This Agreement and all amendments and supplements to it may be executed in counterparts, and all counterparts together shall be construed as one document.
19. **Incorporation of Recitals and Exhibits.** The Recitals and each exhibit attached hereto are hereby incorporated herein by reference.
20. **Non-Assignability.** Consultant may not, without the written permission of the District, use other consultants within Consultant's own firm, or outside experts to perform the services for the District.
21. **Submittal of Documents.** The Consultant shall not commence the Services under this Agreement until the Consultant has submitted and the District has approved the following documents:

- ☒ Signed Agreement
- ☐ Fingerprinting/Criminal Background Investigation Certification
- ☒ W-9 Form
- ☐ TB Declaration
- ☐ SafeSchools Training – completed within 6 weeks (Certification of Completion document required)

**IN WITNESS WHEREOF, the Parties hereto have executed this Agreement on the date indicated below.**

**Pacific Grove Unified School District**

By: \_\_\_\_\_  
 Name: \_\_\_\_\_  
 Title: \_\_\_\_\_  
 Date: \_\_\_\_\_

**Consultant**

By: \_\_\_\_\_  
 Name: \_\_\_\_\_  
 Date: \_\_\_\_\_

**Consultant Information** *(Consultant to complete):*

Address: \_\_\_\_\_

Telephone: \_\_\_\_\_

E-Mail: \_\_\_\_\_

**Type of Business Entity:**

- ☐ Corporation, State
- ☐ Individual
- ☐ Partnership
- ☐ Limited Liability Company
- ☐ Sole Proprietorship
- ☐ Limited Partnership
- ☐ Other: \_\_\_\_\_

*\*Federal Code of Regulations sections 6041 and 6209 require non-corporate recipients of \$600.00 or more to furnish their taxpayer identification number to the payer. The regulations also provide that a penalty may be imposed for failure to furnish the taxpayer identification number. In order to comply with these regulations, the District requires your federal tax identification number or Social Security number, whichever is applicable.*

☒ Student Learning and Achievement  
☒ Health and Safety of Students and Schools  
☒ Credibility and Communication  
☒ Fiscal Solvency, Accountability and Integrity

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

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**SUBJECT:** Board Calendar/Future Meetings

**DATE:** June 2, 2022

**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 approve 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 January-June 2022

Thursday Jan. 20	<b>Regular Board Meeting</b> ✓ Report on Governor's Budget Proposal ✓ Preliminary Enrollment Projection for 2022-23 ✓ Property Tax Update ✓ School Accountability Report Cards	District Office/Virtual
Thursday Feb. 10	<b>Regular Board Meeting</b> ✓ Budget Development Calendar ✓ Possible Personnel Action Presented as Information ✓ Preliminary Review of Site Master Schedules ✓ Possible Personnel Action (RIF) ✓ 2020-21 Audit Report ✓ Quarterly Facilities Project Updates*	District Office/Virtual
Wednesday Feb 23	<b>Special Meeting-Student Discipline/Expulsion Hearing</b>	District Office
Thursday Mar. 3	<b>Regular Board Meeting</b> ✓ Open House Schedules Reviewed ✓ TRAN Resolution ✓ Budget Projections and Assumptions	District Office/Virtual
Thursday Mar. 17	<b>Regular Board Meeting</b> ✓ Second Interim Report ✓ Budget Revision #3 ✓ Williams/Valenzuela Uniform Complaint Report	District Office/Virtual
Thursday Apr. 7	<b>Regular Board Meeting</b> ✓ Review of Strategic Plan and LCAP (as needed) ✓ Approve 2022-23 Aug.- Dec. Board Meeting Calendar ✓ Quarterly District Safety Update	District Office/Virtual
Thursday April 21	<b>Regular Board Meeting</b> ✓ Review of Site Master Schedules ✓ Review of Strategic Plan and LCAP (as needed) ✓ California Day of the Teacher ✓ Week of the CSEA Employee ✓ Begin Superintendent Evaluation	District Office/Virtual
Thursday May 5	<b>Regular Board Meeting</b> ✓ Continue Superintendent Evaluation	District Office/Virtual
Thursday May 19	<b>Regular Board Meeting</b> ✓ Complete Superintendent's Evaluation ✓ Review Governor's Revised Budget ✓ Suspensions/Expulsions Annual Report ✓ Retiree Recognition	District Office/Virtual
Thursday June 2	<b>Regular Board Meeting</b> ✓ 2022-23 Budget Public Hearing ✓ LCAP Public Hearing ✓ Williams/Valenzuela Uniform Complaint Report	District Office/Virtual

