

**PACIFIC GROVE UNIFIED SCHOOL DISTRICT
BOARD OF EDUCATION
REGULAR MEETING: THURSDAY, FEBRUARY 2, 2023**

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: February 2, 2023

TIME: 5:00 p.m. Closed Session
6:30 p.m. Open Session

LOCATION: IN PERSON
Pacific Grove Unified School District Office
435 Hillcrest Avenue
Pacific Grove, CA 93950

Trustees
*Carolyn Swanson, President
Jennifer McNary, Vice President
Dr. Elliott Hazen
Laura Ottmar
Brian Swanson
Rey Avila, Student Representative*

VIRTUAL ZOOM MEETING

Join Zoom Meeting

<https://pgusd.zoom.us/j/82221807635?pwd=K2x1UHIMVDFFbjlrbdIM3BYVFkrUT09>

Meeting ID: 822 2180 7635

Passcode: 941169

One tap mobile +13017158592,,87820869443#,,, *585985# US (Washington DC)

+13092053325,,87820869443#,,, *585985# US

Dial by your location +1 301 715 8592 US (Washington DC) +1 309 205 3325 US

+1 312 626 6799 US (Chicago) +1 346 248 7799 US (Houston) +1 386 347 5053 US

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(Tacoma) Find your local number: <https://pgusd.zoom.us/j/82221807635?pwd=K2x1UHIMVDFFbjlrbdIM3BYVFkrUT09>

The Board of Education welcomes you to its meetings, which are regularly scheduled for the first and third Thursdays of the month. Regular Board Meetings shall be adjourned by 10:00 pm, unless extended to a specific time determined by a majority of the Board. This meeting may be extended no more than once and may be adjourned to a later date. Individuals who require special accommodation, including but not limited to an American Sign Language interpreter, accessible seating or documentation in accessible formats, should contact the Superintendent at least two days before the meeting date.

Any writings or documents that are public records and are provided to a majority of the Governing Board regarding an open session item on this agenda will be made available for public inspection in the District Office located at 435 Hillcrest Avenue, Pacific Grove during normal business hours.

AGENDA AND ORDER OF BUSINESS

I. OPENING BUSINESS

A. Call to Order

B. Roll Call

C. Adoption of Agenda

- Board Questions/Comments:
- Public Comment:
- Move: _____ Second: _____ Roll Call Vote: _____
Trustees: C. Swanson _____ McNary _____ Hazen _____ Ottmar _____ B. Swanson _____

**PACIFIC GROVE UNIFIED SCHOOL DISTRICT
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II. CLOSED SESSION

A. Identify Closed Session Topics

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

1. Negotiations - Collective Bargaining Session planning and preparation with the PGTA for 2021-22 and 2022-2023 [Government Code § 3549.1 (d)] Executive session between the public school employer and its designated representatives, Buck Roggeman, Joshua Jorn, and Ralph Gómez Porras, for the purpose of giving direction and updates.
2. Negotiations - Collective Bargaining Session planning and preparation with the CSEA for 2021-22 and 2022-2023 [Government Code § 3549.1 (d)] Executive session between the public school employer and its designated representatives, Billie Mankey, Joshua Jorn and Ralph Gómez Porras for the purpose of giving direction and updates.
3. Conference with Legal Counsel Regarding Pending Litigation.
Significant exposure to litigation pursuant to subdivision (d)(2) and/or (3) of Government Code section 54956.9: There is one potential case based on a letter received by our legal counsel dated August 27, 2022, regarding the status of CTE teachers.
4. Public Employee Discipline/Dismissal/Release/Complaint [Government Code § 54957]
5. Superintendent Goals review

B. Public comment on Closed Session Topics

C. Adjourn to Closed Session

III. RECONVENE IN OPEN SESSION

A. Report action taken in Closed Session:

1. Negotiations - Collective Bargaining Session planning and preparation with the PGTA for 2021-22 and 2022-2023 [Government Code § 3549.1 (d)]
2. Negotiations - Collective Bargaining Session planning and preparation with the CSEA for 2021-22 and 2022-2023 [Government Code § 3549.1 (d)]
3. Conference with Legal Counsel Regarding Pending Litigation.
Significant exposure to litigation pursuant to subdivision (d)(2) and/or (3) of Government Code section 54956.9: There is one potential case based on a letter received by our legal counsel dated August 27, 2022, regarding the status of CTE teachers.
4. Public Employee Discipline/Dismissal/Release/Complaint [Government Code § 54957]
5. Superintendent Goals review

B. Pledge of Allegiance

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IV. COMMUNICATIONS

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

V. INDIVIDUALS DESIRING TO ADDRESS THE BOARD

*Public comment on any item of interest to the public that is within the Board's jurisdiction will be heard. The Board will also take public comment on each specific action item prior to Board action on each item. **Any individual wishing to comment on a specific item on the current agenda are kindly asked to wait till that item is being discussed.** 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.*

VI. CONSENT AGENDA

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

- A. Minutes of January 19, 2023 Board Meeting 8
Recommendation: (Ralph Gómez Porras, Superintendent) Approval of minutes as presented.
- B. Certificated Assignment Order #11 22
Recommendation: (Billie Mankey, Director II of Human Resources) The District Administration recommends the Board review and approve the Certificated Assignment Order #11.
- C. Classified Assignment Order #11 24
Recommendation: (Billie Mankey, Director II of Human Resources) The District Administration recommends the Board review and approve the Classified Assignment Order #11.
- D. Acceptance of Donations 26
Recommendation: (Joshua Jorn, Assistant Superintendent for Business Services) The Administration recommends that the Board approve acceptance of donations referenced below.
- E. Cash Receipts No. 11 27
Recommendation: (Joshua Jorn, Assistant Superintendent for Business Services) 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. Out of County or Overnight Activities 29
Recommendation: (Joshua Jorn, Assistant Superintendent for Business Services) The Administration recommends that the Board approve or receive the request as presented.

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- G. Ratification Out of County or Overnight Activities 33
Recommendation: (Joshua Jorn, Assistant Superintendent for Business Services) The Administration recommends that the Board ratify and approve the request as presented.
- H. Contract for Services with Casey Printing Inc. and Pacific Grove Adult Education 35
Recommendation: (Barbara Martinez, Pacific Grove Adult School Principal; Eric Saavedra, Pacific Grove Adult School Coordinator) The District Administration recommends that the Board review and approve the contract for service with Casey Printing, Inc. to provide the printing and delivery of the 2023 Adult School Spring and Summer Session Brochures.
- I. Contract for Services with DJ Philip Speciale 41
Recommendation: (Lito Garcia, Pacific Grove High School Principal) The District Administration recommends the Board review and approve contract for services with DJ Philip Speciale and Pacific Grove High School (PGHS).
- Board Comments/Questions:
 - Public Comment:
 - Move: _____ Second: _____ Roll Call Vote: _____
Trustees: C. Swanson ____ McNary ____ Hazen ____ Ottmar ____ B. Swanson ____

VII. ACTION/DISCUSSION

- A. District Update on Response to COVID-19 47
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: C. Swanson ____ McNary ____ Hazen ____ Ottmar ____ B. Swanson ____
- B. Adoption of Resolution No. 1099 Designating School Safety 48
Recommendation: (Ralph Gómez Porras, Superintendent) The Administration recommends that the Board of Education adopt Resolution No. 1099 Designating School Safety.
- Board Comments/Questions:
 - Public Comment:
 - Move: _____ Second: _____ Roll Call Vote: _____
Trustees: C. Swanson ____ McNary ____ Hazen ____ Ottmar ____ B. Swanson ____
- C. Adoption of Resolution No. 1100 Proclaiming February 2023 as Black History Month 51
Recommendation: (Ralph Gómez Porras, Superintendent) The Administration recommends that the Board of Education adopt Resolution No. 1100 Proclaiming February 2023 as Black History Month.
- Board Comments/Questions:
 - Public Comment:
 - Move: _____ Second: _____ Roll Call Vote: _____
Trustees: C. Swanson ____ McNary ____ Hazen ____ Ottmar ____ B. Swanson ____

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- D. New Job Description, Garden Coordinator 53
Recommendation: (Billie Mankey, Director II of Human Resources) The District Administration recommends the Board review and approve the job description for Garden Coordinator, the funding source, or provide alternative direction.
- Board Comments/Questions:
 - Public Comment:
 - Move: _____ Second: _____ Roll Call Vote: _____
Trustees: C. Swanson _____ McNary _____ Hazen _____ Ottmar _____ B. Swanson _____
- E. Contract for Services with Monterey Environmental Solutions and Services for Emergency Asbestos Abatement at Robert Down Elementary School 57
Recommendation: (Jon Anderson, Director of Facilities and Transportation) The District Administration recommends that the Board review and approve the contract for services with Monterey Environmental Solutions and Services for emergency asbestos abatement at Robert Down Elementary School.
- Board Comments/Questions:
 - Public Comment:
 - Move: _____ Second: _____ Roll Call Vote: _____
Trustees: C. Swanson _____ McNary _____ Hazen _____ Ottmar _____ B. Swanson _____
- F. Land Acknowledgement 63
Recommendation: (Ralph Gómez Porras, Superintendent) The District Administration recommends that the Board adopt a Land Acknowledgement statement for Pacific Grove Unified School District to honor the indigenous people of the area including the OHLONE, COSTANOEN & ESSELEN Nations.
- Board Comments/Questions:
 - Public Comment:
 - Move: _____ Second: _____ Roll Call Vote: _____
Trustees: C. Swanson _____ McNary _____ Hazen _____ Ottmar _____ B. Swanson _____
- G. Board Calendar/Future Meetings 64
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: C. Swanson _____ McNary _____ Hazen _____ Ottmar _____ B. Swanson _____

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VIII. INFORMATION/DISCUSSION

- A. School Accountability Report Cards 68
Recommendation: (Buck Roggeman, Director of Curriculum and Special Projects) The District Administration recommends the Board review 2021-2022 School Accountability Report Cards (SARC). The SARC reports reflect the previous school year's data.
- Board Questions/Comments:
 - Public Comment:
 - Direction: _____
- B. Review of Budget Development Calendar for 2023-24 169
Recommendation: (Joshua Jorn, Assistant Superintendent for Business Services) The Administration recommends that the Board review the Budget Development Calendar for fiscal year 2023-24.
- Board Questions/Comments:
 - Public Comment:
 - Direction: _____
- C. Review of the Governor's Budget Proposal for 2023-24 171
Recommendation: (Joshua Jorn, Assistant Superintendent for Business Services) The District Administration recommends the Board review the information provided regarding Governor Newsom's Budget Proposal for 2023-24.
- Board Questions/Comments:
 - Public Comment:
 - Direction: _____
- D. Special Board Meeting Planning 177
Recommendation: (Ralph Gómez Porras, Superintendent) The District Administration recommends the Board continue to discuss Special Board Meetings.
- Board Questions/Comments:
 - Public Comment:
 - Direction: _____
- E. Board Communication Protocols 179
Recommendation: (Ralph Gómez Porras, Superintendent) The Board requested the opportunity to discuss how the Board communicates with the public and staff.
- Board Questions/Comments:
 - Public Comment:
 - Direction: _____

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F. Future Agenda Items

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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 March 17, 2022: Board Self Evaluation (TBA)
- Added May 19, 2022: Teacher of the Year Recognition (TBA)
- Added June 16, 2022: Discuss proposal of skatepark in Pacific Grove (Feb 2023)
- Added October 6, 2022: Discuss housing on PGUSD property (TBA)
- Added November 17, 2022: California Healthy Kids Survey Presentation (March 2023)
- Added January 19, 2023: Update regarding the Cultural Proficiency Trainings for staff
- Added January 19, 2023: Board Cultural Proficiency Trainings
- Added January 19, 2023: Update on Health Education offerings
- Added January 19, 2023: Dyslexia Screening (March 2023)
- Added February 2, 2023: Add Volleyball as a sport at Pacific Grove High School (March 2023)

- Board Questions/Comments:
- Public Comment:
- Direction: _____

IX. ADJOURNMENT

Next regular Board meeting: March 2, 2023

PACIFIC GROVE UNIFIED SCHOOL DISTRICT BOARD OF EDUCATION
Minutes of Regular Meeting of January 19, 2023 – District Office

I. OPENED BUSINESS

A. Called to Order 5:00 p.m.

B. Roll Call

Trustee(s) Present: Dr. Elliott Hazen (EH)
 Trustee Jennifer McNary (JM)
 Trustee Laura Ottmar (LO)
 Trustee Brian Swanson (BS)
 Trustee Carolyn Swanson (CS)

Trustee(s) Virtual At Alternate Location: N/A

Administration Present: Superintendent Porras

Absent: Asst. Superintendent Jorn

Board Recorder: Mandi Ackerman

Student Board Member: Rey Avila

C. Adopted Agenda

Revisions to the agenda include the following:

- Walk-on School Accountability Report Cards
- Correction to Action/Discussion Item B Contract for Services with Pedro Torres Ratification- page 88 of the packet has a series of checkboxes on the contract that were not checked. Checkbox ‘Fingerprinting/Criminal Background Check- Consultant himself/herself’ should have been checked.
- Correction to Minutes of December 15- added student Rep acknowledgement to outgoing trustees. CS comments were to added to the Board Calendar item- asked for Supt Goals to be added (not mid year report). Minutes have been corrected.
- Correction to Minutes of January 5- Legal Fee item- JM asked how long the district has used Lozano. Comments were added and minutes have been corrected.

Board Comments:

CS removed Action/Discussion Item K Board Member Travel Conference, no longer wants to attend; asked for all voting to be roll call, Board agreed.

Public comment:

None

- MOTION BS/JM to adopt agenda as amended.
- Motion CARRIED by roll call vote 5 – 0

II. CLOSED SESSION

A. Identified Closed Session Topics

1. Negotiations - Collective Bargaining Session planning and preparation with the PGTA for 2021-22 and 2022-2023 [Government Code § 3549.1 (d)] Executive session between

the public school employer and its designated representatives, Buck Roggeman, Joshua Jorn, and Ralph Gómez Porras, for the purpose of giving direction and updates.

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 3. Conference with Legal Counsel Regarding Pending Litigation.
Significant exposure to litigation pursuant to subdivision (d)(2) and/or (3) of Government Code section 54956.9: There is one potential case based on a letter received by our legal counsel dated August 27, 2022, regarding the status of CTE teachers.
 4. Public Employee Discipline/Dismissal/Release/Complaint [Government Code § 54957]
 5. Superintendent Goals review
- B. Public comment on Closed Session Topics
- None.
- C. Adjourned to Closed Session 5:06 p.m.

III. **RECONVENED IN OPEN SESSION** 6:32 p.m.

A. Reported action taken in Closed Session:

For all items: Information was received, and direction was given. No Action taken.

1. Negotiations - Collective Bargaining Session planning and preparation with the PGTA for 2021-22 and 2022-2023 [Government Code § 3549.1 (d)]
2. Negotiations - Collective Bargaining Session planning and preparation with the CSEA for 2021-22 and 2022-2023 [Government Code § 3549.1 (d)]
3. Conference with Legal Counsel Regarding Pending Litigation.
Significant exposure to litigation pursuant to subdivision (d)(2) and/or (3) of Government Code section 54956.9: There is one potential case based on a letter received by our legal counsel dated August 27, 2022, regarding the status of CTE teachers.

Board discussed, no legal counsel present.
4. Public Employee Discipline/Dismissal/Release/Complaint [Government Code § 54957]
5. Superintendent Goals review

The Board directed Administration to bring back Superintendent Goals to the next Board meeting, with closed session start time at 5:00 p.m.

D. Pledge of Allegiance lead by Student Representative Rey Avila.

IV. COMMUNICATIONS

A. Written Communication

CS reported the following communications regarding:

- 5th grade at Robert Down Elementary School, a parent hoping more classes remaining
- An email from Access Monterey Peninsula regarding broadcasting PGUSD Board meetings
- Future crosswalk behind Robert Down Elementary School
- Sign up Legislative Action Week through California School Board Association
- Praise from a parent regarding Pacific Grove High School Open House having each dept in one room was efficient, shoutout to culinary class, ceramics, 2D design,
- Disappointed that the athletics were canceled due to power outage
- Praise District for closure during storm
- Standard operating procedures regarding school closures
- Criticism of school closures
- COVID testing at schools
- Pacific Grove Middle School concert links YouTube
- Congratulations to honor band and orchestra for qualifying for competition

B. Board Member Comments

EH hopes everyone had a relaxing and reflective three-day weekend; spent time reading about Dr. Martin Luther King, Jr. and wanted to read a quote in honor of Dr. Martin Luther King, Jr. Day.

JM recognized Dr. Martin Luther King, Jr. Day as well as National Day of Service and coming up Lunar New Year is beginning; congratulated two football players from Pacific Grove High School Noah Gary and Evan Woods who were honored and selected for the All-Star team game at the end of the month; Monterey Bay Aquarium is bringing back the community open house for tri-county residents Jan 21-29 which is free; will be attending Monterey County Office of Education (MCOE) Inside Education Cohort field trip with CS to visit three different sites and focusing on their STEAM programs and will get to ride a cool school bus; hopes to check out The Trials of Robinhood at Pacific Grove High School this weekend.

CS added that the MCOE Inside Education Cohort field trip is open to the public if anyone is interested in attending, send the Board an email and they will share a link to register.

LO thanked the Superintendent, Administration, and staff for keeping everyone informed while dealing with the impact of the storm, nothing will ever be perfect when things come up in nature, excellent communication, felt well informed and is thankful for that; toured Robert Down Elementary School with Principal Keller and thanked Principal Keller for including her in the day; noted pooled water in the Robert Down Elementary School basement near servers, noted the 'beautiful new sump pump' but said without power it is not operating, asked if it is possible to get a generator down in basement so that if power is lost the servers will not be down; wondering where main servers for the District are located; asked if generators are hooked up to those servers and if that is possible.

Director of Maintenance, Operations and Transportation Jon Anderson addressed questions, noted servers at Pacific Grove Middle School are the ones that need to be up and running; attempted to use portable generators but the fumes and the noise were a concern so discussed with Superintendent Porras the possibility of putting a generator in another area, such as on the roof or another option, they are already thinking and discussing; noted sump pump at Robert Down Elementary School staff said this is more water than they have ever seen before, and that a battery backup generator will probably work.

LO noted the elementary breakfast and lunch menus are online, link access, can filter food by dietary restrictions and allergens, thanked Director Lip for taking care of that; noted Director Lip is working on offering the same access for the middle and high schools; said any family that has a student with life threatening allergy or dietary restriction, that is big.

BS said the Board received flowers and a note from Monterey Bay Charter School and Jessica Guzzi to thank the District for improvements made at the facility, which are remarkable. BS said it's just nice to drive through the parking lot without losing a filling. Lovely to get the flowers and note from students, who are appreciative of what happened there.

BS wanted to note the entire staff within the District is remarkable, in closed session talked about concerns for students, why we are here and where our hearts are, all from different backgrounds and have different concerns, at the end of the day we are here to take care of the students. Wanted to acknowledge that and say it out loud, proud of everyone here and what they are doing, working hard and doing the best we can.

Student representative Rey Avila said it's been a hectic couple of weeks due to the storm; school closure was his first 'snow day' pretty interesting; winter sports rally today to recognize all winter sports, did the same for the fall sports and will do the same for the spring sports; great participation; provided an update on the upcoming basketball game; girls soccer caught a win yesterday; attended wrestling senior night, was very exciting and glad he was able to attend; play trials of Robinhood put on by the students not by drama class; upcoming February Black History Month, leadership will start conversation to spread awareness in the community and school.

CS attended the AED training all because Nurse Katrina invited all staff and Board to participate in training hosted by the Tyler Heart Institute through CHOMP and said she would feel more comfortable using if she had to; asked Superintendent Porras how to gauge summer school success, asked how he plans to measure summer school success; followed up with Superintendent Porras regarding parking lot names, Superintendent Porras noted the District named the parking lots and will forward that information to the Board; CS noted she is pushing for parking lot names due to safety; thanked Jon Anderson and Louis Algaze for sending out Measure D updates to the public with the nice slideshow; noted Legislative Action Day through CSBA and said she did sign up, it is free to sign up, including Rey Avila, CSBA puts together meetings with state representatives via zoom, very nice and enjoyed in the past.

C. Superintendent Report

Superintendent Porras thanked the entire community while working through the power outages; no answers to fall back on besides the floods of 1998; thanked Marci McFadden of Monterey Peninsula Unified School District for aligning district communications; thanked Director of Curriculum and Special Projects Buck Roggeman, District Safety Director

Barbara Martinez, Director of Technology Systems Louis Algaze, Director II of Human Resources Billie Mankey and Assistant Superintendent Josh Jorn for their assistance with messages to families; noted and understands the concerns and frustrations regarding childcare and said lessons were learned and that the District got through safely; thanked classroom teachers and classified staff; thanked Director Anderson for working so hard on the trees, worked with Topes Tree Service, looking out for staff and student safety, noted tree removal and work will be expensive but the District will be deliberate and more reports are to come; it is possible that federal funding may recoup money; congratulated Pacific Grove High School Art teacher Matt Kelly for recent competition and noted 13 students were recognized and/or won awards; will be attending the state superintendent symposium next week and looks forward to the conference, networking and building resources.

D. PGUSD Staff Comments (Non Agenda Items)

Director of Curriculum and Special Projects Buck Roggeman noted Human Resources Personnel Technician Kimberly Ortiz for the map she created with all the addresses of employees during the storm, strategic approach she took, incredible work, and found substitutes to keep schools open.

Robert Down Elementary School Principal Sean Keller noted the upcoming events at the site including the site council on Monday at 3:30pm virtual, elementary night with Forest Grove Elementary School at the Pacific Grove High School basketball game Thursday evening, and Bingo night on Friday in the cafeteria at 5:30pm.

Director of Student Safety and Adult School Principal Barbara Martinez shared information on one of the successful programs at the Pacific Grove Adult School, the Adults with Disabilities program, partner with Gateway to provide program called Partners without Walls, includes 19 students currently, purpose is to provide access for all; Adults with Disabilities students will start Monterey Peninsula College classes on Monday and will have 4 PGUSD vans in the parking lot on first day of school, said she is so proud of the students who will be taking adaptive PE and study skills, noted aids will be in all the classes to support the students; noted the Adult School purchased 30 seats for SafeServe food handlers cards for all students for Adults with Disabilities and others who want to receive that certificate to qualify to serve food, will serve cappuccino and donuts and provide students with the opportunity to learn commerce and financial planning; AE is contracted with the Monterey Bay Aquarium to do volunteer work; students are hard at work in the computer lab writing articles; Director Martinez said she is proud of all the goals the students are meeting, couldn't do it without the help of Gateway and Clare Davies and Lorraine who support the program; thanked Director Anderson for getting Tope's Tree Service to come out; her school site lost 5 trees and one tree came down on a program and no programs were interrupted throughout the storms.