Thursday June 16	<b>Regular Board Meeting</b> ✓ 2022-23 Budget Public Adoption ✓ LCAP and Local Indicators Adoption ✓ Approval of Contracts and Purchase Orders for 2022-23 ✓ Review of Legal Services Costs ✓ Solicitation of Funds Report	District Office
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*\*Quarterly District Safety Update and Quarterly Facilities Projects Update as needed*

## Board Meeting Calendar August-December 2022

Aug. 18	<b>Regular Board Meeting</b> ✓ Student Enrollment Update ✓ Back to School Night Dates ✓ Property Tax Report ✓ Quarterly Facilities Project Updates* ✓ Quarterly District Safety Update*	District Office
Sept. 1	<b>Regular Board Meeting</b> ✓ Local Control Accountability Plan Review	District Office
Sept. 15	<b>Regular Board Meeting</b> ✓ Williams Uniform Complaint Report ✓ Unaudited Actual Report	District Office
Oct. 6	<b>Regular Board Meeting</b> ✓ Superintendent Goals ✓ Budget Revision #1 on 2021-22 working budget (preliminary First Interim) ✓ Bus Ridership ✓ Week of the School Administrator	District Office
Oct. 20	<b>Regular Board Meeting</b> ✓ Quarterly District Safety Update*	District Office
Nov. 10	<b>Regular Board Meeting</b> ✓ PGHS Course Bulletin Information/Discussion	District Office
Nov. 17	<b>Regular Board Meeting</b> ✓ Intent Form Due (to serve as Board President or Vice President) ✓ Review of Special Education Contracts ✓ Quarterly Facilities Project Updates*	District Office
Dec. 15	<b>Organizational Meeting</b> ✓ Election of 2020-21 Board President and Clerk ✓ Budget Revision #3 ✓ First Interim Report ✓ PGHS Course Bulletin Action/Discussion ✓ Williams Uniform Complaint Report ✓ Employee Recognition ✓ Review of Legal Services Costs ✓ Solicitation of Funds Report	District Office

- ☐ Student Learning and Achievement
- ☐ Health and Safety of Students and Schools
- ☒ Credibility and Communication
- ☒ Fiscal Solvency, Accountability and Integrity

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

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**SUBJECT:** The Governor's May Revision of the 2022-23 State Budget

**DATE:** June 2, 2022

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

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**RECOMMENDATION:**

The District Administration recommends the Board review a summary of the Governor's May Revision of the state budget.

**BACKGROUND:**

Each January, the Governor issues his state budget proposal, which is the first official announcement of the state budget for the coming fiscal year. Then in May, the Governor's revision of the January budget proposal is issued which provides much more detail. School districts, especially Local Control Funding Formula (LCFF) school districts watch closely for the release of these two documents, and use them as a basis for developing their own district budgets, which must be adopted by June 30.

**INFORMATION:**

This year, the May Revision was issued on May 13. Because information regarding the details of the revised budget was not presented by Capitol Advisors until May 27, the 2022-23 Public Hearing Budget does not include any May Revise information. At any rate, the Governor's proposed May Revise does not have significant impact to Basic Aid school districts like Pacific Grove USD. However, his proposal for one-time funds, in what amount is not currently known, will benefit PG USD.

**FISCAL IMPACT:**

Not known at the publication of the Board packet.

# FISCAL REPORT

PUBLIC EDUCATION'S POINT OF REFERENCE FOR MAKING EDUCATED DECISIONS

## An Overview of the 2022–23 Governor’s Budget Proposals



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posted May 13, 2022

### Overview of the Governor’s Budget Proposals

Governor Gavin Newsom’s spending plan is an eye-popping \$300.7 billion budget to “provide relief from rising inflation, ensure public safety, address homelessness, transform public education, and combat climate change.” General Fund revenues are estimated to be nearly \$55 billion higher than in January, four short months ago. Just two May Revisions ago, schools were facing a potential 10% cut alongside billions of dollars in deferred state payments, helping the state address an estimated \$54 billion State Budget shortfall. While no longer framing this as the “California Comeback,” the cover of the May Revision document displays five individuals in front of a rising sun, hands clasped high, reminiscent of victorious Olympians on the medal stage.

Outside of education, the Governor is focused on inflation relief in the form of direct payments to Californians; significant infrastructure investments, including broadband and new housing; a commitment to address the effects of climate change; increased support in public safety; and investing in his characterization of a “pro-life” agenda, including universal preschool, health care accessibility, environmental clean-up, and violence prevention.

After the Governor released his January Budget, many speculated that the state would have a significant issue relating to its spending limit, or Gann Limit, in the current fiscal year moving forward as the increase in state General Fund revenues outpace the annual adjustment to how much the state can spend annually. However, the May Revision includes a multitude of investments, including tax credits, rebates, and infrastructure spending, that help it avoid reaching its Gann Limit in 2021–22 and 2022–23.

As it relates to education funding in the May Revision, some of the significant proposals that help the state spend below its Gann Limit are highlighted below, including increased investments to the State School Facility Program, funding for deferred maintenance, and infrastructure to support the new Universal Meals Program.

### Economy and Revenues

In response to the robust revenue collections from January through April, Governor Newsom has revised his estimated revenue collection for 2021–22 upward by \$30.8 billion. This upward revision recognizes both the robust revenue collections to date and assumes that the increased tax collection will continue through the end of the year.

Big Three Taxes for 2021–22 (in billions)		
	January 2022	May 2022
Personal Income Tax	\$120.9	\$136.4
Sales and Use Tax	\$30.9	\$32.7



Big Three Taxes for 2021–22 (in billions)		
Corporation Tax	\$32.9	\$46.4
Total	\$184.7	\$215.5

This positive forecast is also reflected in the estimated tax revenues for 2022–23 as the Governor has increased the estimates from January by \$23.8 billion.

Big Three Taxes for 2022–23 (in billions)		
	January 2022	May 2022
Personal Income Tax	\$130.3	\$137.5
Sales and Use Tax	\$32.2	\$34.0
Corporation Tax	\$23.7	\$38.5
Total	\$186.2	\$210.0

In spite of the increased revenues, the Governor used much of his introductory statement paralleling the current tax collections with the robust tax collections in 2000. The words were meant as a warning, and signal that history may be on the cusp of repeating itself—that had the Legislature known that a crash was about to happen in 2000, much more of the surplus would have been allocated in one-time investments. This admonishment is interspersed throughout the Governor's revised spending plan.

### Proposition 98 Minimum Guarantee, Reserve, and Local Reserve Cap

As California's larger economy prospers, yielding tens of billions of dollars more in unanticipated revenue for the state General Fund, funding for K-12 and community college agencies has skyrocketed. This is because the Proposition 98 minimum guarantee is determined by the Test 1 formula, which ensures that funding for public K-14 education receives approximately 40 cents of every state General Fund dollar. According to the May Revision, the Proposition 98 minimum guarantee across the three-year State Budget window has increased by \$19.6 billion above Governor Newsom's January Budget estimates.