V. INDIVIDUALS DESIRING TO ADDRESS THE BOARD

None.

VI. CONSENT AGENDA

- A. Minutes of December 15, 2022 Board Meeting
- B. Minutes of January 5, 2023 Board Meeting
- C. Certificated Assignment Order #10
- D. Classified Assignment Order #10

- E. Acceptance of Donations
- F. Cash Receipts No. 10
- G. Warrant Schedule No. 651
- H. Out of County or Overnight Activities
- I. Contract for Services with Idea Architects- Douglas Abrams
- J. Contract for Services with Procure's SchoolCare Works
- K. Forest Grove Elementary School Surplus Items
- L. Contract for Services with Playworks Education

Board Comment:

LO pulled A, D, E, H.
CS pulled L.

Public Comment:

None

The following items were pulled and moved to Action: A, D, E, H, L
MOTION CS/BS to adopt the consent agenda B, C, F, G, I-K
Motion CARRIED by roll call vote 5 – 0

VII. ACTION/DISCUSSION

PULLED CONSENT ITEM A: Minutes of December 15, 2022

Board Comment:

LO asked to amend the minutes under Action/Discussion Item C COVID-19 Update, noted a discussion about District Nurse Katrina Powley and that Narcan, AED & EpiPens placed in centralized locations on campuses, was not included in the minutes; LO feels it is important, noted it was a big effort on Nurse Powley's part, should be included in the minutes for record. LO noted Narcan training was also not mentioned in the minutes. LO asked how the minutes are taken and reported; noted the minutes include a lot of dialogue from the beginning of the meeting was honoring past service, felt the additional comments as noted should be included, important that the minutes be accurate, things like Narcan and AED and EpiPen are important.

Superintendent Porras noted the minutes are taken live, noted Board minutes are traditionally Action minutes; explained during COVID the Board asked for more comments within the minutes; noted verbatim minutes would make for long minutes, the idea is that the meetings are recorded and available to the public, and to keep minutes as summary action minutes only. Superintendent Porras noted Consent is when the Board has this opportunity to make changes to the minutes.

CS said it is important to reflect the overall feel of what took place, said the Board should be reviewing the minutes, noted the process is not perfect, and notes the Board should bring up any additions to minutes as needed.

MOTION LO/CS to approve Consent Item A: Minutes of December 15, 2022
Motion CARRIED by roll call vote 5 – 0

Public Comment:

Pacific Grove Adult School Principal Barbara Martinez spoke about Narcan Training, contract with state to disperse Narcan, online training available, District is training staff, noted any coaches or

parents that take the online training and can verify with a certificate of completion, the Adult School can disperse Narcan, the Adult School tracks and reports back to the state. All District staff have been notified and can access the training.

PULLED CONSENT ITEM D: Classified Assignment Order #10

Board Comment:

LO asked Director II of Human Resources Billie Mankey about the Forest Grove Elementary School leave of absence for the noon duty supervisor, asked if someone will fill that position temporarily or if it will be a vacant position.

Director Mankey noted the position will be advertised and the District will try to fill the position.

Public Comment:

None

MOTION CS/EH to approve Consent Item D: Classified Assignment Order #10
Motion CARRIED by roll call vote 5 – 0

PULLED CONSENT ITEM E: Acceptance of Donations

Board Comment:

LO asked about the donation by Lozano Smith.

Superintendent Porras noted law firms have funds available for community service, this donation was made to purchase the Book of Joy for all staff, felt it was a good cause.

Public Comment:

None

MOTION LO/CS to approve Consent Item E: Acceptance of Donations
Motion CARRIED by roll call vote 5 – 0

PULLED CONSENT ITEM H: Out of County or Overnight Activities

Board Comment:

LO asked about the number of students traveling in each.

Pacific Grove High School Principal Lito Garcia responded that parent drivers are cleared through the District Office, noted the District is grateful to the parents who are able and willing to drive; noted school vans can be used to transport students by coaches; this excursion 2 vans driven by coaches, plus parent drivers; confirmed the parents listed are driving.

CS asked if the vans are the Dodge Caravans located by the tennis courts. Principal Garcia confirmed.

Public Comment:

None

MOTION LO/CS to approve Consent Item H: Out of County or Overnight Activities
Motion CARRIED by roll call vote 5 – 0

PULLED CONSENT ITEM L: Contract for Services with Playworks Education

Board Comment:

CS asked to know more about the program, sounds wonderful, asked if this is a pilot program that may come to Robert Down Elementary School.

Forest Grove Elementary School Principal Irene Preciado introduced representative from Playworks Calvin Hamilton. Preciado noted students build leadership skills, learn to play in a productive and engaging way, learn life skills, some staff are familiar with the program.

Calvin Hamilton said Playworks is a nationwide nonprofit focused on recess, work with elementary schools across the country to provide safe power of play; goal is to see safe and healthy play practices, play spaces, and communities; want to see safety, engagement and empowerment at every recess.

Public Comment:

None

MOTION CS/JM to approve consent item l: Contract for Services with Playworks Education
Motion CARRIED by roll call vote 5 – 0

A. District Update on Response to COVID-19

Superintendent Porras reported the weekly update from the county, noting a decrease in positivity rates and case rates; expiration of Emergency State therefore many testing sites will be closed down including the District Office testing site; California Department of Public Health will be informing school districts how to proceed, likely after the 28th; noted alternative testing sites; noted home test kits and masks are available and will continue to be available and included in the budget for next year; the District dashboard is being updated regularly; noted adult dose EpiPen availability distributed to all sites, and continued training for AED on the 19th and 23rd of February.

Board Comments/Questions:

The Board directed Administration to remove the item starting first meeting in March.

CS asked about mask availability for children and adults, through end of school year.

Superintendent Ralph noted the District has a current supply through the end of the school year, worked with District Nurse Powley regarding supply needs, said if anyone needs any supplies they can request.

LO asked about EpiPens, noted adult doses were delivered to the high schools, middle school and elementary schools but asked if pediatric doses are being delivered to elementary schools.

Superintendent Porras confirmed, said he would check with Nurse Powley.

Public Comment:

None

No action taken.

B. Ratification of Contract for Services with Pedro Torres

Superintendent Porras noted on page 88 of the packet, the contract for services has a series of checkboxes on the contract that were not checked. Checkbox 'Fingerprinting/Criminal Background Check- Consultant himself/herself' should have been checked.

Pacific Grove Middle School Assistant Principal Jason Tovani was available to speak about the item as needed.

Board Comment:

LO asked Director Mankey for follow up about fingerprinting, and self-attestation and possibly using LiveScan.

Superintendent noted the District is working with legal counsel and LiveScan.

Director Mankey said school sites are planning ahead.

Public Comment:

None

MOTION JM/CS to ratify the contract for services with Pedro Torres
Motion CARRIED by roll call vote 5 - 0

C. Ratification of Contract for Services with Monterey Peninsula Engineering for Emergency Water Line Repair at the District Office

Board Comments:

None

Public Comment:

None

MOTION CS/EH to ratify the contract for services with Monterey Peninsula Engineering for emergency water line repair at the District Office
Motion CARRIED by roll call vote 5 - 0

D. Ratification of Contract for Services with Monterey Peninsula Engineering for Emergency Storm Drain Repairs at Pacific Grove High School

Board Comments:

EH thanked Director Anderson for being proactive, said it was amazing and wished as a homeowner he had done the same thing, said the District was probably saving a lot of money.

Public Comment:

None

MOTION CS/BS to ratify the contract for services with Monterey Peninsula Engineering for emergency storm drain repairs at Pacific Grove High School
Motion CARRIED by roll call vote 5 - 0

E. Ratification of Contract for Services with Tope's Tree Service for Emergency Tree Removal at Forest Grove Elementary School

Board Comments:

CS asked if the District can replace the trees that are being removed.

Director Anderson consulted with an arborist, noted urban forestry, recommends proactive with trees at the end of life cycle, recommends replacing with native trees.

BS asked about existing contract with Tope's.

Director Anderson confirmed Tope's is part of CUPCCA, trying to be proactive and multiple estimates, trying to be diligent.

Public Comment:

Beth Shammass said she thought she remembered a tree policy in the past and replacing trees, encouraged the Board to look over the policies regarding grounds, how do you want to address any issues, spoke about the track and field, needs to be kept up and evaluated over time.

CS asked about planning the planting of trees.

Director Anderson said he plans to plant by zone, has a spreadsheet and tracking system of which trees are coming down and where they are located.

MOTION CS/LO to ratify the contract for Services with Tope's Tree Service for emergency tree removal at Forest Grove Elementary School
Motion CARRIED by roll call vote 5 - 0

F. Ratification of Contract for Services with Topes Tree Service for Emergency Tree Removal at Robert Down Elementary School and Pacific Grove High School

Board Comment:

CS asked if the remaining ratification items can be grouped together.

Superintendent Porras said that is not common, due to ratifications, the public has not had a chance to see them, said going item by item allows for questions from the public.

Public Comment:

None

MOTION CS/JM to ratify the contract for services with Topes Tree Service for emergency tree removal at Robert Down Elementary School and Pacific Grove High School
Motion CARRIED by roll call vote 5 - 0

G. Ratification of Contract for Services with Topes Tree Service for Emergency Tree Removal at Pacific Grove High School

Board Comments:

None

Public Comment:

None

MOTION EH/CS to ratify the contract for services with Topes Tree Service for emergency tree removal at Pacific Grove High School
Motion CARRIED by roll call vote 5 - 0

- H. Ratification of Contract for Services with Topes Tree Service for Emergency Tree Removal at the Pacific Grove Adult School

Board Comments:

None

Public Comment:

None

MOTION JM/CS to ratify the contract for services with Topes Tree Service for emergency tree removal at the Pacific Grove Adult School
Motion CARRIED by roll call vote 5 - 0

- I. Ratification of Contract for Services with Pacific Coast Tree Service for Emergency Tree Removal at the District Office

Board Comments:

Student Representative Avila asked if these are fallen trees or potentially fallen trees.

Director Anderson noted 34 trees need to be removed, either fallen or will fall.

Student Representative Avila advised the Board to make a motion.

Public Comment:

None

MOTION BS/EH to ratify the contract for services with Pacific Coast Tree Service for emergency tree removal at the District Office
Motion CARRIED by roll call vote 5 - 0

- J. Ratification of Contract for Services with Pacific Coast Tree Service for Emergency Tree Removal at Pacific Grove High School

Board Comments:

None

Public Comment:

Forest Grove Elementary School Teacher Kari Serpa asked if the District will be replanting trees that are being removed.

Director Anderson confirmed the District plans to replacing the trees, replanting 1-2 trees for each one being taken down.

MOTION CS/JM to ratify the contract for services with Pacific Coast Tree Service for emergency tree removal at Pacific Grove High School
Motion CARRIED by roll call vote 5 - 0

Board took a 10 min break from 8:03-8:13 p.m.

K. Board Member Travel Conference

Item was removed, Trustee Carolyn Swanson no longer interested in attending the conference.

L. First and/or Final Read of New Board Bylaw Exhibit 9322 Agenda/Meeting Materials

Board Comments/Questions:

CS presented the item, said it is a simple form placed online, and hard copies at Board meetings, for people to request future agenda items. Any member of the public and Board may submit future agenda items. Policy requires they be submitted in writing. An email can be sent rather than the form. CS said to keep in mind, a submission does not necessarily mean the item will result as an item on the agenda, perhaps it's already been discussed, or already in the flow of planning. Items submitted will come to the Board and the Board will determine if the item qualifies to be placed on an agenda.

Director Algaze noted the link to the form will likely be placed on Board agenda page; said the form requires both email and phone number.

Board directed Administration to bring requests to the Board under Future Agenda Items.

Public Comment:

None

MOTION JM/CS to approve the Final read of the new Board Bylaw Exhibit 9322 Agenda/Meeting Materials.
Motion CARRIED by roll call vote 5 - 0

M. Board Calendar/Future Meetings

Board Comments:

JM presented a draft calendar that includes regular CSBA policy updates, check-in for Board Goals and Superintendent evaluation; noted heritage and religious holidays acknowledgement is in the works; the Board directed Administration is to receive feedback from the Cultural Proficiency group.

Draft calendar will be brought to the next Board meeting for review and approval.

Public Comment:

None

No Action Taken.

M. Walk-On School Accountability Report Cards

Director of Curriculum and Special Projects Buck Roggeman presented information to the

Board including the process of SARCs, why the item is a walk-on; data was populated this morning; available to the public on District website; information is not new to public or Board.

Board Comments:

The Board discussed this item.

The Board directed Administration to bring back the item as an Information/Discussion item at the next Board meeting in order to give the Board time to review the documents, which were received shortly before the Board meeting.

Public Comment:

None

MOTION CS/BS to approve the Walk-On School Accountability Report Cards
Motion CARRIED by roll call vote 5 - 0

VIII. INFORMATION/DISCUSSION

A. Special Board Meeting Planning

Board Comment:

The Board discussed the CSBA Good Beginnings workshop and potential alternative trainings, or workshops for Board members.

The Board directed Administration to determine the cost for the Good Beginnings workshop, as well as any additional trainings; asked CSBA to be available at the next Board meeting for discussion.

Public Comment:

None

B. Board Agenda Format Regarding Land Management Acknowledgement

Board Comment:

The Board discussed this item.

The Board directed Administration to check with Dr. Nunez of the Monterey County Office of Education, directed Student Representative Avila to review the acknowledgement with the student leadership class.

Public Comment:

None

D. Future Agenda Items

- Added March 17, 2022: Board Self Evaluation (TBA)
- Added May 19, 2022: Teacher of the Year Recognition (TBA)
- Added June 2, 2022: Discuss CSBA Sample School Safety Resolution
- Added June 16, 2022: Discuss proposal of skatepark in Pacific Grove (Feb 2023)

- Added October 6, 2022: Discuss housing on PGUSD property (TBA)
- Added November 17, 2022: California Healthy Kids Survey Presentation (TBA)
- Added January 19, 2023: Land Acknowledgement will return with additional information from Superintendent Porras and Student Representative Rey Avila
- Added January 19, 2023: Update regarding the Cultural Proficiency Trainings
- Added January 19, 2023: Update on Health Education offerings
- Added January 19, 2023: Cultural Proficiency Trainings for Board
- Added January 19, 2023: Dyslexia Screening (March 2023)

Public Comment:

- None

IX. ADJOURNED

9:38 p.m.

Approved and submitted:

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

SUBJECT: Certificated Assignment Order #11

DATE: February 2, 2023

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

Page 1 of 2

RECOMMENDATION:

The District Administration recommends the Board review and approve the Certificated Assignment Order #11

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. 11
February 2, 2023**

Page 2 of 2

SUBSTITUTE:

Victoria Lundberg
Tiffany Milenkova
Nicole Terflinger

LEAVE OF ABSENCE:

Kathryn Yant, FGE, teacher requests a long-term personal leave of absence without pay for the 2023-2024 school year.

RESIGNATION:

Mark Englehorn, PGHS Assistant Track Coach, 0.50 seasonal stipend, resigns effective January 25, 2023

☒ 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: Classified Assignment Order #11

DATE: February 2, 2023

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

Page 1 of 2

RECOMMENDATION:

The District Administration recommends the Board review and approve the Classified Assignment Order #11

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.

<p style="text-align: center;">PACIFIC GROVE UNIFIED SCHOOL DISTRICT CLASSIFIED PERSONNEL ASSIGNMENT ORDER NO. 11 February 2, 2023</p>

Page 2 of 2

NEW HIRE:

Annie Deis, RDE Clerk III, part time, 6 hrs./day, 190-day work calendar, Range 33, Step D, effective January 19, 2023 (replaces Carey O’Sullivan)

Yvonne Foletta, Itinerant Paraprofessional (currently assigned to Special Education Preschool), part-time, 4.5 hrs./day, 3 days per week, 180-day work calendar, Range 37, Step F, effective January 3, 2023 (partial replacement for Michelle Garcia)

ADDITIONAL ASSIGNMENT:

Ginny Roggeman, PGHS Crossing Guard, 1 hr./day, 180 day work calendar, Range 29, Step G, effective January 19, 2023 (new position, General Fund)

REQUEST FOR LEAVE:

Ben Bahena, PGHS Paraprofessional, requests and qualifies for leave through the Family Medical Leave Act effective January 23, 2023-February 10, 2023 and April 24, 2023-May 26, 2023 only

RESIGNATION:

Ron Longueira, FGE Noon Duty Supervisor, resigns effective January 16, 2023

- ☒ 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: February 2, 2023

PERSON(S) RESPONSIBLE: Joshua Jorn, Assistant Superintendent for Business Services

RECOMMENDATION:

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

INFORMATION:

During the past months the following donations were received:

Forest Grove Elementary School

Carolyn Swanson

Wireless Mic System (Music Program)

Robert H. Down Elementary School

Sandra Jones

Gregory Friedman

Betty Lee Atanasu

\$20 (BASRP Snacks)

\$100 (Renteria's Class)

\$100 (Bingham & Dacuyan's Classes)

Pacific Grove Middle School

Various

Kari & Guy Galer

\$125 (Music Donations)

\$400 (Outdoor Science School)

Pacific Grove High School

None

Pacific Grove Community High School

None

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

None

Pacific Grove Unified School District

Pacific Grove Rotary Club

\$1,000 (Children's Library)

- ☐ 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: Cash Receipts Report No. #11

DATE: February 2, 2023

PERSON(S) RESPONSIBLE: Joshua Jorn, Assistant Superintendent for Business Services

RECOMMENDATION:

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

BACKGROUND:

The attached listing identifies Cash Receipts received by the District during the period of from January 10, 2023 to January 23, 2023.

INFORMATION:

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

PGUSD 2022-23 BOARD REPORT # 11 Cash Receipts

January 10, 2023 - January 23, 2023

Date	Num	Name	Account	Amount
Jan 10 - 23, 23				
01/12/2023	21537	Robert Down Elementary	DONATION	20.00
01/12/2023	21538	PGMS ART	DONATION	125.00
01/12/2023	21539	BASRP-RD	BASRP	200.00
01/12/2023	21540	PGMS	SCIENCE CAMP	800.00
01/12/2023	21541	STATE OF CALIFORNIA	CAFETERIA	34,759.87
01/12/2023	21542	STATE OF CALIFORNIA	MEDI-CAL	5,202.31
01/12/2023	21543	RETIREE INSURANCE	RETIREE INSURANCE	291.00
01/12/2023	21544	RETIREE INSURANCE	RETIREE INSURANCE	1,906.00
01/12/2023	21545	Robert Down Elementary	DONATION	100.00
01/12/2023	21546	BASRP-FG	BASRP	9,800.64
01/12/2023	21547	BASRP-RD	BASRP	16,625.63
01/16/2023	21548	PGHS LIBRARY	DONATION	1,000.00
01/17/2023	21549	BASRP-RD	BASRP	189.00
01/17/2023	21550	BASRP-FG	BASRP	48.00
01/17/2023	21551	RETIREE INSURANCE	RETIREE INSURANCE	1,861.02
01/18/2023	21552	RETIREE INSURANCE	RETIREE INSURANCE	75.00
01/19/2023	21553	Robert Down Elementary	Brick Fundraiser	605.00
01/19/2023	21554	ADULT EDUCATION	ADULT EDUCATION	330.00
01/19/2023	21555	RETIREE INSURANCE	RETIREE INSURANCE	559.00
01/19/2023	21556	Robert Down Elementary	Birthday Books	20.00
01/19/2023	21557	Robert Down Elementary	DONATION	100.00
01/20/2023	21558	RETIREE INSURANCE	RETIREE INSURANCE	708.00
Jan 10 - 23, 23				<u>75,325.47</u>

- ☒ 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: Out of County or Overnight Activities

DATE: February 2, 2023

PERSON(S) RESPONSIBLE: Joshua Jorn, Assistant Superintendent for Business Services

RECOMMENDATION:

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

BACKGROUND:

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

INFORMATION:

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

FISCAL IMPACT:

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

**PACIFIC GROVE UNIFIED SCHOOL DISTRICT
2022-23 OUT OF COUNTY OR OVERNIGHT ACTIVITIES**

<u>Date(s)</u>	<u>Destination</u>	<u>Student/ Class/ Activity</u>	<u>Transportation</u>	<u>Cost</u>	<u>Funding Source</u>
2/2/2023-2/4/2023	Cabrillo College Santa Cruz, CA	PGHS Band Central Coast Band Concert	Auto	\$ -	na
3/9/2023-3/12/2023	Fresno Convention Center Fresno, CA	PGHS Robotics Team Robotics Competition	Auto	\$ 5,000	Robotics ASB Account

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

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

 Date of Activity 02/02/2023 -02/04/2023 Day of Activity Thursday, Friday and Saturday

 Location of Activity Cabrillo College City Aptos County Santa Cruz

 School PG High School Class or Club Band and orchestra Grade Level/s 9-12

 School Departure Time 3:45 PM

 Pickup Time from Place of Activity 9:00 PM

 Name of Employee Accompanying Students George Warren

 Number of Adults 4 Number of Students 17

Description of Activity/Educational Objective

Central Coast Section honor band and orchestra rehearsals and concert

 List All Stops Cabrillo College, Aptos

 Means of Transportation: Auto*

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

 Name of Auto Drivers (subject to change): Michelle Ford, Francis Coen, Deena Hakim, other

Cost of Activity \$ _____ + Cost of Transportation \$ _____ = Total \$ _____

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

 Account Code: N/A

 Requested by: George Warren / George Warren Date 01/18/2023
 Employee Signature (accompanying student activity) Printed Name

 Administration Approval/Principal Lito M. Garcia Date 01/18/2023

Transportation Department/District Office Use

 () School Bus () Charter () Available () Not available Date Received _____
 Cost Estimate \$ _____

Approved by Transportation Supervisor: _____ Date _____

Approved by Assistant Superintendent: _____ Date _____

Date of Board Approval _____

Does form need board approval

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

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

Date of Activity 03/09/2023-03/12/2023 Day of Activity Thursday - Sunday, Mar 9-12

Location of Activity Fresno Convention Ctr City Fresno CA County Fresno

School PG High School Class or Club Robotics Grade Level/s 9-12

School Departure Time 3:30 PM

Pickup Time from Place of Activity 10:00 PM

Name of Employee Accompanying Students Sally Richmond, Roby Hyde

Number of Adults 6 Number of Students 25

Description of Activity/Educational Objective
Compete in the Central Valley Regional Robotics Competition

List All Stops hotel stay: SpringHill Suites, 1219 E Almond Ave, Madera

Means of Transportation: Auto*

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

Name of Auto Drivers (subject to change): Roby Hyde, Sally Richmond, Chris Hubbard, Michelle Ford, Mike Schimpf, Alan Federman

Cost of Activity \$4802.50 + Cost of Transportation \$ 197.50 = Total \$ 5,000.00

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

Account Code: Wells Fargo Associated Students Bank account - #8994873977/#801 Robotics

Requested by: Sally A. Richmond / Sally A. Richmond Date 01/18/2023
Employee Signature (accompanying student activity) Printed Name

Administration Approval/Principal Lito M. Garcia Date 01/18/2023

Transportation Department/District Office Use

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

Cost Estimate \$ _____

Approved by Transportation Supervisor: _____ Date _____

Approved by Assistant Superintendent: _____ Date _____

Date of Board Approval _____

Does form need board approval

- ☒ 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: Ratification of Out of County or Overnight Activities

DATE: February 2, 2023

PERSON(S) RESPONSIBLE: Joshua Jorn, Assistant Superintendent for Business Services

RECOMMENDATION:

The Administration recommends that the Board ratify and approve the request as presented.