### Proposition 98 Funding From January to May (In millions)

	2020–21		2021–22		2022–23	
	January	May	January	May	January	May
General Fund	\$70,035	\$70,231	\$71,845	\$83,640	\$73,134	\$82,292
Local Property Tax	\$25,901	\$25,869	\$27,219	\$26,560	\$28,846	\$28,042
<b>Total Minimum Guarantee</b>	<b>\$95,936</b>	<b>\$96,100</b>	<b>\$99,064</b>	<b>\$110,200</b>	<b>\$101,980</b>	<b>\$110,334</b>

In 2014, California voters approved Proposition 2, requiring the state to deposit funds into an education rainy day fund (the Public School System Stabilization Account) under certain conditions. In January, Governor Newsom estimated that the state's requirement totaled \$9.7 billion across the three fiscal years. However, as a result of decreased capital gains revenues as a share of total General Fund revenues, the May Revision reduces the required total deposit amount by \$200 million to \$9.5 billion in 2022–23.

The revised rainy day fund total represents approximately 9.7% of K–12's portion of the minimum guarantee. Existing law imposes a 10% cap on the amount local school districts can maintain in their reserves in the year succeeding the fiscal year in which the education rainy day fund deposit is at least 3% of K–12 Proposition 98 funding—a condition that was met with the 2021–22 deposit amount, triggering the local reserve cap for the 2022–23 fiscal year. Thus, local school districts will need to take action to comply with the law with the adoption of their budgets by June 30, 2022, as well as anticipate that the cap on their reserves will be in place for the foreseeable future.

### **Local Control Funding Formula, Cost-of-Living Adjustment, and Average Daily Attendance**

As part of the January State Budget, the Governor proposed increasing funding for the Local Control Funding Formula (LCFF) by the then-estimated statutory cost-of-living-adjustment (COLA) of 5.33%. In addition, he proposed amending how school districts are funded under the LCFF by building upon current law and allowing school districts to calculate LCFF funding based on the greater of prior, current, or the average of three prior years' average daily attendance (ADA).

With the May Revision, the statutory COLA for LCFF has increased to 6.56%, which the Administration proposes to fully fund. The other education programs that are funded outside of the LCFF—Special Education, Child Nutrition, Foster Youth, Mandate Block Grant, Adults in Correctional Facilities Program, American Indian Education Centers, and the American Indian Early Childhood Education program—will also receive the 6.56% statutory COLA.

Further, the Administration includes three other proposals in the May Revision. First, it provides an additional \$2.1 billion in ongoing Proposition 98 General Fund monies to increase LCFF base funding. The Budget summary notes that this additional funding is meant “to mitigate the impacts of rising pension obligations, increased costs for goods and services, and other ongoing local budget concerns.” Second, the May Revision includes an additional \$101.2 million in ongoing Proposition 98 General Fund to augment LCFF funding for county offices of education that are facing cost pressures similar to school districts and charter schools.

Lastly, the May Revision proposes to mitigate the drop in enrollment, and subsequent ADA that is being experienced in 2021–22 by local educational agencies (LEAs) due to the pandemic. To do this, the May Revision proposes allowing all classroom-based LEAs the ability to be funded in 2021–22 on the greater of their current-year ADA or their current-year enrollment adjusted for pre-COVID-19 absence rates. The proposal to allow school districts the use of the average of the three prior years' ADA for LCFF funding purposes will be adjusted to allow for this change in 2021–22. These two proposals represent an estimated \$3.3 billion in ongoing General Fund plus an additional \$463 million in one-time Proposition 98 General Fund dollars.

### **LCFF Entitlements for School Districts and Charter Schools**

The base grants by grade span for 2022–23 are increased over 2021–22 by the estimated statutory COLA of 6.56%. Not included in the table below are the impacts of the additional \$2.1 billion proposed to increase LCFF base funding. If this proposal moves forward, it would result in a total increase over 2021–22 of approximately 10%.