BACKGROUND:

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

INFORMATION:

The attached identifies an Out of County trip for the PGHS Girls Soccer team on 1/24/23 to Anzar High School. This game was originally a home game that at the last minute needed to be rescheduled at the request of the Anzar High School coach.

FISCAL IMPACT:

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

CONSENT G
RATIFICATION

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

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

Date of Activity 01/24/2023 Day of Activity Tuesday

Location of Activity Anzar High School City San Juan Bautista County San Benito

School PG High School Class or Club Girls Soccer Grade Level/s High School

School Departure Time 2:00 PM

Pickup Time from Place of Activity 5:00 PM

Name of Employee Accompanying Students Frank Giraldo

Number of Adults 2 Number of Students 22

Description of Activity/Educational Objective

Varsity Soccer Game

List All Stops None

Means of Transportation: School Bus

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

Name of Auto Drivers (subject to change): _____

Cost of Activity \$ _____ + Cost of Transportation \$ 446.95 = Total \$ 446.95

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

Account Code: N/A

Requested by: Frank Giraldo / Frank Giraldo Date 01/21/2023
Employee Signature (accompanying student activity) Printed Name

Administration Approval/Principal Lito M. Garcia Date 01/23/2023

Transportation Department/District Office Use

(X) School Bus () Charter () Available () Not available Date Received 1/24/2023
Cost Estimate \$ \$446.95

Approved by Transportation Supervisor: Jon Anderson Date 01/24/2023

Approved by Assistant Superintendent: _____ Date _____

Date of Board Approval _____

- ☐ 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 Casey Printing Inc. and Pacific Grove Adult Education

DATE: February 2, 2023

PERSON(S) RESPONSIBLE: Barbara Martinez, Pacific Grove Adult School Principal
Eric Saavedra, Pacific Grove Adult School Coordinator

RECOMMENDATION:

The District Administration recommends that the Board review and approve the contract for service with Casey Printing, Inc. to provide the printing and delivery of the 2023 Adult School Spring and Summer Session Brochures.

BACKGROUND:

Each quarter Pacific Grove Adult School distributes brochures throughout Pacific Grove and the surrounding communities of Monterey, Carmel, and Seaside with information on upcoming class offerings and sessions.

The Spring and Summer Session “booklet style” brochure will be mailed out and reach approximately 31,000 addresses. The brochure format provides the school’s brochure production team with the flexibility to design and add new content without any impacting production costs. The brochure format also provides community member readers with clear and concise information that is easy to read and follow along.

INFORMATION:

Casey Printing, Inc. will provide print and delivery for two (2) brochure sessions – Spring ’23 and Summer ’23.

FISCAL IMPACT:

The cost for the contract is \$10,675 funded out of the Adult Education budget.

PACIFIC GROVE UNIFIED SCHOOL DISTRICT INDEPENDENT CONSULTANT AGREEMENT

CONSULTANT Casey Printing, Inc

SITE/DEPARTMENT Pacific Grove Adult Education

SUBMITTED BY Eric Saavedra, Adult Education Coordinator

FUNDING SOURCE Adult Education

AGREEMENT TOTAL AMOUNT \$10,675

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 between the Pacific Grove Unified School District ("District") and Casey Printing, 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 and/Scope of work.** The Consultant shall furnish to the District the following services herein by this reference ("Services" or "Work"): Consultant shall serve as a Printer. Consultant shall use their specialized experience and skills to organize, maintain to serve in this capacity. Services shall include but not be limited to: Adult School Spring and Summer Brochure Printing.
2. **Term.** Consultant shall commence providing services under this Agreement on 2/15/2023, and will diligently perform as required and complete performance by 6/30/2023.
3. **Compensation.** District agrees to pay \$10,675 to Consultant for Services satisfactorily rendered pursuant to this Agreement. This is not to exceed \$10,675 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. **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.
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. **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").
12. **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.
13. **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: Joshua Jorn
 Assistant Superintendent/CBO

Name: Casey Printing, Inc.
 Address: 398 E. San Antonio Dr.
 City/State/Zip: King City, CA 93930
 Business Phone: 831-385-3222
 Email (Optional): epozzi@caseypainting.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.

14. **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.
15. **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.
16. **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.
17. **Severability.** If any term, condition or provision of this Agreement is held by a court of competent jurisdiction to be invalid, void or unenforceable, the remaining provisions will nevertheless continue in full force and effect, and shall not be affected, impaired or invalidated in any way.
18. **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.
19. **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.
20. **Incorporation of Recitals and Exhibits.** The Recitals and each exhibit attached hereto are hereby incorporated herein by reference.
21. **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.
22. **Fingerprinting.** When the Consultant is working directly with students, the Consultant shall not commence Services under this Agreement until the Consultant has submitted and the District has approved the following document:
 - ☐ DOJ Clearance Previously Received
 - ☐ Fingerprinting/Criminal Background Check-Consultant himself/herself
 - ☐ Fingerprinting done by the organization independently (declare under perjury)- Consultant's Employee(s)
 - ☒ N/A (no direct contact with students)
23. **W-9.** Consultant has provided a completed:
 - ☒ W-9 Form

24. 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.*

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

Pacific Grove Unified School District

Site representative or Assistant Superintendent
(Signed AFTER Board approval)

Signature: _____

Name: Eric Saavedra

Title: [Title]

Date: _____

Consultant

(Can sign BEFORE Board's approval)

Signature: _____
DocuSigned by:
Erinn Pozzi

Name: Erinn POZZI

Date: 1/24/2023

Human Resources

(Signed AFTER Board approval)

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

Signature _____ Date _____

Director of Human Resources

- ☐ 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 DJ Philip Speciale

DATE: February 2, 2023

PERSON(S) RESPONSIBLE: Lito Garcia, Pacific Grove High School Principal

RECOMMENDATION:

The District Administration recommends the Board review and approve contract for services with DJ Philip Speciale and Pacific Grove High School (PGHS).

BACKGROUND:

Each year, PGHS has a Winter Ball and hire a DJ for the event.

INFORMATION:

This contract for services is for one day, Saturday, February 4, 2023. Services include DJ setup, music as well as reimbursement for the required fingerprinting done at the District Office.

FISCAL IMPACT:

\$1,015 paid out of the PGHS Wells Fargo ASB account generated by the Winter Ball dance ticket sales.

PACIFIC GROVE UNIFIED SCHOOL DISTRICT INDEPENDENT CONSULTANT AGREEMENT

CONSULTANT Philip Lloyd Speciale

SITE/DEPARTMENT Pacific Grove High School - ASB

SUBMITTED BY Lito Garcia

FUNDING SOURCE PGHS Wells Fargo ASB/ Leadership Bank Account

AGREEMENT TOTAL AMOUNT \$1,015.00 (payment includes reimbursement for fingerprinting)

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 between the Pacific Grove Unified School District ("District") and Philip Lloyd Speciale ("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 and/Scope of work.** The Consultant shall furnish to the District the following services herein by this reference ("Services" or "Work"): Consultant shall serve as a **DJ**. Consultant shall use their specialized experience and skills to organize, maintain to serve in this capacity. Services shall include but not be limited to: **DJ services - playing music for the PGHS Winter Ball.**
2. **Term.** Consultant shall commence providing services under this Agreement on **2/4/2023**, and will diligently perform as required and complete performance by **2/4/2023**.
3. **Compensation.** District agrees to pay **\$1,015.00 (payment includes reimbursement for fingerprinting)** to Consultant for Services satisfactorily rendered pursuant to this Agreement. This is not to exceed **\$1,015.00 (payment includes reimbursement for fingerprinting)** 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. **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.
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. **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").
12. **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.
13. **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: Joshua Jorn
Assistant Superintendent/CBO

Name: Philip Lloyd Speciale
Address: 1276 Sylvan Road
City/State/Zip: Monterey/CA/93940
Business Phone: 650-665-1270
Email (Optional): pspeciale16@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.

14. **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.
15. **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.
16. **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.
17. **Severability.** If any term, condition or provision of this Agreement is held by a court of competent jurisdiction to be invalid, void or unenforceable, the remaining provisions will nevertheless continue in full force and effect, and shall not be affected, impaired or invalidated in any way.
18. **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.
19. **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.
20. **Incorporation of Recitals and Exhibits.** The Recitals and each exhibit attached hereto are hereby incorporated herein by reference.
21. **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.
22. **Fingerprinting.** When the Consultant is working directly with students, the Consultant shall not commence Services under this Agreement until the Consultant has submitted and the District has approved the following document:
 - ☐ DOJ Clearance Previously Received
 - ☐ Fingerprinting/Criminal Background Check-Consultant himself/herself
 - ☒ Fingerprinting done by the organization independently (declare under perjury)- Consultant's Employee(s)
 - ☐ N/A (no direct contact with students)

23. **W-9.** Consultant has provided a completed:

☒ W-9 Form

24. **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.*

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

Pacific Grove Unified School District

Site representative or Assistant Superintendent
(Signed **AFTER** Board approval)

Consultant

(Can sign **BEFORE** Board's approval)

Signature: _____

Name: Lito Garcia

Title: Pacific Grove High School Principal

Date: _____

Signature: _____

Name: _____

Date: _____

Human Resources

(Signed **AFTER** Board approval)

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

Signature _____ Date _____

Director of Human Resources

- ☐ 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: District Update on Response to COVID-19

DATE: February 2, 2023

PERSON(S) RESPONSIBLE: Ralph Gómez Porras, Superintendent

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.

The Board directed Administration to remove this item from future Board agendas as a repeat item. This item will return to a future Board agenda as-needed.

- ☒ 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: Adoption of Resolution No. 1099 Designating School Safety

DATE: February 2, 2023

PERSON RESPONSIBLE: Ralph Gómez Porras, Superintendent

RECOMMENDATION:

The Administration recommends that the Board of Education adopt Resolution No. 1099 designating School Safety.

BACKGROUND:

The Board of Education requested this resolution, based upon California School Board Association sample.

INFORMATION:

Pacific Grove Unified School District supports the right of students and staff to attend schools that are safe and free from violence and harassment, especially life-threatening forms of violence. All students, regardless of background, deserve access to services that support and enhance their physical, mental and emotional health.

FISCAL IMPACT:

None.

PACIFIC GROVE UNIFIED SCHOOL DISTRICT

RESOLUTION No. 1099

Resolution Designating School Safety

WHEREAS, our public schools are charged not only with supporting student achievement, but also providing a foundation for mental and physical health, personal growth and civic engagement; and

WHEREAS, student safety is a prerequisite for consistently high levels of academic and social development; and

WHEREAS, violence and harassment can not only alienate students from their peers and their environment, thereby impeding learning, but also cause injuries and fatalities; and

WHEREAS, in its May 2017 study, *Indicators of School Crime and Safety: 2016*, the National Center for Education Statistics found that 21 percent of students aged 12 to 18 said they were bullied at school; and

WHEREAS, in the same study, 16 percent of high school students reported carrying a weapon at any point during the previous 30 days and 4 percent reported carrying a weapon on campus during the previous 30 days; and

WHEREAS, the study also noted that 4 percent of students had access to a loaded gun without adult permission, either at school or away from school, during the school year, and

WHEREAS, the horrific prospect of school shootings made an indelible impression on the national consciousness with the Columbine massacre of 1999; and

WHEREAS, more than 150,000 Americans have experienced a shooting on campus since the Columbine tragedy and hundreds of lives have been lost as result; and

WHEREAS, gun violence on school campuses, while relatively rare, represents a particularly egregious and unacceptable threat to the lives of students, teachers and staff across the country; and

WHEREAS, the massacre at Parkland Florida's Marjory Stoneman Douglas High School took 17 lives and shocked the conscience of the nation; and

WHEREAS, gun violence in schools occurs in America with a frequency and severity that is unparalleled anywhere in the world; and

WHEREAS, exposure to trauma can adversely affect a child's health for the rest of their life; and

WHEREAS, Pacific Grove Unified School District supports the right of students and staff to attend schools that are safe and free from violence and harassment, especially life-threatening forms of violence; and

WHEREAS, all students, regardless of background, deserve access to services that support and enhance their physical, mental and emotional health; and

WHEREAS, safe schools provide an environment where teaching and learning can flourish; disruptions are minimized; violence, bullying and fear are absent; students are not discriminated against; expectations for behavior are clearly communicated and standards of behavior are maintained; and consequences for infractions are consistently and fairly applied; and

WHEREAS, the most effective approach to creating safe school environments is a comprehensive, coordinated effort including schoolwide, districtwide and communitywide strategies supplemented with legislation, resources and support at the state and federal legislation level;

NOW, THEREFORE BE IT RESOLVED, that the governing board of the Pacific Grove Unified School District has completed and holds regular drills as prescribed in both school site and district emergency plans and that said plans involve all school district personnel, law enforcement, fire and medical rescue personnel, emergency management personnel and others essential to preventing, mitigating or resolving any potential crisis.

BE IT FURTHER RESOLVED, that Pacific Grove Unified School District reviews school site discipline rules and procedures to ensure they are appropriately enforced and that student handbooks explaining codes of conduct. unacceptable behavior and disciplinary consequences are given to all students, parents and caregivers.

BE IT FURTHER RESOLVED, that Pacific Grove Unified School District will continue to work with a broad spectrum of local community stakeholders, local law enforcement, mental health professionals, parents, students, teachers and staff to take any threats of violence seriously and to develop, implement and monitor policies and programs that foster and support a positive school climate, free from harassment and violence.

BE IT FURTHER RESOLVED, that Pacific Grove Unified School District urges the state of California and the United States Congress to invest in wraparound services to prevent bullying, harassment, discrimination and violence in our schools and to provide funding for programs and staff such as counselors, nurses and psychologists, that support students' mental. physical and emotional health.

BE IT FURTHER RESOLVED, that Pacific Grove Unified School District asks the United States Congress to pass specific legislation that reduces the risk and severity of gun violence on school campuses and repeals the prohibition against data collection and research on gun violence by the U.S. Center for Disease Control (CDC).

BE IT FURTHER RESOLVED, that Pacific Grove Unified School District urges the state of California and the United States Congress to implement commonsense measures that prioritize student safety and environments where all students have the opportunity to learn, grow and thrive.

PASSED AND ADOPTED by the Board of Education of the Pacific Grove Unified School District this 2nd day of February, 2023 by the following vote:

AYES: NOES: ABSENT:

Carolyn Swanson, President

Jennifer McNary, Vice President

Elliott Hazen, Board Member

Laura Ottmar, Board Member

Brian Swanson, Board Member

Ralph Gomez Porras, Superintendent

☒ 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: Adoption of Resolution No. 1100 Proclaiming February 2023 as Black History Month

DATE: February 2, 2023

PERSON RESPONSIBLE: Ralph Gómez Porras, Superintendent

RECOMMENDATION:

The Administration recommends that the Board of Education adopt Resolution No. 1100 Proclaiming February 2023 as Black History Month.

BACKGROUND:

The Board of Education requested this resolution, based upon Monterey Peninsula Unified School District sample.

INFORMATION:

Black History Month is an annual celebration of achievements by African Americans and a time for recognizing their central role in United States history. Pacific Grove Unified School District and its schools are committed to continuing the promotion of Black History Month and educating students about the significance of the month not only in February but yearlong, as well as about the accomplishments of African Americans.

Pacific Grove Unified School District has a culturally responsive curriculum at the elementary and secondary levels across subject matter. Teachers use the district adopted curriculum to teach students about the histories, cultures, struggles, and contributions of African Americans and their impact on American society.

PGUSD collaborates with the Monterey County Office of Education to expand and update the resources that are available to our teachers, so this instruction remains current and sustained throughout the school year.

FISCAL IMPACT:

None.

PACIFIC GROVE UNIFIED SCHOOL DISTRICT

RESOLUTION No. 1100

Resolution Proclaiming February 2023 as Black History Month

WHEREAS, Black History Month is an annual celebration of achievements by African Americans and a time for recognizing their central role in United States history; and

WHEREAS, the origins of Black History Month begins in 1915, half a century after the 13th Amendment abolished slavery in the United States, and when historian Carter G. Woodson and minister Jesse E. Moorland founded the Association for the Study of Negro Life and History, an organization dedicated to researching and promoting achievements by Black Americans and other peoples of African descent; and

WHEREAS, since 1976, every U.S. president has officially designated the month of February as Black History Month, also known as African American History Month; and

WHEREAS, in 1976 when then President Gerald Ford officially recognized Black History Month, he urged Americans to honor the accomplishments of Black Americans, including the contributions and legacy of activists and civil rights pioneers such as, but not limited to, Frederick Douglass, Sojourner Truth, Marcus Garvey, Martin Luther King, Jr., Malcolm X, and Rosa Parks; and

WHEREAS, the Pacific Grove Unified School District and its schools are committed to continuing the promotion of Black History Month and educating students about the significance of the month not only in February but yearlong, as well as about the accomplishments of African Americans; and

NOW, THEREFORE, BE IT RESOLVED, that the Pacific Grove Unified School District Board of Education hereby declare the month of February 2023 as Black History Month. We urge all community members to join us in recognizing and honoring the central role African Americans have played in history.

PASSED AND ADOPTED by the Board of Education of the Pacific Grove Unified School District this 2nd day of February, 2023 by the following vote:

AYES:

NOES:

ABSENT:

Carolyn Swanson, President

Jennifer McNary, Vice President

Elliott Hazen, Board Member

Laura Ottmar, Board Member

Brian Swanson, Board Member

Ralph Gomez Porras, Superintendent

☒ 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: New Job Description, Garden Coordinator

DATE: February 2, 2023

PERSON(S) RESPONSIBLE: Billie Mankey, Director II, Human Resources;
 Sean Keller, Robert Down Elementary School Principal

RECOMMENDATION:

The District Administration recommends the Board review and approve the job description for Garden Coordinator, the funding source, or provide alternative direction.

BACKGROUND:

The Garden Coordinator has been operating as a stipend paid through School Site Council funds at Robert Down Elementary School for several years. The rate of pay has been approved by the School Site Council and has fluctuated based on the funding available. The garden program is valuable to students and teachers and requires a designated, paid Garden Coordinator position with an approved consistent stipend amount.

INFORMATION:

The position of Garden Coordinator will provide necessary expertise, instruction, support and supervision for students in coordination with teacher planned lessons as described in the job description. The recommended funding amounts have been calibrated with currently approved stipend amounts based on scope of work and responsibility.

FISCAL IMPACT:

Annual Stipend Garden Coordinator

Year 1-2	Year 3-4	Year 5+
\$4,479	\$5,105	\$5,488

Funding source:

1. Continue School Site Council funding, or
2. Recommend General Fund , or
3. Recommend an alternative source or any combination thereof

POSITION TITLE: GARDEN COORDINATOR

DEFINITION: Under the direction of the school site principal, the Garden Coordinator is a resource for teachers as they plan cross-curricular lessons in the outdoor classroom and is responsible for the upkeep and maintenance of the garden

ESSENTIAL FUNCTIONS: Duties may include, but are not limited to the following:

- Encourage and motivate students to think independently and to take personal responsibility for their health, wellness and nutrition as appropriate for their age and maturity
- Working closely with the classroom teachers, conduct garden classes using curriculum that matches hand-on activities with classroom concepts across grade levels and subject matter (science, social studies, mathematics, language arts, etc.)
- Establish and maintain standards of behavior for the garden that support district and school codes of student conduct while maintaining a welcoming garden learning environment
- Oversee and coordinate students' hand-on experiences in the garden (planting, tending, harvesting and cooking)
- Coordinate all garden volunteers and composting program
- Build involvement and commitment to the school garden within the school community, including teachers, administrators, students, parents and volunteers
- Prepare and process the garden supply orders and maintain an up-to-date inventory
- Create and process a garden classroom schedule
- Maintain a safe and orderly garden learning environment
- Maintain professional competence in the garden learning environment
- Be familiar and support district policies and school procedures regarding school budget and accounting practices in support of garden activities
- Implement student safety and emergency response plans as necessary
- Monitor and report garden activities and the extent of student and teacher participation
- Other duties as assigned

REQUIREMENTS:

- Ability to use a computer, other office equipment and to type
- Verifiable instructional and curriculum experience working with students
- Possess effective organizational and garden management skills
- Possess and utilize project management skills
- Strong public speaking skills
- Complete district recommended pesticide training for schools within one month of hire

QUALIFICATIONS:

Knowledge of:

- Facilitation and teaching experience with elementary age students
- Topics related to garden-based education, botany, environmental science, health and nutrition, gardening for food and food access
- Time management and scheduling
- Proper English usage, spelling, grammar and punctuation; techniques of letter, report, and grant writing

Ability to:

- Maintain a high standard of safety for the participants of the garden program
- Coordinate training of volunteers
- Work with minimum supervision; organize and prioritize work effectively

POSITION TITLE: GARDEN COORDINATOR, Continued**QUALIFICATIONS Continued:****Ability to:**

- Work well with diverse populations including youth and adults
- Deal effectively with a wide variety of personalities and situations requiring diplomacy, friendliness, and firmness
- Learn and interpret specific rules, laws, and policies and apply them with good judgment in a variety of situations
- Use basic hand tools and gardening equipment
- Must be able to work well independently and as part of a team

EDUCATION AND EXPERIENCE:

- Any combination of education and/or experience which would demonstrate possession of the knowledge and abilities listed herein
- Completion of the twelfth grade
- Coursework or degree in ornamental horticulture, agriculture, science or a related field is desirable

PHYSICAL REQUIREMENTS: of this position are, but not limited to the following:**Ability to:**

- Sit for extended periods of time
- Stand in one area for extended periods of time
- Stand and walk for extended periods of time
- Ascend and descend steps
- See for the purpose of observing accuracy of reports, documents, procedures, mail, reading bus schedules and other printed matter
- The ability to listen to and understand information and ideas presented through spoken words and sentences
- The ability to communicate information and ideas in speaking so others will understand
- Communicate using the telephone and radio
- Push/pull, squat, turn, twist, bend, kneel and stoop
- Lift and carry 20 lbs. and occasionally carry up to 40 lbs.
- Reach in all directions
- Think clearly and rationally to solve problems, make good judgments and decisions
- Perform the essential functions of this position in an accurate, neat, timely fashion
- Ability to meet the travel requirements of this position

WORKING CONDITIONS:

Outdoor working environment subject to standing and bending for long periods of time, crouching, or kneeling at garden beds, pushing/pulling of garden cart/wheelbarrow, reaching in all directions, and prolonged periods of time working in a garden setting.

LICENSE OR CERTIFICATE:

- Possession of a valid California Driver's license is desirable

- Valid CPR/First Aid Certification is desirable

NOTE: This list of essential functions and physical requirements is not exhaustive and may be supplemented as necessary in accordance with the requirements of the job. Pacific Grove Unified School District adheres to the provisions of the Americans With Disabilities Act regarding reasonable accommodation procedures.

Adopted by the Board of Education 02/02/2023

- ☐ 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: Ratification of Contract for Services with Monterey Environmental Solutions and Services for Emergency Asbestos Abatement at Robert Down Elementary School

DATE: February 2, 2023

PERSON(S) RESPONSIBLE: Jon Anderson, Director of Maintenance, Operations and Transportation

RECOMMENDATION:

The District Administration recommends that the Board review and approve the ratification of contract for services with Monterey Environmental Solutions and Services for emergency asbestos abatement at Robert Down Elementary School.

BACKGROUND:

A failed sewer line in the basement of Robert H. Down School required the removal of old composite tile flooring. Due diligence in compliance with NESHAP, OSHA, Title 8 CCR § 1529 and AHERA required that the suspect flooring be tested for asbestos prior to disturbing it. It was sampled by the District's contracted Industrial Hygienist and was found to be positive for asbestos (3%). Therefore, an abatement company from our CUPCCAA list was contracted to abate the asbestos containing materials (ACM). The area fell below the reportable limits and is a non-friable ACM. However, a courtesy notice was given to Monterey Bay Air Resources District (MBARD). All proper abatement protocols were followed, and the Industrial Hygienist took post abatement samples to ensure the effectiveness of the abatement work. Work to repair the broken sewer line can now proceed.

INFORMATION:

The contractors executing emergency work for the District are California Uniform Public Construction Cost Accounting approved contractors from our recent CUPCCAA recruitment.

FISCAL IMPACT:

Abatement cost \$3,095.00

PACIFIC GROVE UNIFIED SCHOOL DISTRICT INDEPENDENT CONTRACTOR AGREEMENT

CONTRACTOR Monterey Environmental Solutions and services

SITE/DEPARTMENT RHD/Facilities

SUBMITTED BY Jon Anderson

FUNDING SOURCE PO23-00

AGREEMENT TOTAL AMOUNT Three Thousand Ninety-Five Dollars and no cents (\$3,095.00)

The District employee providing the attached Independent Contractor 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 Contractor Agreement. The Independent Contractor 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 Contractor Agreement for Special Services ("Agreement") is made between the Pacific Grove Unified School District ("District") and Monterey Environmental Solutions and services ("Contractor") (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 Contractor 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 and/Scope of work.** The Contractor shall furnish to the District the following services herein by this reference ("Services" or "Work"): Contractor shall serve as an Emergency **Asbestos Abatement Contractor**. Contractor shall use their specialized experience and skills to organize, maintain to serve in this capacity. Services shall include but not be limited to: Remove and dispose of Asbestos containing floor tile in the Robert H. Down BASRP storage room as per Estimate #6314 dated 1/12/2023.
2. **Term.** Contractor shall commence providing services under this Agreement on or about **1/22/2023**, and will diligently perform as required and complete performance by **1/31/2023**.
3. **Compensation.** District agrees to pay **Three Thousand Ninety-Five Dollars and no cents (\$3,095.00)** to Contractor for Services satisfactorily rendered pursuant to this Agreement. This is not to exceed **Three Thousand Ninety-Five Dollars and no cents (\$3,095.00)** during the term of this Agreement. District shall pay Contractor 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 Contractor submits an invoice to the District for Services actually completed.
4. **Expenses.** District shall not be liable to Contractor for any costs or expenses paid or incurred by Contractor in performing Services for District.
5. **Independent Contractor.** Contractor, in the performance of this Agreement, shall be and act as an Independent Contractor. Contractor 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. Contractor 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 Contractor. In the performance of the Services herein contemplated, Contractor is an independent Contractor 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.** Contractor represents that Contractor has the qualifications and ability to perform the Services in a professional manner, without the advice, control or supervision of the District. Contractor'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.** Contractor'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 Contractor only for services satisfactorily rendered to the date of termination. Written notice by District shall be sufficient to stop further performance of services by Contractor. Notice shall be deemed given when received by the Contractor or no later than three days after the day of mailing, whichever is sooner.
 - 7.2. **Without Cause by Contractor.** Contractor may, upon thirty (30) days' notice, with or without reason, terminate this Agreement. Upon this termination, District shall only be obligated to compensate Contractor for services satisfactorily rendered to the date of termination. Written notice by Contractor shall be sufficient to stop further performance of services to District. Contractor 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 Contractor; or
 - 7.3.2. Any act by Contractor 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 Contractor. If the expense, fees, and/or costs to the District exceeds the cost of providing the services pursuant to this Agreement, the Contractor 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. **Compliance.** Contractor 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.
9. **District's Evaluation of Contractor.** The District may evaluate the Contractor's performance. In no event shall an evaluation of Contractor 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 Contractor, 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. **Indemnity.** Contractor shall defend, indemnify, and hold harmless District and its agents, representatives, officers, Contractors, 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 Contractors) 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 Contractor, its agents, subcontractors, employees, material or equipment suppliers, invitees, or licensees (collectively, the "Contractor Parties") in the performance of or failure to perform Contractor's or Contractor Parties' obligations under this Agreement, including, but not limited to Contractor's or Contractor 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 Contractor or Contractor Parties under the California Fair Employment and Housing Act ("FEHA").
12. **Confidentiality.** The Contractor and all Contractor's agents, personnel, employee(s), and/or Sub-Contractor(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.
13. **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**Contractor**

Pacific Grove Unified School District
services

435 Hillcrest Avenue

Pacific Grove, CA 93950

ATTENTION: Joshua Jorn

Assistant Superintendent/CBO

Name: Monterey Environmental Solutions and

Address: 8 Harris Court, Suite E

City/State/Zip: Monterey, CA 93940

Business Phone: (831) 373-7765

Email (Optional): ruben@mess-cleanup.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.

14. **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.
15. **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.
16. **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.
17. **Severability.** If any term, condition or provision of this Agreement is held by a court of competent jurisdiction to be invalid, void or unenforceable, the remaining provisions will nevertheless continue in full force and effect, and shall not be affected, impaired or invalidated in any way.
18. **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.
19. **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.
20. **Incorporation of Recitals and Exhibits.** The Recitals and each exhibit attached hereto are hereby incorporated herein by reference.
21. **Non-Assignability.** Contractor may not, without the written permission of the District, use other Contractors within Contractor's own firm, or outside experts to perform the services for the District.
22. **Fingerprinting.** When the Contractor is working directly with students, the Contractor shall not commence Services under this Agreement until the Contractor has submitted and the District has approved the following document:
 - ☐ DOJ Clearance Previously Received
 - ☐ Fingerprinting/Criminal Background Check-Contractor himself/herself

- ☐ Fingerprinting done by the organization independently (declare under perjury)-
Contractor's Employee(s)
☒ N/A (no direct contact with students)

23. **W-9.** Contractor has provided a completed:
☒ W-9 Form

24. **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.*

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

Pacific Grove Unified School District

Site representative or Assistant Superintendent
(Signed AFTER Board approval)

Signature: _____

Name: Jon Anderson

Title: Director of MOT

Date: _____

Contractor

(Can sign BEFORE Board's approval)

Signature: _____

Name: _____

Date: _____

Human Resources

(Signed AFTER Board approval)

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

Signature _____ Date _____

Director of Human Resources

☐ 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: Land Acknowledgement

DATE: February 2, 2023

PERSON(S) RESPONSIBLE: Ralph Gómez Porras, Superintendent

RECOMMENDATION:

The District Administration recommends that the Board adopt a Land Acknowledgement statement for Pacific Grove Unified School District to honor the indigenous people of the area including the OHLONE, COSTANOAN & ESSELEN Nations.

INFORMATION:

Land acknowledgments are intended to show respect and reverence for indigenous people and to recognize their relationship and tie to the land. This is a practice that indigenous people have done for centuries.

Contemporary land acknowledgments tend to focus on the social and political histories of indigenous people in certain geographical spaces. However, for some indigenous peoples, the land acknowledgment is also a way to honor the Earth itself as a sacred living entity and being.

When viewed through the lens of diversity, equity, and inclusion, land acknowledgments are a very important practice. They educate people about the land and the people who are connected to it.

As mentioned earlier, land acknowledgments can be a short, simple sentence acknowledging the original inhabitants connected to the land. The original inhabitant of the land in and immediately surrounding Pacific Grove were mostly the **OHLONE, COSTANOAN & ESSELEN Nations**.

It could be as brief as this:

Good morning/afternoon/evening. As we begin this meeting, it's important to pay respect to and acknowledge that we are on the traditional land of the ____ People.

They may also acknowledge and honor elders and ancestors as seen in the statement below:

Good morning/afternoon/evening. As we begin this meeting, it's important to pay respect to and acknowledge that we are on the traditional land of the ____ People and additionally pay respect to elders both past and present.

☒ 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: Board Calendar/Future Meetings

DATE: February 2, 2023

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.

FOR REFERENCE ONLY

Board Meeting Calendar August-December 2022

Aug. 18	Regular Board Meeting ✓ Student Enrollment Update ✓ Back to School Night Dates ✓ Property Tax Report ✓ Review of Legal Services Costs ✓ Quarterly Facilities Project Updates* ✓ CSBA Policy Update	District Office
Sept. 1	Regular Board Meeting ✓ Quarterly District Safety Update*	District Office
Sept. 15	Regular Board Meeting ✓ Williams Uniform Complaint Report ✓ Unaudited Actual Report	District Office
Oct. 6	Regular Board Meeting ✓ Superintendent Goals ✓ Bus Ridership ✓ Week of the School Administrator ✓ CAASPP/ELPAC Review of Data ✓ Board Goals check-in	District Office
Oct. 20	Regular Board Meeting ✓ Quarterly District Safety Update* ✓ Budget Revision #1 on 2021-22 working budget (preliminary First Interim) ✓ CSBA Policy Update	District Office
Nov. 10	Regular Board Meeting ✓ PGHS Course Bulletin Information/Discussion	District Office
Nov. 17	Regular Board Meeting ✓ Intent Form Due (to serve as Board President or Vice President) ✓ Review of Special Education Contracts ✓ Quarterly Facilities Project Updates*	District Office
Dec. 15	Organizational Meeting ✓ Election of 2022-23 Board President and Clerk ✓ Budget Revision #2 ✓ First Interim Report ✓ PGHS Course Bulletin Action/Discussion ✓ Williams Uniform Complaint Report ✓ Employee Recognition	District Office

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

Board Meeting Calendar January-June 2023

Thursday Jan. 5	Regular Board Meeting ✓ Superintendent Goals- midyear check-in	District Office/Virtual
Thursday Jan. 19	Regular Board Meeting ✓ Report on Governor's Budget Proposal ✓ Preliminary Enrollment Projection for 2023-24 ✓ Property Tax Update ✓ CSBA Policy Update	District Office/Virtual
Thursday Feb. 2	Regular Board Meeting ✓ Budget Development Calendar ✓ Possible Personnel Action Presented as Information (RIF) ✓ Preliminary Review of Site Master Schedules ✓ ✓ 2022-23 Audit Report ✓ School Accountability Report Cards ✓ Quarterly Facilities Project Updates*	District Office/Virtual
Thursday Mar. 2	Regular Board Meeting ✓ Open House Schedules Reviewed ✓ TRAN Resolution ✓ Budget Projections and Assumptions	District Office/Virtual
Thursday Mar. 16	Regular Board Meeting ✓ Second Interim Report ✓ Budget Revision #3 ✓ Williams/Valenzuela Uniform Complaint Report ✓ Board considers legislative action at local and state levels	District Office/Virtual
Thursday Apr. 6	Regular Board Meeting ✓ Review of Strategic Plan and LCAP (as needed) ✓ Approve 2023-24 Aug.- Dec. Board Meeting Calendar ✓ Quarterly District Safety Update	District Office/Virtual
Thursday April 20	Regular Board Meeting ✓ 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 ✓ CSBA Policy Update	District Office/Virtual
Thursday May 4	Regular Board Meeting ✓ Continue Superintendent Evaluation ✓ Board Goals for 2023-24	District Office/Virtual
Thursday May 11	SPECIAL Board Meeting ✓ Governance	District Office/Virtual

Thursday May 18	Regular Board Meeting ✓ Complete Superintendent's Evaluation ✓ Superintendent Goals ✓ Review Governor's Revised Budget ✓ Suspensions/Expulsions Annual Report ✓ Retiree Recognition ✓ 2023-24 Budget Public Hearing ✓ LCAP Public Hearing	District Office/Virtual
Thursday June 1	Regular Board Meeting ✓ Williams/Valenzuela Uniform Complaint Report ✓ 2023-24 Budget Public Adoption ✓ LCAP and Local Indicators Adoption ✓ Approval of Contracts and Purchase Orders for 2023-24	District Office/Virtual

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

- ☒ 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: School Accountability Report Cards

DATE: February 2, 2023

PERSON(S) RESPONSIBLE: Buck Roggeman, Director of Curriculum and Special Projects

RECOMMENDATION:

The District Administration recommends the Board review 2021-2022 School Accountability Report Cards (SARC). The SARC reports reflect the previous school year's data.

BACKGROUND:

The Board approved the School Accountability Report Cards at the last Board meeting on Thursday, January 19, 2023. The Board directed Administration to bring back the item as information to the next Board meeting for any further questions.

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

INFORMATION:

The information contained in these reports enable the public to gain an accurate and realistic depiction of PGUSD schools. The School Accountability Report Card for each school site is available by February 1 and is available on the California Department of Education website, as well as the PGUSD website.

FISCAL IMPACT:

None.

Pacific Grove Community High School

INFORMATION/DISCUSSION A

2021-2022 School Accountability Report Card (Published During the 2022-2023 School Year)



General Information about the School Accountability Report Card (SARC)

SARC Overview



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

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

For more information about the LCFF or the LCAP, see the CDE LCFF web page at <https://www.cde.ca.gov/fg/aa/lc/>

For additional information about the school, parents/guardians and community members should contact the school principal or the district office.

DataQuest



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

California School Dashboard



The California School Dashboard (Dashboard) <https://www.caschooldashboard.org/> reflects California's new accountability and continuous improvement system and provides information about how LEAs and schools are meeting the needs of California's diverse student population. The Dashboard contains reports that display the performance of LEAs, schools, and student groups on a set of state and local measures to assist in identifying strengths, challenges, and areas in need of improvement.

Internet Access

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

2022-23 School Contact Information

School Name	Pacific Grove Community High School
Street	1004 David Avenue, Building A
City, State, Zip	Pacific Grove, CA, 93950
Phone Number	(831) 646-6535
Principal	Lito M. Garcia
Email Address	lgarcia@pgusd.org
School Website	https://pgchs.pgusd.org/
County-District-School (CDS) Code	27661342731115

2022-23 District Contact Information

District Name	Pacific Grove Unified School District
Phone Number	831 646-6553
Superintendent	Dr. Ralph Gomez Porras
Email Address	rporras@pgusd.org
District Website Address	www.pgusd.org

2022-23 School Overview

Pacific Grove Community High School (PGCHS), the home of The Firebirds, provides a small, non-traditional learning environment in which students can pursue an alternative pathway to college and career success. At PGCHS the staff seeks to provide a challenging project-based curriculum that emphasizes student strengths and is individualized to meet the learning needs of each student. We create a holistic environment in which students' diverse emotional, social, and cultural needs are recognized and celebrated. We maximize opportunities for students to become responsible citizens who participate actively in their communities, both today and into the future.

Our Pacific Grove Unified School District (PGUSD) mission is, "Pacific Grove Unified School District, in partnership with the community and with a focus on equity, will challenge every student by providing a quality instructional program in a positive, safe, and stimulating environment. The District will meet the diverse needs of all students by ensuring exceptional learning opportunities to acquire and apply the knowledge and skills that develop the insight and character necessary for a productive and rewarding life."

About this School

2021-22 Student Enrollment by Grade Level

Grade Level	Number of Students
Grade 10	1
Grade 11	3
Grade 12	9
Total Enrollment	13

2021-22 Student Enrollment by Student Group

INFORMATION/DISCUSSION A

Student Group	Percent of Total Enrollment
Female	53.8
Male	46.2
American Indian or Alaska Native	0.0
Asian	7.7
Black or African American	0.0
Filipino	0.0
Hispanic or Latino	38.5
Native Hawaiian or Pacific Islander	0.0
Two or More Races	7.7
White	46.2
English Learners	7.7
Foster Youth	0.0
Homeless	0.0
Migrant	0.0
Socioeconomically Disadvantaged	38.5
Students with Disabilities	0.0

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

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

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

2020-21 Teacher Preparation and Placement

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)	0.70	38.19	91.50	84.29	228366.10	83.12
Intern Credential Holders Properly Assigned	0.00	0.00	0.00	0.00	4205.90	1.53
Teachers Without Credentials and Misassignments (“ineffective” under ESSA)	0.00	0.00	5.30	4.91	11216.70	4.08
Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)	1.20	61.81	1.40	1.36	12115.80	4.41
Unknown	0.00	0.00	10.20	9.43	18854.30	6.86
Total Teaching Positions	1.90	100.00	108.60	100.00	274759.10	100.00

Note: The data in this table is based on Full Time Equivalent (FTE) status. One FTE equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time. Additionally, an assignment is defined as a position that an educator is assigned based on setting, subject, and grade level. An authorization is defined as the services that an educator is authorized to provide to students.

2021-22 Teacher Preparation and Placement

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)						
Intern Credential Holders Properly Assigned						
Teachers Without Credentials and Misassignments (“ineffective” under ESSA)						
Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)						
Unknown						
Total Teaching Positions						

2021-22 data was not included as part of the initial release of data on 1/13/23. The CDE has indicated that the data will be available after the 2/1/23 SARC deadline. The data will be populated when it is published by the CDE.

Note: The data in this table is based on Full-Time Equivalent (FTE) status. One FTE equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time. Additionally, an assignment is defined as a position that an educator is assigned based on setting, subject, and grade level. An authorization is defined as the services that an educator is authorized to provide to students.

Teachers Without Credentials and Misassignments (considered “ineffective” under ESSA)

Authorization/Assignment	2020-21	2021-22
Permits and Waivers	0.00	
Misassignments	0.00	
Vacant Positions	0.00	
Total Teachers Without Credentials and Misassignments	0.00	

2021-22 data was not included as part of the initial release of data on 1/13/23. The CDE has indicated that the data will be available after the 2/1/23 SARC deadline. The data will be populated when it is published by the CDE.

Credentialed Teachers Assigned Out-of-Field (considered “out-of-field” under ESSA)

Indicator	2020-21	2021-22
Credentialed Teachers Authorized on a Permit or Waiver	0.00	
Local Assignment Options	1.20	
Total Out-of-Field Teachers	1.20	

2021-22 data was not included as part of the initial release of data on 1/13/23. The CDE has indicated that the data will be available after the 2/1/23 SARC deadline. The data will be populated when it is published by the CDE.

2021-22 Class Assignments

Indicator	2020-21	2021-22
Misassignments for English Learners (a percentage of all the classes with English learners taught by teachers that are misassigned)		
No credential, permit or authorization to teach (a percentage of all the classes taught by teachers with no record of an authorization to teach)	0.00	

2021-22 data was not included as part of the initial release of data on 1/13/23. The CDE has indicated that the data will be available after the 2/1/23 SARC deadline. The data will be populated when it is published by the CDE.

Note: For more information refer to the Updated Teacher Equity Definitions web page at <https://www.cde.ca.gov/pd/ee/teacherequitydefinitions.asp>.

2022-23 Quality, Currency, Availability of Textbooks and Other Instructional Materials

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

Year and month in which the data were collected	January 2023
--	--------------

Subject	Textbooks and Other Instructional Materials/year of Adoption	Information/ Discussion A	
		For Most Recent Adoption ?	Percent Students Lacking Own Assigned Copy
Reading/Language Arts	Everything's and Argument Bedford/St. Martins 2013 Elements of Style Longman 2000	Yes	0
Mathematics	Big Ideas Math Integrated I Big ideas Learning 2016 Big Ideas Math Integrated II Big ideas Learning 2016	Yes	0
Science	Biology, Glencoe, McGraw Hill 2012 Earth and Space Earth Science Holt, Rinehart, Winston 2007	Yes	0
History-Social Science	World History: The Modern Era Prentice Hall 2009 US History American Vision Glencoe & McGraw Hill 2010 Government: Pearson 2010/2011 Economics EMC Pub. 2010/2011	Yes	0
Foreign Language	N/A		0
Health	Health: A Guide to Wellness Glencoe/McGraw 2001	Yes	0
Visual and Performing Arts		Yes	0
Science Laboratory Equipment (grades 9-12)	Equipment includes, but is not limited to scales, microscopes, beakers, measuring cylinders, erlenmeyer flasks, test tube holders, grinder bowls & sticks, petri dishes, vials, dropper bottles, glass canisters, funnels, water jugs, mason jars, squirt bottles, and various chemicals.		0

School Facility Conditions and Planned Improvements

The entire facility underwent upgrades in 2003 and 2008. The District recently passed a maintenance bond and systems will be repaired and updated over the next 10 years.