Grade Span	2021–22 Base Grant Per ADA	6.56% COLA	2022–23 Base Grant Per ADA
TK–3	\$8,093	\$531	\$8,624
4–6	\$8,215	\$539	\$8,754
7–8	\$8,458	\$555	\$9,013
9–12	\$9,802	\$643	\$10,445

The Transitional Kindergarten (TK)–3 base grant increase for the class-size reduction (CSR) grade span adjustment is \$897 per ADA in 2022–23, and the grade 9–12 base grant per ADA is increased by \$272 in recognition of the need for Career Technical Education (CTE) courses provided to students in the secondary grades.

School districts and charter schools are entitled to supplemental grant increases equal to 20% of the adjusted base grant (including CSR and CTE funding) for the percentage of enrolled students who are English learners, eligible for the free or reduced-price meals program, or in foster care. An additional 65% per-pupil increase is provided as a concentration grant for each percentage of eligible students enrolled beyond 55% of total enrollment, with 15% of the concentration grant to be used to increase the number of adults providing direct services (nurses, teachers, counselors, paraprofessionals, and others) to students.

Both the grade span adjustments and supplemental and concentration grant amounts would increase proportionately should the LCFF base funding be increased by the proposed \$2.1 billion.

### Universal Transitional Kindergarten

The May Revision makes no significant changes to the state's plan to achieve Universal TK in 2025–26 by expanding the age eligibility window each year beginning with the 2022–23 school year. Next year, LEAs will be required to offer TK to any student whose fifth birthday occurs between September 2 and February 2, inclusively, and maintain average TK classroom ratios of 12 to 1. The Governor's January State Budget proposed to pay for the additional cost of lower classroom ratios by providing a TK add-on equal to \$2,813 per TK ADA, and to pay for the increased students being served by TK expansion with a \$640 million increase to Proposition 98 funding. The May Revision reduces the estimated cost of TK expansion by \$25.2 million, to \$614 million, due to decreased estimates for TK enrollment in 2022–23.

Many advocated for dedicated funding in the May Revision for TK facilities, recognizing the need to build or modernize existing classrooms that are developmentally appropriate for TK-age students; however, the May Revision includes no specific investment for TK facilities.

Perhaps the most significant proposal in the May Revision relative to universal TK is allowing preschool teachers with preschool teaching permits, who have bachelor's degrees that meet basic skills requirements and who are enrolled in coursework toward a teaching credential, to teach TK. The May Revision proposes to sunset this

flexibility on June 30, 2026.

### **Special Education**

The Governor makes no significant changes to his proposals in January for students with disabilities, which included:

- \$500 million in Proposition 98 General Fund dollars above the COLA
- \$500 million one-time funding for the Inclusive Early Education Expansion Program to support general education and special education students in inclusive preschool classrooms and facilities
- Serving at least 10% students with disabilities and providing children with an individualized education plan categorical eligibility to participate in State Preschool

According to the Department of Finance, the per-ADA Assembly Bill 602 rate will remain unchanged at the May Revision, at \$820 per ADA in 2022–23, due to downward ADA growth adjustments.

### **One-Time Discretionary Dollars**

The Governor's May Revision proposes \$8 billion in one-time Proposition 98 dollars on a per-pupil basis to K-12 LEAs. It is the Administration's intent that these discretionary one-time dollars be used to address student learning challenges, protecting staff levels and supporting the mental health and wellness of students and staff. These funds would also serve as an offset to any outstanding mandate debt owed to LEAs.

### **Nutrition**

To help with the implementation of the Universal Meals Program, the Governor's January State Budget proposal included \$596 million, to provide two free meals per day to any student that requests a meal, on top of \$54 million provided in the 2021 State Budget Act. Essentially, this is what the Administration is projecting the program to cost the state after accounting for federal reimbursement. The May Revision continues to include this augmentation.

Recall that California schools were reimbursed through the federal Seamless Summer Option for providing all students with a subsidized meal; however, this option is set to expire on June 30, 2022. In turn, the Administration is also proposing an additional \$611.8 million ongoing to maintain meal reimbursement rates beginning in 2022–23 so LEAs can continue to offer students high-quality, nutritious subsidized meals. If the federal government extends the flexibilities, any unused state funding for rate increases in 2022–23 will go towards kitchen infrastructure grants.