Year and month of the most recent FIT report

January 2023

System Inspected	Rate Good	Rate Fair	Rate Poor	Repair Needed and Action Taken or Planned
Systems: Gas Leaks, Mechanical/HVAC, Sewer		X		
Interior: Interior Surfaces	X			
Cleanliness: Overall Cleanliness, Pest/Vermin Infestation	X			
Electrical	X			
Restrooms/Fountains: Restrooms, Sinks/ Fountains	X			
Safety: Fire Safety, Hazardous Materials	X			
Structural: Structural Damage, Roofs			X	A-Wing: Roofs are reaching end of useful life.
External:	X			

School Facility Conditions and Planned Improvements					INFORMATION/DISCUSSION A
Playground/School Grounds, Windows/ Doors/Gates/Fences					

Overall Facility Rate			
Exemplary	Good	Fair	Poor
	X		

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

Statewide Assessments

(i.e., California Assessment of Student Performance and Progress [CAASPP] System includes the Smarter Balanced Summative Assessments for students in the general education population and the California Alternate Assessments [CAAs] for English language arts/literacy [ELA] and mathematics given in grades three through eight and grade eleven. Only eligible students may participate in the administration of the CAAs. CAAs items are aligned with alternate achievement standards, which are linked with the Common Core State Standards [CCSS] for students with the most significant cognitive disabilities).

The CAASPP System encompasses the following assessments and student participation requirements:

1. **Smarter Balanced Summative Assessments and CAAs for ELA** in grades three through eight and grade eleven.
2. **Smarter Balanced Summative Assessments and CAAs for mathematics** in grades three through eight and grade eleven.
3. **California Science Test (CAST) and CAAs for Science** in grades five, eight, and once in high school (i.e., grade ten, eleven, or twelve).
4. **College and Career Ready**
The percentage of students who have successfully completed courses that satisfy the requirements for entrance to the University of California and the California State University, or career technical education sequences or programs of study.

SARC Reporting in the 2020-2021 School Year Only

Where the most viable option, LEAs were required to administer the statewide summative assessment in ELA and mathematics. Where a statewide summative assessment was not the most viable option for the LEA (or for one or more grade-level[s] within the LEA) due to the pandemic, LEAs were allowed to report results from a different assessment that met the criteria established by the State Board of Education (SBE) on March 16, 2021. The assessments were required to be:

- Aligned with CA CCSS for ELA and mathematics;
- Available to students in grades 3 through 8, and grade 11; and
- Uniformly administered across a grade, grade span, school, or district to all eligible students.

Options

Note that the CAAs could only be administered in-person following health and safety requirements. If it was not viable for the LEA to administer the CAAs in person with health and safety guidelines in place, the LEA was directed to not administer the tests. There were no other assessment options available for the CAAs. Schools administered the Smarter Balanced Summative Assessments for ELA and mathematics, other assessments that meet the SBE criteria, or a combination of both, and they could only choose one of the following:

- Smarter Balanced ELA and mathematics summative assessments;
- Other assessments meeting the SBE criteria; or
- Combination of Smarter Balanced ELA and mathematics summative assessments and other assessments.

The percentage of students who have successfully completed courses that satisfy the requirements for entrance to the University of California and the California State University, or career technical education sequences or programs of study.

Percentage of Students Meeting or Exceeding the State Standard on CAASPP

This table displays CAASPP test results in ELA and mathematics for all students grades three through eight and grade eleven taking and completing a state-administered assessment.

The 2020-21 data cells have N/A values because these data are not comparable to other year data due to the COVID-19 pandemic during the 2020-21 school year. Where the CAASPP assessments in ELA and/or mathematics is not the most viable option, the LEAs were allowed to administer local assessments. Therefore, the 2020-21 data between school years for the school, district, state are not an accurate comparison. As such, it is inappropriate to compare results of the 2020-21 school year to other school years.

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

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

Subject	School 2020-21	School 2021-22	District 2020-21	District 2021-22	State 2020-21	State 2021-22
English Language Arts/Literacy (grades 3-8 and 11)	N/A	--	N/A	74	N/A	47
Mathematics (grades 3-8 and 11)	N/A	--	N/A	57	N/A	33

2021-22 CAASPP Test Results in ELA by Student Group

This table displays CAASPP test results in ELA by student group for students grades three through eight and grade eleven taking and completing a state-administered assessment.

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

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

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

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students	--	--	--	--	--
Female	--	--	--	--	--
Male	--	--	--	--	--
American Indian or Alaska Native	0	0	0.00	0.00	0.00
Asian	0	0	0.00	0.00	0.00
Black or African American	0	0	0.00	0.00	0.00
Filipino	0	0	0.00	0.00	0.00
Hispanic or Latino	--	--	--	--	--
Native Hawaiian or Pacific Islander	0	0	0.00	0.00	0.00
Two or More Races	0	0	0.00	0.00	0.00
White	--	--	--	--	--
English Learners	0	0	0.00	0.00	0.00
Foster Youth	0	0	0.00	0.00	0.00
Homeless	0	0	0.00	0.00	0.00
Military	0	0	0.00	0.00	0.00
Socioeconomically Disadvantaged	--	--	--	--	--
Students Receiving Migrant Education Services	0	0	0.00	0.00	0.00
Students with Disabilities	0	0	0.00	0.00	0.00

2021-22 CAASPP Test Results in Math by Student Group

This table displays CAASPP test results in Math by student group for students grades three through eight and grade eleven taking and completing a state-administered assessment.

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

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

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

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students	--	--	--	--	--
Female	--	--	--	--	--
Male	--	--	--	--	--
American Indian or Alaska Native	0	0	0.00	0.00	0.00
Asian	0	0	0.00	0.00	0.00
Black or African American	0	0	0.00	0.00	0.00
Filipino	0	0	0.00	0.00	0.00
Hispanic or Latino	--	--	--	--	--
Native Hawaiian or Pacific Islander	0	0	0.00	0.00	0.00
Two or More Races	0	0	0.00	0.00	0.00
White	--	--	--	--	--
English Learners	0	0	0.00	0.00	0.00
Foster Youth	0	0	0.00	0.00	0.00
Homeless	0	0	0.00	0.00	0.00
Military	0	0	0.00	0.00	0.00
Socioeconomically Disadvantaged	--	--	--	--	--
Students Receiving Migrant Education Services	0	0	0.00	0.00	0.00
Students with Disabilities	0	0	0.00	0.00	0.00

CAASPP Test Results in Science for All Students

This table displays the percentage of all students grades five, eight, and High School meeting or exceeding the State Standard.

For any 2020–21 data cells with N/T values indicate that this school did not test students using the CAASPP for Science.

Subject	School 2020-21	School 2021-22	District 2020-21	District 2021-22	State 2020-21	State 2021-22
Science (grades 5, 8 and high school)	NT	--	NT	58.33	28.5	29.47

2021-22 CAASPP Test Results in Science by Student Group

This table displays CAASPP test results in Science by student group for students grades five, eight, and High School. Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	--	--	--	--	--
Female	--	--	--	--	--
Male	--	--	--	--	--
American Indian or Alaska Native	0	0	0	0	0
Asian	--	--	--	--	--
Black or African American	0	0	0	0	0
Filipino	0	0	0	0	0
Hispanic or Latino	--	--	--	--	--
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	0	0	0	0	0
White	--	--	--	--	--
English Learners	--	--	--	--	--
Foster Youth	0	0	0	0	0
Homeless	0	0	0	0	0
Military	0	0	0	0	0
Socioeconomically Disadvantaged	--	--	--	--	--
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	0	0	0	0	0

2021-22 Career Technical Education Programs

PGCHS provides a wide variety of classes and assignments that focus on career exploration however, no Career Technical Education certified courses are offered at PGCHS.

2021-22 Career Technical Education (CTE) Participation

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

Course Enrollment/Completion

This table displays the course enrollment/completion of University of California (UC) and/or California State University (CSU) admission requirements.

UC/CSU Course Measure	Percent
2021-22 Pupils Enrolled in Courses Required for UC/CSU Admission	80.00
2020-21 Graduates Who Completed All Courses Required for UC/CSU Admission	0.00

B. Pupil Outcomes

State Priority: Other Pupil Outcomes

The SARC provides the following information relevant to the State priority: Other Pupil Outcomes (Priority 8): Pupil outcomes in the subject area of physical education.

2021-22 California Physical Fitness Test Results

This table displays the percentage of students participating in each of the five fitness components of the California Physical Fitness Test Results. Due to changes to the 2021-22 PFT administration, only participation results are required for these five fitness areas. Percentages are not calculated and double dashes (--) appear in the table when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Grade Level	Component 1: Aerobic Capacity	Component 2: Abdominal Strength and Endurance	Component 3: Trunk Extensor and Strength and Flexibility	Component 4: Upper Body Strength and Endurance	Component 5: Flexibility
Grade 9	N/A	N/A	N/A	N/A	N/A

C. Engagement

State Priority: Parental Involvement

The SARC provides the following information relevant to the State priority: Parental Involvement (Priority 3): Efforts the school district makes to seek parent input in making decisions regarding the school district and at each school site.

2022-23 Opportunities for Parental Involvement

Family involvement is critical to the success of Pacific Grove Community High School. To that, the staff at PGCHS takes all the necessary steps to keep parents/guardians informed about their student's academic progress, attendance, and school updates which included but are not limited to student activities, meetings, procedures, policies, etc. Families are kept informed through a variety of online platforms: student database, Google Classroom, school website, and communication platforms to

disseminate email, text, and phone calls. Parents/guardians are contacted a minimum of once every two weeks by the teachers at PGCHS to keep families informed about student progress. Students and parents/guardians participate in a yearly program introduction.

Parents/Guardians are afforded the opportunity to participate by volunteering in support of a variety of student activities.

C. Engagement

State Priority: Pupil Engagement

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

- High school dropout rates;
- High school graduation rates; and
- Chronic Absenteeism

Dropout Rate and Graduation Rate (Four-Year Cohort Rate)									
Indicator	School 2019-20	School 2020-21	School 2021-22	District 2019-20	District 2020-21	District 2021-22	State 2019-20	State 2020-21	State 2021-22
Dropout Rate		--	--		3.4	5.2		8.9	7.8
Graduation Rate		--	--		94.6	94.2		84.2	87

2021-22 Graduation Rate by Student Group (Four-Year Cohort Rate)

This table displays the 2021-22 graduation rate by student group. For information on the Four-Year Adjusted Cohort Graduation Rate (ACGR), visit the CDE Adjusted Cohort Graduation Rate web page at www.cde.ca.gov/ds/ad/acgrinfo.asp.

Student Group	Number of Students in Cohort	Number of Cohort Graduates	Cohort Graduation Rate
All Students	--	--	--
Female	--	--	--
Male	--	--	--
American Indian or Alaska Native	0	0	0.0
Asian	--	--	--
Black or African American	0	0	0.0
Filipino	0	0	0.0
Hispanic or Latino	--	--	--
Native Hawaiian or Pacific Islander	0	0	0.0
Two or More Races	0	0	0.0
White	--	--	--
English Learners	--	--	--
Foster Youth	0	0	0.0
Homeless	0	0	0.0
Socioeconomically Disadvantaged	--	--	--
Students Receiving Migrant Education Services	0	0	0.0
Students with Disabilities	0	0	0.0

2021-22 Chronic Absenteeism by Student Group

Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students	20	19	11	57.9
Female	10	9	4	44.4
Male	10	10	7	70.0
American Indian or Alaska Native	0	0	0	0.0
Asian	1	1	0	0.0
Black or African American	0	0	0	0.0
Filipino	0	0	0	0.0
Hispanic or Latino	9	8	6	75.0
Native Hawaiian or Pacific Islander	0	0	0	0.0
Two or More Races	1	1	0	0.0
White	9	9	5	55.6
English Learners	1	1	0	0.0
Foster Youth	0	0	0	0.0
Homeless	0	0	0	0.0
Socioeconomically Disadvantaged	8	7	4	57.1
Students Receiving Migrant Education Services	0	0	0	0.0
Students with Disabilities	2	2	2	100.0

C. Engagement

State Priority: School Climate

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

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

Suspensions and Expulsions

This table displays suspensions and expulsions data collected between July through February, partial school year due to the COVID-19 pandemic. The 2019-20 suspensions and expulsions rate data are not comparable to other year data because the 2019-20 school year is a partial school year due to the COVID-19 crisis. As such, it would be inappropriate to make any comparisons in rates of suspensions and expulsions in the 2019-20 school year compared to other school years.

Subject	School 2019-20	District 2019-20	State 2019-20
Suspensions	17.24	1.55	2.45
Expulsions	0.00	0.00	0.05

This table displays suspensions and expulsions data collected between July through June, each full school year respectively. Data collected during the 2020-21 school year may not be comparable to earlier years of this collection due to differences in learning mode instruction in response to the COVID-19 pandemic.

Subject	School 2020-21	School 2021-22	District 2020-21	District 2021-22	State 2020-21	State 2021-22
Suspensions	0.00	5.00	0.05	1.24	0.20	3.17
Expulsions	0.00	0.00	0.00	0.05	0.00	0.07

2021-22 Suspensions and Expulsions by Student Group

Student Group	Suspensions Rate	Expulsions Rate
All Students	5.00	0.00
Female	0.00	0.00
Male	0.00	0.00
American Indian or Alaska Native	0.00	0.00
Asian	0.00	0.00
Black or African American	0.00	0.00
Filipino	0.00	0.00
Hispanic or Latino	0.00	0.00
Native Hawaiian or Pacific Islander	0.00	0.00
Two or More Races	0.00	0.00
White	0.00	0.00
English Learners	0.00	0.00
Foster Youth	0.00	0.00
Homeless	0.00	0.00
Socioeconomically Disadvantaged	0.00	0.00
Students Receiving Migrant Education Services	0.00	0.00
Students with Disabilities	0.00	0.00

2022-23 School Safety Plan

INFORMATION/DISCUSSION A

The School Safety Plan was approved in February 2022. Key elements of the plan: Goal 1 -The teachers, along with administration and staff, continue to promote a positive climate and supportive school culture and examine ways to recognize students for positive contributions to the community. Goal 2 - Ensure that safety procedures and plans are aligned with all organizations utilizing the David Avenue campus.

2019-20 Secondary Average Class Size and Class Size Distribution

This table displays the 2019-20 average class size and class size distribution. The columns titled "Number of Classes" indicates how many classes fall into each size category (a range of total students per classroom). At the secondary school level, this information is reported by subject area rather than grade level.

Subject	Average Class Size	Number of Classes with 1-22 Students	Number of Classes with 23-32 Students	Number of Classes with 33+ Students
English Language Arts	5	4		
Mathematics	4	5		
Science	5	2		
Social Science	5	4		

2020-21 Secondary Average Class Size and Class Size Distribution

This table displays the 2020-21 average class size and class size distribution. The columns titled "Number of Classes" indicates how many classes fall into each size category (a range of total students per classroom). At the secondary school level, this information is reported by subject area rather than grade level.

Subject	Average Class Size	Number of Classes with 1-22 Students	Number of Classes with 23-32 Students	Number of Classes with 33+ Students
English Language Arts	4	4		
Mathematics	2	4		
Science	1	1		
Social Science	5	5		

2021-22 Secondary Average Class Size and Class Size Distribution

This table displays the 2021-22 average class size and class size distribution. The columns titled "Number of Classes" indicates how many classes fall into each size category (a range of total students per classroom). At the secondary school level, this information is reported by subject area rather than grade level.

Subject	Average Class Size	Number of Classes with 1-22 Students	Number of Classes with 23-32 Students	Number of Classes with 33+ Students
English Language Arts	5	4		
Mathematics	3	4		
Science	5	2		
Social Science	4	4		

2021-22 Ratio of Pupils to Academic Counselor

This table displays the ratio of pupils to Academic Counselor. One full time equivalent (FTE) equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time.

Title	Ratio
Pupils to Academic Counselor	65

2021-22 Student Support Services Staff

This table displays the number of FTE support staff assigned to this school. One full time equivalent (FTE) equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time.

Title	Number of FTE Assigned to School
Counselor (Academic, Social/Behavioral or Career Development)	0.2
Library Media Teacher (Librarian)	
Library Media Services Staff (Paraprofessional)	
Psychologist	
Social Worker	
Nurse	
Speech/Language/Hearing Specialist	
Resource Specialist (non-teaching)	
Other	

2020-21 Expenditures Per Pupil and School Site Teacher Salaries

This table displays the 2020-21 expenditures per pupil and average teacher salary for this school. Cells with N/A values do not require data.

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Restricted)	Expenditures Per Pupil (Unrestricted)	Average Teacher Salary
School Site	\$57,388.41	\$30,443.75	\$26,944.66	\$114,736.76
District	N/A	N/A	\$11,930.00	\$109,193
Percent Difference - School Site and District	N/A	N/A	77.2	5.0
State	N/A	N/A	\$6,594	\$79,175
Percent Difference - School Site and State	N/A	N/A	121.4	36.7

2021-22 Types of Services Funded

Services funded for all students include: two credentialed teachers who provide learning in all subject matters, a school administrator to support students, staff and families and an outreach counselor. Students identified as special needs have a case manager. Students identified as English Language Learners have a dedicated teacher to provide targeted educational support.

2020-21 Teacher and Administrative Salaries

This table displays the 2020-21 Teacher and Administrative salaries. For detailed information on salaries, see the CDE Certification Salaries & Benefits web page at <http://www.cde.ca.gov/ds/fd/cs/>.

Category	District Amount	State Average for Districts in Same Category
Beginning Teacher Salary	\$61,295	\$48,503
Mid-Range Teacher Salary	\$101,575	\$74,912
Highest Teacher Salary	\$130,561	\$100,321
Average Principal Salary (Elementary)	\$172,168	\$122,160
Average Principal Salary (Middle)	\$172,838	\$127,632
Average Principal Salary (High)	\$177,228	\$137,578
Superintendent Salary	\$248,460	\$198,665
Percent of Budget for Teacher Salaries	38%	31%
Percent of Budget for Administrative Salaries	7%	6%

2021-22 Advanced Placement (AP) Courses

This table displays the percent of student in AP courses at this school.

Percent of Students in AP Courses	0
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This table displays the number of AP courses offered at this school where there are student course enrollments of at least one student.

Subject	Number of AP Courses Offered
Computer Science	0
English	0
Fine and Performing Arts	0
Foreign Language	0
Mathematics	0
Science	0
Social Science	0
Total AP Courses Offered Where there are student course enrollments of at least one student.	0

Professional Development

For the 2022-23 school year professional development for teachers is focused on the following: Professional Learning Communities, grading, diversity and equity and curriculum.

This table displays the number of school days dedicated to staff development and continuous improvement.

Subject	2020-21	2021-22	2022-23
---------	---------	---------	---------

Professional Development				INFORMATION/DISCUSSION A		
Number of school days dedicated to Staff Development and Continuous Improvement				5	4	4

Forest Grove Elementary School

2021-2022 School Accountability Report Card

(Published During the 2022-2023 School Year)

INFORMATION/DISCUSSION A



General Information about the School Accountability Report Card (SARC)

SARC Overview



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

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

For more information about the LCFF or the LCAP, see the CDE LCFF web page at <https://www.cde.ca.gov/fg/aa/lc/>

For additional information about the school, parents/guardians and community members should contact the school principal or the district office.

DataQuest



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

California School Dashboard



The California School Dashboard (Dashboard) <https://www.caschooldashboard.org/> reflects California's new accountability and continuous improvement system and provides information about how LEAs and schools are meeting the needs of California's diverse student population. The Dashboard contains reports that display the performance of LEAs, schools, and student groups on a set of state and local measures to assist in identifying strengths, challenges, and areas in need of improvement.

Internet Access

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

2022-23 School Contact Information

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

2022-23 District Contact Information

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

2022-23 School Overview

Forest Grove School provides quality education for each of its students. Our school is fortunate to serve students from different backgrounds, abilities and interests. We offer challenging programs in a positive educational environment that develops individual students reach their greatest potential. Our school environment fosters mutual respect, communication and compassion within the entire school community.

Forest Grove's mission statement defines our belief that every child is entitled to an optimum learning and educational experience. Embedded in the mission is the fact that children have different educational needs and challenges at each grade level. Additionally, the staff has written and affirmed core value statements which convey both the philosophy and the commitment of the faculty to the students, each other, parents, and the community at large.

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

2021-22 Student Enrollment by Grade Level

Grade Level	Number of Students
Kindergarten	90
Grade 1	60
Grade 2	63
Grade 3	58
Grade 4	69
Grade 5	68
Total Enrollment	408

2021-22 Student Enrollment by Student Group

Student Group	Percent of Total Enrollment
Female	45.6
Male	54.2
American Indian or Alaska Native	0.5
Asian	8.6
Black or African American	2.0
Filipino	1.7
Hispanic or Latino	27.5
Native Hawaiian or Pacific Islander	1.0
Two or More Races	5.4
White	51.5
English Learners	10.0
Foster Youth	0.7
Homeless	0.0
Migrant	0.0
Socioeconomically Disadvantaged	21.3
Students with Disabilities	13.2

A. Conditions of Learning State Priority: Basic

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

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

2020-21 Teacher Preparation and Placement

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)	19.80	90.83	91.50	84.29	228366.10	83.12
Intern Credential Holders Properly Assigned	0.00	0.00	0.00	0.00	4205.90	1.53
Teachers Without Credentials and Misassignments ("ineffective" under ESSA)	0.00	0.00	5.30	4.91	11216.70	4.08
Credentialed Teachers Assigned Out-of-Field ("out-of-field" under ESSA)	0.00	0.00	1.40	1.36	12115.80	4.41
Unknown	2.00	9.17	10.20	9.43	18854.30	6.86
Total Teaching Positions	21.80	100.00	103.10	100.00	274759.10	100.00

Note: The data in this table is based on Full Time Equivalent (FTE) status. One FTE equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time. Additionally, an assignment is defined as a position that an educator is assigned based on setting, subject, and grade level. An authorization is defined as the services that an educator is authorized to provide to students.

2021-22 Teacher Preparation and Placement

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)						
Intern Credential Holders Properly Assigned						
Teachers Without Credentials and Misassignments ("ineffective" under ESSA)						
Credentialed Teachers Assigned Out-of-Field ("out-of-field" under ESSA)						
Unknown						
Total Teaching Positions						

2021-22 data was not included as part of the initial release of data on 1/13/23. The CDE has indicated that the data will be available after the 2/1/23 SARC deadline. The data will be populated when it is published by the CDE.

Note: The data in this table is based on Full-Time Equivalent (FTE) status. One FTE equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time. Additionally, an assignment is defined as a position that an educator is assigned based on setting, subject, and grade level. An authorization is defined as the services that an educator is authorized to provide to students.

Teachers Without Credentials and Misassignments (considered “ineffective” under ESSA)

Authorization/Assignment	2020-21	2021-22
Permits and Waivers	0.00	
Misassignments	0.00	
Vacant Positions	0.00	
Total Teachers Without Credentials and Misassignments	0.00	

2021-22 data was not included as part of the initial release of data on 1/13/23. The CDE has indicated that the data will be available after the 2/1/23 SARC deadline. The data will be populated when it is published by the CDE.

Credentialed Teachers Assigned Out-of-Field (considered “out-of-field” under ESSA)

Indicator	2020-21	2021-22
Credentialed Teachers Authorized on a Permit or Waiver	0.00	
Local Assignment Options	0.00	
Total Out-of-Field Teachers	0.00	

2021-22 data was not included as part of the initial release of data on 1/13/23. The CDE has indicated that the data will be available after the 2/1/23 SARC deadline. The data will be populated when it is published by the CDE.

2021-22 Class Assignments

Indicator	2020-21	2021-22
Misassignments for English Learners (a percentage of all the classes with English learners taught by teachers that are misassigned)	0.00	
No credential, permit or authorization to teach (a percentage of all the classes taught by teachers with no record of an authorization to teach)	0.00	

2021-22 data was not included as part of the initial release of data on 1/13/23. The CDE has indicated that the data will be available after the 2/1/23 SARC deadline. The data will be populated when it is published by the CDE.

Note: For more information refer to the Updated Teacher Equity Definitions web page at <https://www.cde.ca.gov/pd/ee/teacherequitydefinitions.asp>.

2022-23 Quality, Currency, Availability of Textbooks and Other Instructional Materials

Year and month in which the data were collected		June 2019	
Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption ?	Percent Students Lacking Own Assigned Copy

Reading/Language Arts	Benchmark Advance grades 3-5 adopted 2016-2017 and SuperKids adopted May 2014	Yes	0
Mathematics	Swun Math TK-5 adopted May 2019	Yes	0
Science	Macmillian McGraw Hill (08/09) and Mystery Science (interim adoption in 2018 until NGSS-approved curriculum is selected in 2020-21)	Yes	0
History-Social Science	Studies Weekly (adopted 2022)	Yes	0

School Facility Conditions and Planned Improvements

Forest Grove has undergone many improvements to its campus. During the summer of 2016, a \$500,000 parking and drop off reconstruction project was completed allowing for smoother traffic flow and improved access to the front of our school. Working with parent and staff volunteers, the playground area was painted and some games were added over the past three years with the most current update during the fall 2022. The learning environment has received several technology updates including class sets of Chromebooks in grades 3-5, six tablets in TK-2 classrooms, and video surveillance cameras. We expect the technology component of classrooms to continue to grow as funds from the educational technology bond become available. In 2018, two modular classrooms to house our expanding program offerings were added. In the summer of 2020, a new playground was installed.

Year and month of the most recent FIT report

January 2023

System Inspected	Rate Good	Rate Fair	Rate Poor	Repair Needed and Action Taken or Planned
Systems: Gas Leaks, Mechanical/HVAC, Sewer	X			
Interior: Interior Surfaces	X			
Cleanliness: Overall Cleanliness, Pest/Vermin Infestation	X			:
Electrical	X			
Restrooms/Fountains: Restrooms, Sinks/ Fountains	X			
Safety: Fire Safety, Hazardous Materials	X			
Structural: Structural Damage, Roofs		X		A-wing: Roof at end of serviceable life. B-wing: Roof at end of serviceable life. C-wing: Roof at end of serviceable life.
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	X			

Overall Facility Rate

Exemplary	Good	Fair	Poor
	X		

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

Statewide Assessments

(i.e., California Assessment of Student Performance and Progress [CAASPP] System includes the Smarter Balanced Summative Assessments for students in the general education population and the California Alternate Assessments [CAAs] for English language arts/literacy [ELA] and mathematics given in grades three through eight and grade eleven. Only eligible students may participate in the administration of the CAAs. CAAs items are aligned with alternate achievement standards, which are linked with the Common Core State Standards [CCSS] for students with the most significant cognitive disabilities).

The CAASPP System encompasses the following assessments and student participation requirements:

1. **Smarter Balanced Summative Assessments and CAAs for ELA** in grades three through eight and grade eleven.
2. **Smarter Balanced Summative Assessments and CAAs for mathematics** in grades three through eight and grade eleven.
3. **California Science Test (CAST) and CAAs for Science** in grades five, eight, and once in high school (i.e., grade ten, eleven, or twelve).
4. **College and Career Ready**
The percentage of students who have successfully completed courses that satisfy the requirements for entrance to the University of California and the California State University, or career technical education sequences or programs of study.

SARC Reporting in the 2020-2021 School Year Only

Where the most viable option, LEAs were required to administer the statewide summative assessment in ELA and mathematics. Where a statewide summative assessment was not the most viable option for the LEA (or for one or more grade-level[s] within the LEA) due to the pandemic, LEAs were allowed to report results from a different assessment that met the criteria established by the State Board of Education (SBE) on March 16, 2021. The assessments were required to be:

- Aligned with CA CCSS for ELA and mathematics;
- Available to students in grades 3 through 8, and grade 11; and
- Uniformly administered across a grade, grade span, school, or district to all eligible students.

Options

Note that the CAAs could only be administered in-person following health and safety requirements. If it was not viable for the LEA to administer the CAAs in person with health and safety guidelines in place, the LEA was directed to not administer the tests. There were no other assessment options available for the CAAs. Schools administered the Smarter Balanced Summative Assessments for ELA and mathematics, other assessments that meet the SBE criteria, or a combination of both, and they could only choose one of the following:

- Smarter Balanced ELA and mathematics summative assessments;
- Other assessments meeting the SBE criteria; or
- Combination of Smarter Balanced ELA and mathematics summative assessments and other assessments.

The percentage of students who have successfully completed courses that satisfy the requirements for entrance to the University of California and the California State University, or career technical education sequences or programs of study.

Percentage of Students Meeting or Exceeding the State Standard on CAASPP

This table displays CAASPP test results in ELA and mathematics for all students grades three through eight and grade eleven taking and completing a state-administered assessment.

The 2020-21 data cells have N/A values because these data are not comparable to other year data due to the COVID-19 pandemic during the 2020-21 school year. Where the CAASPP assessments in ELA and/or mathematics is not the most viable option, the LEAs were allowed to administer local assessments. Therefore, the 2020-21 data between school years for the school, district, state are not an accurate comparison. As such, it is inappropriate to compare results of the 2020-21 school year to other school years.

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

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

Subject	School 2020-21	School 2021-22	District 2020-21	District 2021-22	State 2020-21	State 2021-22
English Language Arts/Literacy (grades 3-8 and 11)	N/A	62	N/A	74	N/A	47
Mathematics (grades 3-8 and 11)	N/A	49	N/A	57	N/A	33

2021-22 CAASPP Test Results in ELA by Student Group

This table displays CAASPP test results in ELA by student group for students grades three through eight and grade eleven taking and completing a state-administered assessment.

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

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

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

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students	195	191	97.95	2.05	62.30
Female	95	91	95.79	4.21	68.13
Male	100	100	100.00	0.00	57.00
American Indian or Alaska Native	--	--	--	--	--
Asian	21	21	100.00	0.00	85.71
Black or African American	--	--	--	--	--
Filipino	--	--	--	--	--
Hispanic or Latino	50	48	96.00	4.00	43.75
Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or More Races	12	12	100.00	0.00	83.33
White	98	96	97.96	2.04	65.63
English Learners	16	15	93.75	6.25	26.67
Foster Youth	--	--	--	--	--
Homeless	0	0	0.00	0.00	0.00
Military	--	--	--	--	--
Socioeconomically Disadvantaged	41	40	97.56	2.44	35.00
Students Receiving Migrant Education Services	0	0	0.00	0.00	0.00
Students with Disabilities	40	38	95.00	5.00	28.95

2021-22 CAASPP Test Results in Math by Student Group

This table displays CAASPP test results in Math by student group for students grades three through eight and grade eleven taking and completing a state-administered assessment.

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

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

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

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students	195	191	97.95	2.05	49.21
Female	95	91	95.79	4.21	42.86
Male	100	100	100.00	0.00	55.00
American Indian or Alaska Native	--	--	--	--	--
Asian	21	21	100.00	0.00	76.19
Black or African American	--	--	--	--	--
Filipino	--	--	--	--	--
Hispanic or Latino	50	48	96.00	4.00	29.17
Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or More Races	12	12	100.00	0.00	58.33
White	98	96	97.96	2.04	50.00
English Learners	16	15	93.75	6.25	20.00
Foster Youth	--	--	--	--	--
Homeless	0	0	0.00	0.00	0.00
Military	--	--	--	--	--
Socioeconomically Disadvantaged	41	40	97.56	2.44	25.00
Students Receiving Migrant Education Services	0	0	0.00	0.00	0.00
Students with Disabilities	40	38	95.00	5.00	23.68

CAASPP Test Results in Science for All Students

This table displays the percentage of all students grades five, eight, and High School meeting or exceeding the State Standard.

For any 2020–21 data cells with N/T values indicate that this school did not test students using the CAASPP for Science.

Subject	School 2020-21	School 2021-22	District 2020-21	District 2021-22	State 2020-21	State 2021-22
Science (grades 5, 8 and high school)	NT	43.66	NT	58.33	28.5	29.47

2021-22 CAASPP Test Results in Science by Student Group

This table displays CAASPP test results in Science by student group for students grades five, eight, and High School. Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	71	71	100	0	43.66
Female	39	39	100	0	41.03
Male	32	32	100	0	46.88
American Indian or Alaska Native	--	--	--	--	--
Asian	--	--	--	--	--
Black or African American	--	--	--	--	--
Filipino	0	0	0	0	0
Hispanic or Latino	20	20	100	0	25
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	--	--	--	--	--
White	40	40	100	0	52.5
English Learners	--	--	--	--	--
Foster Youth	0	0	0	0	0
Homeless	0	0	0	0	0
Military	--	--	--	--	--
Socioeconomically Disadvantaged	13	13	100	0	0
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	11	11	100	0	27.27

B. Pupil Outcomes

State Priority: Other Pupil Outcomes

INFORMATION/DISCUSSION A

The SARC provides the following information relevant to the State priority: Other Pupil Outcomes (Priority 8): Pupil outcomes in the subject area of physical education.

2021-22 California Physical Fitness Test Results

This table displays the percentage of students participating in each of the five fitness components of the California Physical Fitness Test Results. Due to changes to the 2021-22 PFT administration, only participation results are required for these five fitness areas. Percentages are not calculated and double dashes (--) appear in the table when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Grade Level	Component 1: Aerobic Capacity	Component 2: Abdominal Strength and Endurance	Component 3: Trunk Extensor and Strength and Flexibility	Component 4: Upper Body Strength and Endurance	Component 5: Flexibility
Grade 5	94.1	97.1	98.5	95.6	97.1
Grade 7	--	--	--	--	--
Grade 9	--	--	--	--	--

C. Engagement

State Priority: Parental Involvement

The SARC provides the following information relevant to the State priority: Parental Involvement (Priority 3): Efforts the school district makes to seek parent input in making decisions regarding the school district and at each school site.

2022-23 Opportunities for Parental Involvement

Parents and the community are an integral part of Forest Grove School. Teachers welcome and receive volunteers in their classrooms. In a typical year, school-wide functions (i.e. Back-to-School Night, Open House, holiday programs, Trunk or Treat, Ice Cream Social, Parent Conferences, Butterfly Parade and Bazaar, Family Game Night, and Falcon Fun Fest) are well attended. In 2020-2021, these functions were canceled due to the pandemic, but they have been successfully reinstated during the 2021-22 school year. Forest Grove has a very active Parent Teacher Association (PTA), English Language Advisory Committee (ELAC), and School Site Council (SSC). The PTA provides additional welcome to new parents (often military families) into the Forest Grove community through the Falcon Friends program. Forest Grove involves families and community through various formats and makes these formats available online and in-person whenever possible. Parent and community voices are noted through their participation and advocacy in School Site Council, English Language Advisory Council and the District's Parent Advisory Committee and through forums during PTA and Falcon Family and Friends with Principal Irene. Additionally, parents and community can reach out to the principal and office staff through visits in person, telephone and two email addresses, either district email addresses or fgdeer@pgusd.org.

2021-22 Chronic Absenteeism by Student Group

Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students	441	435	106	24.4
Female	204	200	50	25.0
Male	237	235	56	23.8
American Indian or Alaska Native	4	4	3	75.0
Asian	37	37	3	8.1
Black or African American	8	8	3	37.5
Filipino	7	7	2	28.6
Hispanic or Latino	123	119	39	32.8
Native Hawaiian or Pacific Islander	5	4	2	50.0
Two or More Races	23	23	1	4.3
White	224	223	48	21.5
English Learners	49	49	12	24.5
Foster Youth	4	4	0	0.0
Homeless	0	0	0	0.0
Socioeconomically Disadvantaged	99	97	38	39.2
Students Receiving Migrant Education Services	0	0	0	0.0
Students with Disabilities	67	65	20	30.8

C. Engagement

State Priority: School Climate

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

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

Suspensions and Expulsions

This table displays suspensions and expulsions data collected between July through February, partial school year due to the COVID-19 pandemic. The 2019-20 suspensions and expulsions rate data are not comparable to other year data because the 2019-20 school year is a partial school year due to the COVID-19 crisis. As such, it would be inappropriate to make any comparisons in rates of suspensions and expulsions in the 2019-20 school year compared to other school years.

Subject	School 2019-20	District 2019-20	State 2019-20
Suspensions	0.90	1.55	2.45
Expulsions	0.00	0.00	0.05

This table displays suspensions and expulsions data collected between July through June, each full school year respectively. Data collected during the 2020-21 school year may not be comparable to earlier years of this collection due to differences in learning mode instruction in response to the COVID-19 pandemic.

Subject	School 2020-21	School 2021-22	District 2020-21	District 2021-22	State 2020-21	State 2021-22
Suspensions	0.00	0.68	0.05	1.24	0.20	3.17
Expulsions	0.00	0.00	0.00	0.05	0.00	0.07

2021-22 Suspensions and Expulsions by Student Group

Student Group	Suspensions Rate	Expulsions Rate
All Students	0.68	0.00
Female	0.49	0.00
Male	0.84	0.00
American Indian or Alaska Native	0.00	0.00
Asian	0.00	0.00
Black or African American	0.00	0.00
Filipino	0.00	0.00
Hispanic or Latino	0.00	0.00
Native Hawaiian or Pacific Islander	0.00	0.00
Two or More Races	0.00	0.00
White	0.89	0.00
English Learners	0.00	0.00
Foster Youth	0.00	0.00
Homeless	0.00	0.00
Socioeconomically Disadvantaged	0.00	0.00
Students Receiving Migrant Education Services	0.00	0.00
Students with Disabilities	1.49	0.00

Forest Grove's comprehensive safety plan is reviewed each year by our site safety committee and the School Site Council. The plan was most recently reviewed in October 2022. We have adopted the "Big Five" approach to emergency response and all staff receives annual training on the five types of emergency response - shelter in place, evacuation, secure campus, lockdown-barricade, and drop-cover-hold on. Our comprehensive safety plan also contains our drill schedule, school rules, and an overview of the character development used at Forest Grove (Character Counts) and social emotional learning program (The Toolbox).

D. Other SARC Information Information Required in the SARC

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

2019-20 Elementary Average Class Size and Class Size Distribution

This table displays the 2019-20 average class size and class size distribution. The columns titled "Number of Classes" indicates how many classes fall into each size category (a range of total students per class). The "Other" category is for multi-grade level classes.

Grade Level	Average Class Size	Number of Classes with 1-20 Students	Number of Classes with 21-32 Students	Number of Classes with 33+ Students
K	18	5		1
1	20	1	2	
2	20	2	1	
3	16	5		
4	23	2	1	
5	22	1	2	
Other	8	2		

2020-21 Elementary Average Class Size and Class Size Distribution

This table displays the 2020-21 average class size and class size distribution. The columns titled "Number of Classes" indicates how many classes fall into each size category (a range of total students per class). The "Other" category is for multi-grade level classes.

Grade Level	Average Class Size	Number of Classes with 1-20 Students	Number of Classes with 21-32 Students	Number of Classes with 33+ Students
K	19	4		
1	21	1	2	
2	20	2	1	
3	20	2	1	
4	29	2		2
5	20	3		
Other	11	2		

2021-22 Elementary Average Class Size and Class Size Distribution

This table displays the 2021-22 average class size and class size distribution. The columns titled “Number of Classes” indicates how many classes fall into each size category (a range of total students per class). The “Other” category is for multi-grade level classes.

Grade Level	Average Class Size	Number of Classes with 1-20 Students	Number of Classes with 21-32 Students	Number of Classes with 33+ Students
K	23	1	3	
1	20	3	0	
2	21		3	
3	19	3		
4	23		3	
5	23		3	
Other	20	2		1

2021-22 Ratio of Pupils to Academic Counselor

This table displays the ratio of pupils to Academic Counselor. One full time equivalent (FTE) equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time.

Title	Ratio
Pupils to Academic Counselor	510

2021-22 Student Support Services Staff

This table displays the number of FTE support staff assigned to this school. One full time equivalent (FTE) equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time.

Title	Number of FTE Assigned to School
Counselor (Academic, Social/Behavioral or Career Development)	0.8
Library Media Teacher (Librarian)	
Library Media Services Staff (Paraprofessional)	
Psychologist	0.6
Social Worker	
Nurse	
Speech/Language/Hearing Specialist	1.0
Resource Specialist (non-teaching)	
Other	4.0

2020-21 Expenditures Per Pupil and School Site Teacher Salaries

This table displays the 2020-21 expenditures per pupil and average teacher salary for this school. Cells with N/A values do not require data.

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Restricted)	Expenditures Per Pupil (Unrestricted)	Average Teacher Salary
School Site	\$16,403.15	\$5,502.18	\$10,900.96	\$109,887.99
District	N/A	N/A	\$11,930.00	\$109,193
Percent Difference - School Site and District	N/A	N/A	-9.0	0.6
State	N/A	N/A	\$6,594	\$79,175
Percent Difference - School Site and State	N/A	N/A	49.2	32.5

2021-22 Types of Services Funded

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

2020-21 Teacher and Administrative Salaries

This table displays the 2020-21 Teacher and Administrative salaries. For detailed information on salaries, see the CDE Certification Salaries & Benefits web page at <http://www.cde.ca.gov/ds/fd/cs/>.

Category	District Amount	State Average for Districts in Same Category
Beginning Teacher Salary	\$61,295	\$48,503
Mid-Range Teacher Salary	\$101,575	\$74,912
Highest Teacher Salary	\$130,561	\$100,321
Average Principal Salary (Elementary)	\$172,168	\$122,160
Average Principal Salary (Middle)	\$172,838	\$127,632
Average Principal Salary (High)	\$177,228	\$137,578
Superintendent Salary	\$248,460	\$198,665
Percent of Budget for Teacher Salaries	38%	31%
Percent of Budget for Administrative Salaries	7%	6%

Professional Development

Each year, two full days are dedicated to staff development district-wide. Staff also receives two preparation days throughout the year. An additional hour per week is set aside for staff development and collaboration (early release on Thursday afternoons). Teachers receive an additional 170 minutes each week to ensure that they have time during the school day for preparation and parent and community contact. Grade level meetings have been held to identify students in need of additional support/tutoring, using Title I and Title III funds.

This table displays the number of school days dedicated to staff development and continuous improvement.

Subject	2020-21	2021-22	2022-23
Number of school days dedicated to Staff Development and Continuous Improvement	5	4	4

Pacific Grove High School

INFORMATION/DISCUSSION A

2021-2022 School Accountability Report Card (Published During the 2022-2023 School Year)



General Information about the School Accountability Report Card (SARC)

SARC Overview



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

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

For more information about the LCFF or the LCAP, see the CDE LCFF web page at <https://www.cde.ca.gov/fg/aa/lc/>

For additional information about the school, parents/guardians and community members should contact the school principal or the district office.

DataQuest



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

California School Dashboard



The California School Dashboard (Dashboard) <https://www.caschooldashboard.org/> reflects California's new accountability and continuous improvement system and provides information about how LEAs and schools are meeting the needs of California's diverse student population. The Dashboard contains reports that display the performance of LEAs, schools, and student groups on a set of state and local measures to assist in identifying strengths, challenges, and areas in need of improvement.

Internet Access

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

2022-23 School Contact Information

School Name	Pacific Grove High School
Street	615 Sunset Dr.
City, State, Zip	Pacific Grove, CA 93950-4827
Phone Number	831.646.6590
Principal	Lito M. Garcia
Email Address	lgarcia@pgusd.org
School Website	https://pghigh.pgusd.org/
County-District-School (CDS) Code	27-66134-2733657

2022-23 District Contact Information

District Name	Pacific Grove Unified School District
Phone Number	831.646.6553
Superintendent	Dr. Ralph Gomez Porras
Email Address	rporras@pgusd.org
District Website Address	www.pgusd.org

2022-23 School Overview

Pacific Grove High School (PGHS), the home of The Breakers, has been providing an intellectually challenging learning community that fosters diversity, choice, and voice among students, staff, and families since 1895. The PGHS staff seeks to support all students through an educational experience that is rewarding, relevant, productive, and enjoyable. The PGHS staff are here to assist in academic pursuits, school activities, and athletic endeavors. At Pacific Grove Unified School District (PGUSD) the mission is, "Pacific Grove Unified School District, in partnership with the community and with a focus on equity, will challenge every student by providing a quality instructional program in a positive, safe, and stimulating environment. The

2022-23 School Overview

INFORMATION/DISCUSSION A

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

About this School

2021-22 Student Enrollment by Grade Level

Grade Level	Number of Students
Grade 9	162
Grade 10	123
Grade 11	140
Grade 12	145
Total Enrollment	570

2021-22 Student Enrollment by Student Group

Student Group	Percent of Total Enrollment
Female	44.9
Male	55.1
American Indian or Alaska Native	1.2
Asian	8.1
Black or African American	1.9
Filipino	3.3
Hispanic or Latino	20.5
Native Hawaiian or Pacific Islander	1.1
Two or More Races	1.9
White	59.5
English Learners	2.3
Foster Youth	0.0
Homeless	0.0
Migrant	0.0
Socioeconomically Disadvantaged	18.2
Students with Disabilities	14.0

A. Conditions of Learning State Priority: Basic

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

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

2020-21 Teacher Preparation and Placement

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)	29.10	81.28	91.50	84.29	228366.10	83.12
Intern Credential Holders Properly Assigned	0.00	0.00	0.00	0.00	4205.90	1.53
Teachers Without Credentials and Misassignments ("ineffective" under ESSA)	1.70	4.88	5.30	4.91	11216.70	4.08
Credentialed Teachers Assigned Out-of-Field ("out-of-field" under ESSA)	0.00	0.00	1.40	1.36	12115.80	4.41
Unknown	4.90	13.85	10.20	9.43	18854.30	6.86
Total Teaching Positions	35.80	100.00	108.60	100.00	274759.10	100.00

Note: The data in this table is based on Full Time Equivalent (FTE) status. One FTE equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time. Additionally, an assignment is defined as a position that an educator is assigned based on setting, subject, and grade level. An authorization is defined as the services that an educator is authorized to provide to students.