Finally, the Governor's proposal includes an increase of \$45 million one-time to support the implementation of the California Healthy School Meals Pathway Program, which supports workforce readiness for school food service workers.

### **Early Childhood Education**

In addition to maintaining the proposed investments to expand access to state subsidized child development programs and increase provider reimbursement rates, the May Revision includes several new proposals, largely designed to mitigate the continuing effects of COVID-19 and to address the pressures that historic inflation rates put on California's neediest families. These proposals include:

- \$157.3 million to waive family fees for state subsidized programs through June 30, 2023
- Holding funding for child development contractors and providers harmless for the 2022–23 year, including reimbursing voucher-based providers based on authorized hours of care rather than actual hours of care
- Increased \$34 million investment in the California State Preschool Program for adjustment factors for children with disabilities and dual language learners

### **Facilities**

The Governor's Budget included the sale of the remaining \$1.4 billion in Proposition 51 bond funds, as well as new General Fund appropriations for K-12 school facilities to the tune of \$2.225 billion over two years—\$1.3 billion in 2022–23 and \$925 million in 2023–24. These monies would support existing facilities projects submitted under the state's School Facility Program (SFP).

The May Revision increases this support by allocating an additional \$1.8 billion in General Fund monies for a total of \$4.025 billion in new facilities investments geared toward the SFP. These investments are to be appropriated over a three-year period—\$2.2 billion in 2021–22, \$1.2 billion in 2023–24, and \$625 million in 2024–25. Further, the May Revision includes approximately \$1.8 billion in one-time Proposition 98 General Fund dollars for deferred maintenance.

### **Expanded Learning Opportunities Program**

In the Governor's January State Budget proposal, funding for the Expanded Learning Opportunities Program (ELOP) was proposed to increase to \$4.4 billion ongoing. In the May Revision, additional ongoing funds are proposed to raise the funding level to \$4.8 billion starting in 2022–23. At this higher level of funding, school districts and charter schools will receive \$2,500 for every student eligible for the program that is low-income, an English language learner, or in foster care. The implementation plan proposed earlier this year remains, such that compliance via the audit process would not start until 2023–24. In addition, as proposed, starting in 2023–24, LEAs with an unduplicated pupil percentage (UPP) greater than or equal to 75% must offer the program to all students in grades TK–6. LEAs with a UPP below 75% would only be required to offer the program to unduplicated students in grades TK–6 and provide access to at least half of these students.

The May Revision also adds \$63 million to the one-time ELOP infrastructure funds that the Governor proposed in January, bringing this total grant to \$1 billion. These funds are intended for infrastructure and arts and music programming needs for the ELOP.

### **Other One Time Proposals**

#### **Community Schools**

In response to a projected shortfall in Community School Partnership Program funding based on the anticipated number of eligible applicants exceeding the amount of funding available, Governor Newsom's May Revision includes \$1.5 billion in one-time funds to augment the original \$3 billion allocated for the program through the 2021 Budget Act. The Community Schools Partnership Program provides Planning, Implementation, and Coordination Grants as well and Regional Technical Assistance Center Contracts.

Community schools represent a holistic approach to education whereby schools partner with other education, county, and non-profit entities to provide integrated health, mental health, social services, and educational support.

### **Community Engagement**

Prioritizing community support and engagement through positive relationships with LEAs, Governor Newsom proposes an increase of \$100 million one-time funds to expand the Community Engagement Initiative to additional LEAs. The intention is to bolster relationships between LEAs and the communities they serve. To date, the Community Engagement Initiative, administered by the California Collaborative for Educational Excellence with an initial investment of \$13.3 million in 2018, has supported several dozen LEAs through peer-to-peer coaching.

### **Categorical Program COLA**

The May Revision increases the statutory COLA provided in the January Governor's Budget to 6.56%. This is extended to select categorical programs as well, and an additional \$62.1 million is provided for this purpose.