2021-22 Teacher Preparation and Placement

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)						
Intern Credential Holders Properly Assigned						
Teachers Without Credentials and Misassignments ("ineffective" under ESSA)						
Credentialed Teachers Assigned Out-of-Field ("out-of-field" under ESSA)						
Unknown						
Total Teaching Positions						

2021-22 data was not included as part of the initial release of data on 1/13/23. The CDE has indicated that the data will be available after the 2/1/23 SARC deadline. The data will be populated when it is published by the CDE.

Note: The data in this table is based on Full-Time Equivalent (FTE) status. One FTE equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time. Additionally, an assignment is defined as a position that an educator is assigned based on setting, subject, and grade level. An authorization is defined as the services that an educator is authorized to provide to students.

Teachers Without Credentials and Misassignments (considered “ineffective” under ESSA)

Authorization/Assignment	2020-21	2021-22
Permits and Waivers	0.00	
Misassignments	1.70	
Vacant Positions	0.00	
Total Teachers Without Credentials and Misassignments	1.70	

2021-22 data was not included as part of the initial release of data on 1/13/23. The CDE has indicated that the data will be available after the 2/1/23 SARC deadline. The data will be populated when it is published by the CDE.

Credentialed Teachers Assigned Out-of-Field (considered “out-of-field” under ESSA)

Indicator	2020-21	2021-22
Credentialed Teachers Authorized on a Permit or Waiver	0.00	
Local Assignment Options	0.00	
Total Out-of-Field Teachers	0.00	

2021-22 data was not included as part of the initial release of data on 1/13/23. The CDE has indicated that the data will be available after the 2/1/23 SARC deadline. The data will be populated when it is published by the CDE.

2021-22 Class Assignments

Indicator	2020-21	2021-22
Misassignments for English Learners (a percentage of all the classes with English learners taught by teachers that are misassigned)	4.10	
No credential, permit or authorization to teach (a percentage of all the classes taught by teachers with no record of an authorization to teach)	0.00	

2021-22 data was not included as part of the initial release of data on 1/13/23. The CDE has indicated that the data will be available after the 2/1/23 SARC deadline. The data will be populated when it is published by the CDE.

Note: For more information refer to the Updated Teacher Equity Definitions web page at <https://www.cde.ca.gov/pd/ee/teacherequitydefinitions.asp>.

2022-23 Quality, Currency, Availability of Textbooks and Other Instructional Materials

Year and month in which the data were collected		January 2023	
Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption ?	Percent Students Lacking Own Assigned Copy

Reading/Language Arts	Everything's an Argument Bedford/St. Martins 2013 Elements of Style Longman 2000 ELD - English 3D Issues Scholastic 2011 ELD - English 3D Language and Writing Portfolio 2011	Yes	0
Mathematics	AP Statistics - The Practice of Statistics; Bedford, Freeman, & Worth 2012 Stats and Probability with Applications BFW Publishers 2022 Calculus Key Curriculum Press 2005 Big Ideas Math Integrated I Big ideas Learning 2016 Big Ideas Math Integrated II Big ideas Learning 2016 Big Ideas Math Integrated III Big ideas Learning 2016 Precalculus - College Algebra & Trigonometry Pearson 2021	Yes	0
Science	Anatomy & Physiology Pearson 2012 Essentials of Human Anatomy & Physiology Pearson 2012 AP Environmental Science: Bedford, Freeman, & Worth 2010/2011 Biology, Glencoe, McGraw Hill 2012 Marine Science Life on An Ocean Planet Current Publishing Co. 2006 Earth and Space Earth Science Holt, Rinehart, Winston 2007 Conceptual Physics, Pearson, 2015 AP Physics Fundamentals of Physics, 2014 Chemistry in the Community, W H Freeman, 2006 Honors Chemistry Intro to Chemistry, Pearson-Prentice Hall, 2011	Yes	0
History-Social Science	AP Human Geography: The Cultural Landscape - An Intro to Human Geography. Pearson, 2015 World History: The Modern Era Prentice Hall 2009 AP World History Ways of the World Bedford/St. Martins 2011 US History American Vision Glencoe & McGraw Hill 2010 AP History: The American Pageant Houghton Mifflin 2012 Government: Pearson 2010/2011 Economics EMC Pub. 2010/2011	Yes	0
Foreign Language	French and Spanish Vista Higher Learning 2012/2013	Yes	0
Health	Health: A Guide to Wellness Glencoe/McGraw 2001	Yes	0
Visual and Performing Arts			0
Science Laboratory Equipment (grades 9-12)	All science rooms have classroom instruction and lab areas with adequate equipment. The science department is provided yearly site funds to re-stock inventory for lessons. Specific equipment includes, but is not limited to weights and measurements, scales, dissecting microscopes, beakers, measuring cylinders, Erlenmeyer flasks, test tube holders, grinder bowls & sticks, Petri dishes, vials, dropper bottles, glass canisters, funnels, water jugs, mason jars, squirt bottles, and various chemicals.		0

School Facility Conditions and Planned Improvements

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

A new Bond measure was passed in March 2020 which provides funding for repairing and renovating some of the older buildings throughout the school and District.

Year and month of the most recent FIT report

1/5/2023

System Inspected	Rate Good	Rate Fair	Rate Poor	Repair Needed and Action Taken or Planned
Systems: Gas Leaks, Mechanical/HVAC, Sewer	X			
Interior: Interior Surfaces		X		A-Wing: Minor staining in ceiling tiles. Needs Exterior painting, gutters and roofs.
Cleanliness: Overall Cleanliness, Pest/Vermin Infestation	X			:
Electrical	X			H-Wing:
Restrooms/Fountains: Restrooms, Sinks/ Fountains	X			C-Wing: Needs Exterior painting, gutters and roofs.
Safety: Fire Safety, Hazardous Materials	X			D-Wing: Needs Exterior painting, gutters and roofs.
Structural: Structural Damage, Roofs			X	A-Wing: Minor staining in ceiling tiles. Needs Exterior painting, gutters and roofs. B-Wing: Needs Exterior painting, gutters and roofs.
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	X			

Overall Facility Rate

Exemplary	Good	Fair	Poor
	X		

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

Statewide Assessments

(i.e., California Assessment of Student Performance and Progress [CAASPP] System includes the Smarter Balanced Summative Assessments for students in the general education population and the California Alternate Assessments [CAAs] for English language arts/literacy [ELA] and mathematics given in grades three through eight and grade eleven. Only eligible students may participate in the administration of the CAAs. CAAs items are aligned with alternate achievement standards, which are linked with the Common Core State Standards [CCSS] for students with the most significant cognitive disabilities).

The CAASPP System encompasses the following assessments and student participation requirements:

1. **Smarter Balanced Summative Assessments and CAAs for ELA** in grades three through eight and grade eleven.
2. **Smarter Balanced Summative Assessments and CAAs for mathematics** in grades three through eight and grade eleven.
3. **California Science Test (CAST) and CAAs for Science** in grades five, eight, and once in high school (i.e., grade ten, eleven, or twelve).
4. **College and Career Ready**
The percentage of students who have successfully completed courses that satisfy the requirements for entrance to the University of California and the California State University, or career technical education sequences or programs of study.

SARC Reporting in the 2020-2021 School Year Only

Where the most viable option, LEAs were required to administer the statewide summative assessment in ELA and mathematics. Where a statewide summative assessment was not the most viable option for the LEA (or for one or more grade-level[s] within the LEA) due to the pandemic, LEAs were allowed to report results from a different assessment that met the criteria established by the State Board of Education (SBE) on March 16, 2021. The assessments were required to be:

- Aligned with CA CCSS for ELA and mathematics;
- Available to students in grades 3 through 8, and grade 11; and
- Uniformly administered across a grade, grade span, school, or district to all eligible students.

Options

Note that the CAAs could only be administered in-person following health and safety requirements. If it was not viable for the LEA to administer the CAAs in person with health and safety guidelines in place, the LEA was directed to not administer the tests. There were no other assessment options available for the CAAs. Schools administered the Smarter Balanced Summative Assessments for ELA and mathematics, other assessments that meet the SBE criteria, or a combination of both, and they could only choose one of the following:

- Smarter Balanced ELA and mathematics summative assessments;
- Other assessments meeting the SBE criteria; or
- Combination of Smarter Balanced ELA and mathematics summative assessments and other assessments.

The percentage of students who have successfully completed courses that satisfy the requirements for entrance to the University of California and the California State University, or career technical education sequences or programs of study.

Percentage of Students Meeting or Exceeding the State Standard on CAASPP

This table displays CAASPP test results in ELA and mathematics for all students grades three through eight and grade eleven taking and completing a state-administered assessment.

The 2020-21 data cells have N/A values because these data are not comparable to other year data due to the COVID-19 pandemic during the 2020-21 school year. Where the CAASPP assessments in ELA and/or mathematics is not the most viable option, the LEAs were allowed to administer local assessments. Therefore, the 2020-21 data between school years for the school, district, state are not an accurate comparison. As such, it is inappropriate to compare results of the 2020-21 school year to other school years.

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

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

Subject	School 2020-21	School 2021-22	District 2020-21	District 2021-22	State 2020-21	State 2021-22
English Language Arts/Literacy (grades 3-8 and 11)	N/A	79	N/A	74	N/A	47
Mathematics (grades 3-8 and 11)	N/A	59	N/A	57	N/A	33

2021-22 CAASPP Test Results in ELA by Student Group

This table displays CAASPP test results in ELA by student group for students grades three through eight and grade eleven taking and completing a state-administered assessment.

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

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

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

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students	135	123	91.11	8.89	78.86
Female	52	45	86.54	13.46	80.00
Male	83	78	93.98	6.02	78.21
American Indian or Alaska Native	--	--	--	--	--
Asian	11	9	81.82	18.18	--
Black or African American	--	--	--	--	--
Filipino	--	--	--	--	--
Hispanic or Latino	24	24	100.00	0.00	70.83
Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or More Races	--	--	--	--	--
White	83	73	87.95	12.05	83.56
English Learners	--	--	--	--	--
Foster Youth	0	0	0.00	0.00	0.00
Homeless	0	0	0.00	0.00	0.00
Military	--	--	--	--	--
Socioeconomically Disadvantaged	23	21	91.30	8.70	57.14
Students Receiving Migrant Education Services	0	0	0.00	0.00	0.00
Students with Disabilities	19	17	89.47	10.53	29.41

2021-22 CAASPP Test Results in Math by Student Group

This table displays CAASPP test results in Math by student group for students grades three through eight and grade eleven taking and completing a state-administered assessment.

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

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

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

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students	135	123	91.11	8.89	59.35
Female	52	45	86.54	13.46	51.11
Male	83	78	93.98	6.02	64.10
American Indian or Alaska Native	--	--	--	--	--
Asian	11	9	81.82	18.18	--
Black or African American	--	--	--	--	--
Filipino	--	--	--	--	--
Hispanic or Latino	24	24	100.00	0.00	45.83
Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or More Races	--	--	--	--	--
White	83	73	87.95	12.05	64.38
English Learners	--	--	--	--	--
Foster Youth	0	0	0.00	0.00	0.00
Homeless	0	0	0.00	0.00	0.00
Military	--	--	--	--	--
Socioeconomically Disadvantaged	23	21	91.30	8.70	38.10
Students Receiving Migrant Education Services	0	0	0.00	0.00	0.00
Students with Disabilities	19	17	89.47	10.53	11.76

CAASPP Test Results in Science for All Students

This table displays the percentage of all students grades five, eight, and High School meeting or exceeding the State Standard.

For any 2020–21 data cells with N/T values indicate that this school did not test students using the CAASPP for Science.

Subject	School 2020-21	School 2021-22	District 2020-21	District 2021-22	State 2020-21	State 2021-22
Science (grades 5, 8 and high school)	NT	55.75	NT	58.33	28.5	29.47

2021-22 CAASPP Test Results in Science by Student Group

This table displays CAASPP test results in Science by student group for students grades five, eight, and High School. Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	133	113	84.96	15.04	55.75
Female	59	44	74.58	25.42	59.09
Male	74	69	93.24	6.76	53.62
American Indian or Alaska Native	--	--	--	--	--
Asian	15	13	86.67	13.33	53.85
Black or African American	--	--	--	--	--
Filipino	--	--	--	--	--
Hispanic or Latino	31	27	87.1	12.9	33.33
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	--	--	--	--	--
White	74	63	85.14	14.86	63.49
English Learners	--	--	--	--	--
Foster Youth	0	0	0	0	0
Homeless	--	--	--	--	--
Military	--	--	--	--	--
Socioeconomically Disadvantaged	27	20	74.07	25.93	30
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	15	14	93.33	6.67	21.43

2021-22 Career Technical Education Programs

PGHS supports students earning Career Technical Education (CTE) certifications and internships through CTE Pathways regardless if students plan to attend a 2-year college or 4-year university or state college. Most PGHS CTE courses have articulated with Monterey Peninsula College (MPC); once 6 units are taken after enrollment at MPC, students may claim college credit for their articulated PGHS CTE course. In addition, PGHS and MPC have worked to create a College and Career Access Pathway (CCAP) agreement, and we are currently providing 11 dual-enrolled courses at PGHS. Students are recognized for completing a pathway during graduation with a cord or with a stole if they graduate with honors from their CTE Pathway. The following pathways are offered at PGHS: Design and Media (Art and Photography), Food Service and Hospitality, Software and Systems Development, and Engineering and Design. CTE Coordinator - Shane Steinback; CTE Site Financial Officer - Felicia Afifi; College and Career Coordinator - Janet Light; Senior Sales Engineer at Flatfile - Robert Hyde; Senior Project Manager at Microsoft - Tom Hall; Owner of Spectra Mat - John Paff.

2021-22 Career Technical Education (CTE) Participation

Measure	CTE Program Participation
Number of Pupils Participating in CTE	232
Percent of Pupils that Complete a CTE Program and Earn a High School Diploma	81
Percent of CTE Courses that are Sequenced or Articulated Between the School and Institutions of Postsecondary Education	

Course Enrollment/Completion

This table displays the course enrollment/completion of University of California (UC) and/or California State University (CSU) admission requirements.

UC/CSU Course Measure	Percent
2021-22 Pupils Enrolled in Courses Required for UC/CSU Admission	97.38
2020-21 Graduates Who Completed All Courses Required for UC/CSU Admission	0.00

B. Pupil Outcomes

State Priority: Other Pupil Outcomes

The SARC provides the following information relevant to the State priority: Other Pupil Outcomes (Priority 8): Pupil outcomes in the subject area of physical education.

2021-22 California Physical Fitness Test Results					
This table displays the percentage of students participating in each of the five fitness components of the California Physical Fitness Test Results. Due to changes to the 2021-22 PFT administration, only participation results are required for these five fitness areas. Percentages are not calculated and double dashes (--) appear in the table when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.					
Grade Level	Component 1: Aerobic Capacity	Component 2: Abdominal Strength and Endurance	Component 3: Trunk Extensor and Strength and Flexibility	Component 4: Upper Body Strength and Endurance	Component 5: Flexibility
Grade 5	--	--	--	--	--
Grade 7	--	--	--	--	--
Grade 9	96.8	98.7	99.3	99.3	100.0

C. Engagement

State Priority: Parental Involvement

The SARC provides the following information relevant to the State priority: Parental Involvement (Priority 3): Efforts the school district makes to seek parent input in making decisions regarding the school district and at each school site.

2022-23 Opportunities for Parental Involvement
<p>Family involvement is critical to the success of Pacific Grove High School. To that end, the staff at PGHS takes all necessary steps to keep parents/guardians informed about their student's academic progress, attendance, and school updates which include, but are not limited to student activities, meetings, procedures, policies, etc. Families have access to this information through a variety of online platforms: student database (PGHS and PGUSD maintained), Google Classroom (PGHS teacher maintained), school website (PGHS and PGUSD maintained), communication platform to disseminate email, text, and phone calls (PGHS maintained).</p> <p>Parents/Guardians are afforded the opportunity to participate in the following: Site Council, District English Language Advisory Committee, Parent Teacher Association, Career Technical Education Advisory Board, Breakers Club (Sports Boosters), district LCAP Parent Advisory Committee, and Alumni Association as well as numerous opportunities to provide volunteer support for a variety of student activities.</p>

C. Engagement

State Priority: Pupil Engagement

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

- High school dropout rates;
- High school graduation rates; and
- Chronic Absenteeism

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

Indicator	School 2019-20	School 2020-21	School 2021-22	District 2019-20	District 2020-21	District 2021-22	State 2019-20	State 2020-21	State 2021-22
Dropout Rate		2.8	5.5		3.4	5.2		8.9	7.8
Graduation Rate		95.1	93.8		94.6	94.2		84.2	87

2021-22 Graduation Rate by Student Group (Four-Year Cohort Rate)

This table displays the 2021-22 graduation rate by student group. For information on the Four-Year Adjusted Cohort Graduation Rate (ACGR), visit the CDE Adjusted Cohort Graduation Rate web page at www.cde.ca.gov/ds/ad/acgrinfo.asp.

Student Group	Number of Students in Cohort	Number of Cohort Graduates	Cohort Graduation Rate
All Students	146	137	93.8
Female	67	61	91.0
Male	79	76	96.2
American Indian or Alaska Native	--	--	--
Asian	16	16	100.0
Black or African American	--	--	--
Filipino	--	--	--
Hispanic or Latino	35	32	91.4
Native Hawaiian or Pacific Islander	0	0	0.0
Two or More Races	--	--	--
White	81	77	95.1
English Learners	--	--	--
Foster Youth	0	0	0.0
Homeless	--	--	--
Socioeconomically Disadvantaged	46	45	97.8
Students Receiving Migrant Education Services	0	0	0.0
Students with Disabilities	20	18	90.0

2021-22 Chronic Absenteeism by Student Group

Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students	595	584	92	15.8
Female	270	263	47	17.9
Male	324	321	45	14.0
American Indian or Alaska Native	6	6	2	33.3
Asian	49	48	5	10.4
Black or African American	11	11	4	36.4
Filipino	21	20	3	15.0
Hispanic or Latino	121	118	24	20.3
Native Hawaiian or Pacific Islander	5	5	0	0.0
Two or More Races	13	13	3	23.1
White	352	347	48	13.8
English Learners	16	15	5	33.3
Foster Youth	0	0	0	0.0
Homeless	1	1	1	100.0
Socioeconomically Disadvantaged	111	110	25	22.7
Students Receiving Migrant Education Services	0	0	0	0.0
Students with Disabilities	92	90	23	25.6

C. Engagement

State Priority: School Climate

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

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

Suspensions and Expulsions

This table displays suspensions and expulsions data collected between July through February, partial school year due to the COVID-19 pandemic. The 2019-20 suspensions and expulsions rate data are not comparable to other year data because the 2019-20 school year is a partial school year due to the COVID-19 crisis. As such, it would be inappropriate to make any comparisons in rates of suspensions and expulsions in the 2019-20 school year compared to other school years.

Subject	School 2019-20	District 2019-20	State 2019-20
Suspensions	2.49	1.55	2.45
Expulsions	0.00	0.00	0.05

This table displays suspensions and expulsions data collected between July through June, each full school year respectively. Data collected during the 2020-21 school year may not be comparable to earlier years of this collection due to differences in learning mode instruction in response to the COVID-19 pandemic.

Subject	School 2020-21	School 2021-22	District 2020-21	District 2021-22	State 2020-21	State 2021-22
Suspensions	0.00	2.18	0.05	1.24	0.20	3.17
Expulsions	0.00	0.17	0.00	0.05	0.00	0.07

2021-22 Suspensions and Expulsions by Student Group

Student Group	Suspensions Rate	Expulsions Rate
All Students	2.18	0.17
Female	1.48	0.00
Male	2.78	0.31
American Indian or Alaska Native	0.00	0.00
Asian	0.00	0.00
Black or African American	0.00	0.00
Filipino	0.00	0.00
Hispanic or Latino	2.48	0.83
Native Hawaiian or Pacific Islander	0.00	0.00
Two or More Races	15.38	0.00
White	2.27	0.00
English Learners	0.00	0.00
Foster Youth	0.00	0.00
Homeless	0.00	0.00
Socioeconomically Disadvantaged	2.70	0.00
Students Receiving Migrant Education Services	0.00	0.00
Students with Disabilities	3.26	1.09

2022-23 School Safety Plan

INFORMATION/DISCUSSION A

Pacific Grove High School strives to provide a safe environment for learning. Emergency/safety drills are implemented regularly. The Site Council approved the 2021-2022 Safety Plan in February 2021. Key elements of the 2021-2022 Safe School plan were: To have an overall positive attendance rate of 97%, to decrease the number of suspensions from one school year to the next by implementing Restorative Practices, create a culture at Pacific Grove High School that promotes positive values, and an overall sense of safety that reduces reported drug and alcohol use by at least 2% in alcohol, binge drinking, and marijuana use in the past 30 days categories in the California Healthy Kids Survey (CHKS) for 11th-grade students and 2% reduced numbers of students reporting chronic sad and hopeless feelings and suicidal thoughts on the CHKS as well as site student survey.

2019-20 Secondary Average Class Size and Class Size Distribution

This table displays the 2019-20 average class size and class size distribution. The columns titled "Number of Classes" indicates how many classes fall into each size category (a range of total students per classroom). At the secondary school level, this information is reported by subject area rather than grade level.