### **California School for the Deaf-Riverside: Athletic Complex Replacement and Expansion**

Governor Newsom proposes an increase of \$2.5 million to support the study and preliminary phases of an overall \$43.1 million General Fund investment in replacing all outdoor athletic fields and an addition of a stand-alone practice soccer field at the Riverside School for the Deaf.

## **Educator Workforce**

The May Revision builds on the Governor's January Budget educator workforce investments through additional one-time Proposition 98 and non-Proposition 98 General Fund proposals. First, on the Proposition 98 side of the General Fund, the May Revision proposes \$500 million to increase the teacher and school counselor pipeline by expanding residency slots, an additional \$20 million to support a K-12 Teacher Residency Program Technical Assistance Center, and \$1.7 million to support the educator recruitment work of the Center on Teaching and Careers.

The May Revision proposes significant one-time Proposition 98 investments in educator support for Science, Technology, Engineering, and Mathematics (STEM) instruction as well as reading and literacy. The Governor proposes \$85 million in PreK-12 educator resources and professional learning opportunities to support implementation of the Next Generation Science Standards, California Math Framework, the California Computer Science Standards, and the math and science domains of the California Preschool Learning Foundations. Another \$300 million is proposed to augment resources available to LEAs for professional learning through the Educator

Effectiveness Block Grant, with a priority for STEM educator supports. Finally, the May Revision includes an increase of \$15 million one-time Proposition 98 dollars, over three years, to encourage and support teacher supplementary state certification in reading and literacy.

On the non-Proposition 98 side of the Budget, the May Revision proposes additional one-time investments; \$30 million over a three-year period to continue the work of the Educator Workforce Investment Grant program. The proposal focuses \$15 million on computer science and \$15 million on special education and support for English learners.

In addition to these one-time investments, the May Revision proposes statute to expand eligibility for the Golden State Teacher Grant program which provides incentives to individuals to consider earning a credential and serving at a priority school in California for four years, within eight years after completing a preparation program. Specifically, this proposal would extend eligibility to school counselor, social worker, and psychologist candidates.

### **Minimum Wage**

California's minimum wage is projected to increase to \$15.50 per hour for all workers effective January 1, 2023, triggered by increasing costs due to inflation. Per Labor Code, the minimum wage rate will be adjusted annually for inflation based on the national consumer price index for urban wage earners and clerical workers (CPI-W). Because the CPI-W exceeded 7%, the first adjusted increase was accelerated; therefore, employees will be guaranteed the \$15.50 rate even if they work for small employers—those employers with 26 employees or less (Labor Code Section 1182.12[c][3][A-B]) and the ongoing increase in the future is caused by Labor Code Section 1182.12(c)(1).

### **Retirement Systems**

In a proposal that unfortunately does not benefit LEAs but recognizes the prudence of paying down liabilities when cash is available, Governor Newsom proposes \$11 billion of supplemental payments for the next four years to reduce state retirement liabilities. Therefore, the California State Teachers' Retirement System and the California Public Employees' Retirement System employer rates for 2022–23 would remain as set recently by each board, at 19.1% and 25.37%, respectively.

### **In Closing**

At the May Revision, our lens is what the Governor has changed since his January proposal for education. In those regards, no significant changes were presented in the May Revision in the areas of school transportation, independent study, college and career preparation, and early literacy.

What has changed is a significant increase in discretionary funding for LEAs, both in terms of LCFF base grant increases and flexible, per-ADA, one-time funding. We think this is laudable, meets the needs of LEAs facing significant cost increases, and credit the Governor for listening to the education community.

While the May Revision avoids a Gann Limit issue, California's leaders anticipate that the issue will need to be addressed next fiscal year and beyond, or the state could find itself having to reduce non-education spending. We'll unpack the May Revision's education investments and discuss their implications for local planning and

implementation, including the risks they present, at our [May Revision Workshop](#) next week. We can't wait to "see" you all there!



☒ Student Learning and Achievement  
☒ Health and Safety of Students and Schools  
☒ Credibility and Communication  
☐ Fiscal Solvency, Accountability and Integrity

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

**SUBJECT:** Universal Pre-kindergarten Initial Plan

**DATE:** June 2, 2022

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

**RECOMMENDATION:**

The District Administration recommends that the Board receive and discuss information regarding the Universal Pre-Kindergarten long term implementation plan.

**BACKGROUND/INFORMATION:**

The Kindergarten Readiness Act of 2010 made Transitional Kindergarten (TK) available for 4-year-olds turning 5 between September 2 and December 2. This legislation gave new support for these students, but it did not include younger children who didn't qualify for public preschool because of their age, and who weren't old enough yet to enroll in Kindergarten or a TK classroom.

Research shows that when young children have a foundation of high-quality learning opportunities before kindergarten, they not only gain an advantage in school and in life, but also in brain development. Universal Prekindergarten (UPK) in California is intended to provide this foundation for all four-year-old children.

The vision of UPK is to resolve the TK issue, providing equitable access to programs for all 4-year-olds, without regard to income. The state of California is providing access to funds needed to train staff and prepare school facilities in order to give our children equitable access to quality teachers and programs. UPK will begin with a rollout in fall of 2022 for some Local Education Agencies (LEA).

There will be a short presentation given at the Board meeting.

**FISCAL IMPACT:** No current fiscal impact to this program for 2022-23. As the eligibility for student registration grows, funds will be required to hire additional classroom teachers, support staff and potentially facilities.

- ☒ Student Learning and Achievement
- ☐ Health and Safety of Students and Schools
- ☐ Credibility and Communication
- ☐ Fiscal Solvency, Accountability and Integrity

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

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**SUBJECT:** Pacific Grove High School Career Technical Education (CTE) Update

**DATE:** June 2, 2022

**PERSON(S) RESPONSIBLE:** Shane Steinback, Pacific Grove High School Assistant Principal

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**RECOMMENDATION:**

The District Administration recommends that the Board receive updated information gathered from CTE teachers.

**BACKGROUND:**

It was requested of Assistant Principal Steinback to bring to the Board a Career Technical Education (CTE) update.

**INFORMATION:**

Information was gathered from CTE teachers to highlight some of the success stories over the years.

**FISCAL IMPACT:**

None.

☒ Student Learning and Achievement  
☒ Health and Safety of Students and Schools  
☒ Credibility and Communication  
☒ Fiscal Solvency, Accountability and Integrity

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

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**SUBJECT:** Future Agenda Items

**DATE:** June 2, 2022

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

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**RECOMMENDATION:**

The Administration recommends that the Board review the list of future agenda items and direct Administration to add items to the list and/or schedule items for a particular agenda.

**BACKGROUND:**

Board Bylaw 9322 states in part that “Any member of the public or any Board member may request that a matter within the jurisdiction of the Board be placed on the agenda of a regular meeting. The request [from a member of the public] must be .... submitted to the Superintendent or designee with supporting documents and information ...”

**INFORMATION:**

Board members have the opportunity at the end of Open Session in a Regular Board meeting to request that items be added to the list for a future meeting. Depending upon the timeliness of the item, it may also be assigned a particular meeting date.

The following is a list of future agenda items as of the June 2, 2022 Regular Board Meeting:

- Added October 21, 2021: A Board member requested creating policy regarding virtual meetings, including site councils, parent/teacher conferences and other meetings
- Added November 18, 2021: A Board member requested a Board advocacy committee
- Added March 3, 2022: A Board member requested a special meeting to discuss Cultural Proficiency professional development (Fall 2022)
- Added March 3, 2022: Discuss elementary school reconfiguration as it relates to issues of equity (Early Fall 2022)
- Added March 17, 2022: Board Self Evaluation (June 16, 2022)
- Added April 21, 2022: Discuss “PG Promise” of funding CTE certification process (Fall 2022)
- Added May 19, 2022: Teacher of the Year Recognition (Fall 2022)