Subject	Average Class Size	Number of Classes with 1-22 Students	Number of Classes with 23-32 Students	Number of Classes with 33+ Students
English Language Arts	20	16	16	
Mathematics	20	15	13	
Science	24	7	13	
Social Science	26	3	22	

2020-21 Secondary Average Class Size and Class Size Distribution

This table displays the 2020-21 average class size and class size distribution. The columns titled "Number of Classes" indicates how many classes fall into each size category (a range of total students per classroom). At the secondary school level, this information is reported by subject area rather than grade level.

Subject	Average Class Size	Number of Classes with 1-22 Students	Number of Classes with 23-32 Students	Number of Classes with 33+ Students
English Language Arts	21	14	14	
Mathematics	21	13	12	
Science	25	5	14	
Social Science	23	12	15	

2021-22 Secondary Average Class Size and Class Size Distribution

This table displays the 2021-22 average class size and class size distribution. The columns titled "Number of Classes" indicates how many classes fall into each size category (a range of total students per classroom). At the secondary school level, this information is reported by subject area rather than grade level.

Subject	Average Class Size	Number of Classes with 1-22 Students	Number of Classes with 23-32 Students	Number of Classes with 33+ Students
English Language Arts	21	16	11	
Mathematics	20	15	11	
Science	22	8	12	
Social Science	24	10	15	

2021-22 Ratio of Pupils to Academic Counselor

This table displays the ratio of pupils to Academic Counselor. One full time equivalent (FTE) equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time.

Title	Ratio
Pupils to Academic Counselor	211.11

2021-22 Student Support Services Staff

This table displays the number of FTE support staff assigned to this school. One full time equivalent (FTE) equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time.

Title	Number of FTE Assigned to School
Counselor (Academic, Social/Behavioral or Career Development)	2.7
Library Media Teacher (Librarian)	
Library Media Services Staff (Paraprofessional)	
Psychologist	0.5
Social Worker	
Nurse	
Speech/Language/Hearing Specialist	0.6
Resource Specialist (non-teaching)	
Other	2.0

2020-21 Expenditures Per Pupil and School Site Teacher Salaries

This table displays the 2020-21 expenditures per pupil and average teacher salary for this school. Cells with N/A values do not require data.

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Restricted)	Expenditures Per Pupil (Unrestricted)	Average Teacher Salary
School Site	\$15,226.34	\$4,254.32	\$10,9772.02	\$113,243.81
District	N/A	N/A	\$11,930.00	\$109,193
Percent Difference - School Site and District	N/A	N/A	160.8	3.6
State	N/A	N/A	\$6,594	\$79,175
Percent Difference - School Site and State	N/A	N/A	177.3	35.4

2021-22 Types of Services Funded

PGHS certificated staff provides the following academic supports to students: Math Tutoring (outside of the instructional day for all students as needed), Math Support Class (targeted support for students grade 9-11 enrolled in Math 1, and 2), Fundamentals of Success (academic support class providing targeted support to identified students grades 9-12), and Independent Productive Study (academic support class open to all students grades 9-12). The English Language Learner teacher provides targeted group and individual support to students identified as English Learners. The counseling department provides one-to-one academic planning meetings, Student Success Team meetings, the development of 504 accommodations for students who qualify, an outreach counselor, and a mental health professional. The Special Education Department provides academic, social-emotional, and therapeutic support to all students with an Individualized Education Plan.

2020-21 Teacher and Administrative Salaries

This table displays the 2020-21 Teacher and Administrative salaries. For detailed information on salaries, see the CDE Certification Salaries & Benefits web page at <http://www.cde.ca.gov/ds/fd/cs/>.

Category	District Amount	State Average for Districts in Same Category
Beginning Teacher Salary	\$61,295	\$48,503
Mid-Range Teacher Salary	\$101,575	\$74,912
Highest Teacher Salary	\$130,561	\$100,321
Average Principal Salary (Elementary)	\$172,168	\$122,160
Average Principal Salary (Middle)	\$172,838	\$127,632
Average Principal Salary (High)	\$177,228	\$137,578
Superintendent Salary	\$248,460	\$198,665
Percent of Budget for Teacher Salaries	38%	31%
Percent of Budget for Administrative Salaries	7%	6%

2021-22 Advanced Placement (AP) Courses

INFORMATION/DISCUSSION A

This table displays the percent of student in AP courses at this school.

Percent of Students in AP Courses	38.8
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This table displays the number of AP courses offered at this school where there are student course enrollments of at least one student.

Subject	Number of AP Courses Offered
Computer Science	0
English	2
Fine and Performing Arts	1
Foreign Language	2
Mathematics	3
Science	2
Social Science	8
Total AP Courses Offered Where there are student course enrollments of at least one student.	18

Professional Development

For the 2022-23 school year are professional development for teachers is focused on the following: Professional Learning Communities, grading, diversity and equity and curriculum.

This table displays the number of school days dedicated to staff development and continuous improvement.

Subject	2020-21	2021-22	2022-23
Number of school days dedicated to Staff Development and Continuous Improvement	5	4	4

Pacific Grove Middle School

INFORMATION/DISCUSSION A

2021-2022 School Accountability Report Card (Published During the 2022-2023 School Year)

General Information about the School Accountability Report Card (SARC)

SARC Overview



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

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

For more information about the LCFF or the LCAP, see the CDE LCFF web page at <https://www.cde.ca.gov/fg/aa/lc/>

For additional information about the school, parents/guardians and community members should contact the school principal or the district office.

DataQuest



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

California School Dashboard



The California School Dashboard (Dashboard) <https://www.caschooldashboard.org/> reflects California's new accountability and continuous improvement system and provides information about how LEAs and schools are meeting the needs of California's diverse student population. The Dashboard contains reports that display the performance of LEAs, schools, and student groups on a set of state and local measures to assist in identifying strengths, challenges, and areas in need of improvement.

Internet Access

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

2022-23 School Contact Information

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

2022-23 District Contact Information

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

2022-23 School Overview

The mission of Pacific Grove Middle School is to provide a high quality educational experience that teaches our students the skills, abilities, and mindset they will need to transition to high school with self-esteem, a capacity for critical thinking, a sense of responsibility, global awareness, and respect for self and others. Our staff is committed to setting and achieving high standards of academics and behavior while recognizing and responding to the individual talents and learning styles of our students. Pacific Grove Middle School was recently awarded the California Distinguished School Award for our academic excellence and closing the achievement gap with struggling students.

Pacific Grove Middle School (PGMS) is the lone middle school in the Pacific Grove Unified School District (PGUSD). PGUSD consists of two elementary schools (K-5), one middle school (6-8), and one high school (9-12), as well as one community high school. It also has an adult school which oversees adult education as well as preschool education in a variety of settings. The district enjoys deep community support and involvement. Due to high property values, the district receives property revenue in excess of its state "revenue limit", which is based on an Average Daily Attendance (ADA) formula. Several bond measures have been passed which have provided additional funding for building improvements, including new safety fences surrounding the school and new fencing for our learning garden. In 2015, the voters of Pacific Grove passed the Measure A Tech Bond in support of improving technology in schools. Measure A provides PGUSD \$600,000 annually for innovative educational technologies for use in classrooms K-12 as well as our adult programs. Additionally, improvements have been made to the Performing Arts Center, including a new projector and screen, as well as upgrading the lighting.

As a philosophy, PGMS seeks to instill a sense of service to each student with the purpose of helping them improve their minds, health and character. PGMS is dedicated to delivering messages and activities surrounding our Character Strong program, where each Monday, during our recently developed Advisory period, students participate in lessons in support of building high character and kindness to others. In addition, through our CalHope grant, we have purchased the SEL curriculum Open Parachute and have a contract with IndieFlix to hold assemblies and documentary viewings like "Angst", "Upstanders", "Race to be Human", and "Screenagers". The middle school wants to help students prepare for success in all areas of their high school education. A rigorous academic program is combined with a wide array of extracurricular activities and student support services. PGMS was awarded the California Distinguished School Award in 2021 for strong academics and lowering the achievement gap. These academic gains are definitely a team effort. The school's Parent Teacher Student Association (PTSA), School Site Council and staff have developed a strong, supportive partnership through which volunteer time and allocated funds are expended to improve the total school program. In addition, each program is reviewed for its level of rigor

and effectiveness to ensure we are meeting the needs of every student.

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

About this School

2021-22 Student Enrollment by Grade Level

Grade Level	Number of Students
Grade 6	125
Grade 7	139
Grade 8	126
Total Enrollment	390

2021-22 Student Enrollment by Student Group

Student Group	Percent of Total Enrollment
Female	51.5
Male	48.5
American Indian or Alaska Native	1.0
Asian	13.6
Black or African American	2.1
Filipino	1.3
Hispanic or Latino	18.7
Native Hawaiian or Pacific Islander	1.0
Two or More Races	3.3
White	58.5
English Learners	3.3
Foster Youth	0.5
Homeless	0.0
Migrant	0.0
Socioeconomically Disadvantaged	17.9
Students with Disabilities	16.9

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

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

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

2020-21 Teacher Preparation and Placement

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)	24.80	92.19	91.50	84.29	228366.10	83.12
Intern Credential Holders Properly Assigned	0.00	0.00	0.00	0.00	4205.90	1.53
Teachers Without Credentials and Misassignments ("ineffective" under ESSA)	0.50	2.16	5.30	4.91	11216.70	4.08
Credentialed Teachers Assigned Out-of-Field ("out-of-field" under ESSA)	0.20	0.93	1.40	1.36	12115.80	4.41
Unknown	1.20	4.68	10.20	9.43	18854.30	6.86
Total Teaching Positions	26.90	100.00	108.60	100.00	274759.10	100.00

Note: The data in this table is based on Full Time Equivalent (FTE) status. One FTE equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time. Additionally, an assignment is defined as a position that an educator is assigned based on setting, subject, and grade level. An authorization is defined as the services that an educator is authorized to provide to students.

2021-22 Teacher Preparation and Placement

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)						
Intern Credential Holders Properly Assigned						
Teachers Without Credentials and Misassignments ("ineffective" under ESSA)						
Credentialed Teachers Assigned Out-of-Field ("out-of-field" under ESSA)						
Unknown						
Total Teaching Positions						

2021-22 data was not included as part of the initial release of data on 1/13/23. The CDE has indicated that the data will be available after the 2/1/23 SARC deadline. The data will be populated when it is published by the CDE.

Note: The data in this table is based on Full-Time Equivalent (FTE) status. One FTE equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time. Additionally, an assignment is defined as a position that an educator is assigned based on setting, subject, and grade level. An authorization is defined as the services that an educator is authorized to provide to students.

Teachers Without Credentials and Misassignments (considered “ineffective” under ESSA)

Authorization/Assignment	2020-21	2021-22
Permits and Waivers	0.00	
Misassignments	0.50	
Vacant Positions	0.00	
Total Teachers Without Credentials and Misassignments	0.50	

2021-22 data was not included as part of the initial release of data on 1/13/23. The CDE has indicated that the data will be available after the 2/1/23 SARC deadline. The data will be populated when it is published by the CDE.

Credentialed Teachers Assigned Out-of-Field (considered “out-of-field” under ESSA)

Indicator	2020-21	2021-22
Credentialed Teachers Authorized on a Permit or Waiver	0.00	
Local Assignment Options	0.20	
Total Out-of-Field Teachers	0.20	

2021-22 data was not included as part of the initial release of data on 1/13/23. The CDE has indicated that the data will be available after the 2/1/23 SARC deadline. The data will be populated when it is published by the CDE.

2021-22 Class Assignments

Indicator	2020-21	2021-22
Misassignments for English Learners (a percentage of all the classes with English learners taught by teachers that are misassigned)	0.00	
No credential, permit or authorization to teach (a percentage of all the classes taught by teachers with no record of an authorization to teach)	0.00	

2021-22 data was not included as part of the initial release of data on 1/13/23. The CDE has indicated that the data will be available after the 2/1/23 SARC deadline. The data will be populated when it is published by the CDE.

Note: For more information refer to the Updated Teacher Equity Definitions web page at <https://www.cde.ca.gov/pd/ee/teacherequitydefinitions.asp>.

2022-23 Quality, Currency, Availability of Textbooks and Other Instructional Materials

All curriculum for academic areas is standards-aligned and reflect that of recent adoptions. Each student has access to a home set of books as well as a set that remains at school. Study sync, TCI, Big Ideas and Savvas all have an online component which mirrors the hardcopy version of textbooks. We are currently up for adoption in Math, where we look for a more up to date math curriculum.

Year and month in which the data were collected	1/2018
--	--------

Subject	Textbooks and Other Instructional Materials/year of Adoption	INFORMATION/DISCUSSION	
		Has Most Recent Adoption ?	Percent Students Lacking Own Assigned Copy
Reading/Language Arts	Study Sync (16-17)	Yes	0
Mathematics	Big Ideas Math (16-17)	Yes	0
Science	Savvas Publishing (21/22)	Yes	0
History-Social Science	TCI History (17/18)	Yes	0

School Facility Conditions and Planned Improvements

The school grounds are maintained on weekly basis. We have a grounds worker assigned to our school, and he does an adequate job maintaining the safety and appearance of our landscaping. Our three-person site maintenance staff (on day, two night custodians), maintain the neatness of our facility. They also address routine maintenance issues as they arise. Although our building is old, it is in fine condition. We recently created an outdoor learning space in the form of a garden, which was created and maintained with assistance from the Junior League of Monterey County. We are in the process of transforming our woodshop (which is no longer a class) into a functional classroom and workers space for STEM/STEAM and various clubs.

In 2021, a new 4K projector and screen have been installed in the Performing Arts Center which will be a huge upgrade for character assemblies and musical performances. In addition, the Woodshop Roofing project was competed in the fall of 2022, and our site recieved a new phone system during that time as well. Planned facilities upgrades include:

- Exterior painting of all buildings
- Performing Arts Center stage, lighting, and rigging

All doors at PGMS have been fitted with Lock Blocks as a quick lock system for safety purposes. A new gate and fence has been installed on Sinex avenue, guiding visitors to enter the building through the main entrance and funneling them to the office.

Year and month of the most recent FIT report

January 2023

System Inspected	Rate Good	Rate Fair	Rate Poor	Repair Needed and Action Taken or Planned
Systems: Gas Leaks, Mechanical/HVAC, Sewer	X			
Interior: Interior Surfaces		X		C-Auditorium: Interior flooring issue stage right.
Cleanliness: Overall Cleanliness, Pest/Vermin Infestation	X			:
Electrical	X			
Restrooms/Fountains: Restrooms, Sinks/ Fountains	X			
Safety: Fire Safety, Hazardous Materials		X		A-Wing: Exterior paint need.
Structural: Structural Damage, Roofs	X			
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	X			

Overall Facility Rate				INFORMATION/DISCUSSION A
Exemplary	Good	Fair	Poor	
	X			

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

Statewide Assessments

(i.e., California Assessment of Student Performance and Progress [CAASPP] System includes the Smarter Balanced Summative Assessments for students in the general education population and the California Alternate Assessments [CAAs] for English language arts/literacy [ELA] and mathematics given in grades three through eight and grade eleven. Only eligible students may participate in the administration of the CAAs. CAAs items are aligned with alternate achievement standards, which are linked with the Common Core State Standards [CCSS] for students with the most significant cognitive disabilities).

The CAASPP System encompasses the following assessments and student participation requirements:

1. **Smarter Balanced Summative Assessments and CAAs for ELA** in grades three through eight and grade eleven.
2. **Smarter Balanced Summative Assessments and CAAs for mathematics** in grades three through eight and grade eleven.
3. **California Science Test (CAST) and CAAs for Science** in grades five, eight, and once in high school (i.e., grade ten, eleven, or twelve).
4. **College and Career Ready**
The percentage of students who have successfully completed courses that satisfy the requirements for entrance to the University of California and the California State University, or career technical education sequences or programs of study.

SARC Reporting in the 2020-2021 School Year Only

Where the most viable option, LEAs were required to administer the statewide summative assessment in ELA and mathematics. Where a statewide summative assessment was not the most viable option for the LEA (or for one or more grade-level[s] within the LEA) due to the pandemic, LEAs were allowed to report results from a different assessment that met the criteria established by the State Board of Education (SBE) on March 16, 2021. The assessments were required to be:

- Aligned with CA CCSS for ELA and mathematics;
- Available to students in grades 3 through 8, and grade 11; and
- Uniformly administered across a grade, grade span, school, or district to all eligible students.

Options

Note that the CAAs could only be administered in-person following health and safety requirements. If it was not viable for the LEA to administer the CAAs in person with health and safety guidelines in place, the LEA was directed to not administer the tests. There were no other assessment options available for the CAAs. Schools administered the Smarter Balanced Summative Assessments for ELA and mathematics, other assessments that meet the SBE criteria, or a combination of both, and they could only choose one of the following:

- Smarter Balanced ELA and mathematics summative assessments;
- Other assessments meeting the SBE criteria; or
- Combination of Smarter Balanced ELA and mathematics summative assessments and other assessments.

The percentage of students who have successfully completed courses that satisfy the requirements for entrance to the University of California and the California State University, or career technical education sequences or programs of study.

Percentage of Students Meeting or Exceeding the State Standard on CAASPP

This table displays CAASPP test results in ELA and mathematics for all students grades three through eight and grade eleven taking and completing a state-administered assessment.

The 2020-21 data cells have N/A values because these data are not comparable to other year data due to the COVID-19 pandemic during the 2020-21 school year. Where the CAASPP assessments in ELA and/or mathematics is not the most viable option, the LEAs were allowed to administer local assessments. Therefore, the 2020-21 data between school years for the school, district, state are not an accurate comparison. As such, it is inappropriate to compare results of the 2020-21 school year to other school years.

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

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

Subject	School 2020-21	School 2021-22	District 2020-21	District 2021-22	State 2020-21	State 2021-22
English Language Arts/Literacy (grades 3-8 and 11)	N/A	73	N/A	74	N/A	47
Mathematics (grades 3-8 and 11)	N/A	51	N/A	57	N/A	33

2021-22 CAASPP Test Results in ELA by Student Group

This table displays CAASPP test results in ELA by student group for students grades three through eight and grade eleven taking and completing a state-administered assessment.

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

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

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

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students	409	397	97.07	2.93	73.05
Female	212	205	96.70	3.30	80.49
Male	197	192	97.46	2.54	65.10
American Indian or Alaska Native	--	--	--	--	--
Asian	53	53	100.00	0.00	77.36
Black or African American	--	--	--	--	--
Filipino	--	--	--	--	--
Hispanic or Latino	77	76	98.70	1.30	59.21
Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or More Races	16	16	100.00	0.00	62.50
White	239	229	95.82	4.18	79.91
English Learners	17	16	94.12	5.88	18.75
Foster Youth	0	0	0.00	0.00	0.00
Homeless	0	0	0.00	0.00	0.00
Military	11	10	90.91	9.09	--
Socioeconomically Disadvantaged	77	73	94.81	5.19	54.79
Students Receiving Migrant Education Services	0	0	0.00	0.00	0.00
Students with Disabilities	70	67	95.71	4.29	31.34

2021-22 CAASPP Test Results in Math by Student Group

This table displays CAASPP test results in Math by student group for students grades three through eight and grade eleven taking and completing a state-administered assessment.

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

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

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

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students	409	395	96.58	3.42	50.89
Female	212	205	96.70	3.30	45.85
Male	197	190	96.45	3.55	56.32
American Indian or Alaska Native	--	--	--	--	--
Asian	53	52	98.11	1.89	65.38
Black or African American	--	--	--	--	--
Filipino	--	--	--	--	--
Hispanic or Latino	77	76	98.70	1.30	26.32
Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or More Races	16	15	93.75	6.25	60.00
White	239	229	95.82	4.18	57.64
English Learners	17	16	94.12	5.88	31.25
Foster Youth	0	0	0.00	0.00	0.00
Homeless	0	0	0.00	0.00	0.00
Military	11	10	90.91	9.09	--
Socioeconomically Disadvantaged	77	73	94.81	5.19	28.77
Students Receiving Migrant Education Services	0	0	0.00	0.00	0.00
Students with Disabilities	70	67	95.71	4.29	13.43

CAASPP Test Results in Science for All Students

This table displays the percentage of all students grades five, eight, and High School meeting or exceeding the State Standard.

For any 2020–21 data cells with N/T values indicate that this school did not test students using the CAASPP for Science.

Subject	School 2020-21	School 2021-22	District 2020-21	District 2021-22	State 2020-21	State 2021-22
Science (grades 5, 8 and high school)	NT	60.66	NT	58.33	28.5	29.47

2021-22 CAASPP Test Results in Science by Student Group

This table displays CAASPP test results in Science by student group for students grades five, eight, and High School. Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	128	122	95.31	4.69	60.66
Female	61	57	93.44	6.56	61.4
Male	67	65	97.01	2.99	60
American Indian or Alaska Native	--	--	--	--	--
Asian	12	12	100	0	66.67
Black or African American	--	--	--	--	--
Filipino	--	--	--	--	--
Hispanic or Latino	25	24	96	4	16.67
Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or More Races	--	--	--	--	--
White	77	73	94.81	5.19	73.97
English Learners	--	--	--	--	--
Foster Youth	0	0	0	0	0
Homeless	0	0	0	0	0
Military	--	--	--	--	--
Socioeconomically Disadvantaged	25	23	92	8	26.09
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	21	19	90.48	9.52	26.32

B. Pupil Outcomes

State Priority: Other Pupil Outcomes

INFORMATION/DISCUSSION A

The SARC provides the following information relevant to the State priority: Other Pupil Outcomes (Priority 8): Pupil outcomes in the subject area of physical education.

2021-22 California Physical Fitness Test Results

This table displays the percentage of students participating in each of the five fitness components of the California Physical Fitness Test Results. Due to changes to the 2021-22 PFT administration, only participation results are required for these five fitness areas. Percentages are not calculated and double dashes (--) appear in the table when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Grade Level	Component 1: Aerobic Capacity	Component 2: Abdominal Strength and Endurance	Component 3: Trunk Extensor and Strength and Flexibility	Component 4: Upper Body Strength and Endurance	Component 5: Flexibility
Grade 5	--	--	--	--	--
Grade 7	96.2	95.5	95.5	95.5	96.2
Grade 9	--	--	--	--	--

C. Engagement

State Priority: Parental Involvement

The SARC provides the following information relevant to the State priority: Parental Involvement (Priority 3): Efforts the school district makes to seek parent input in making decisions regarding the school district and at each school site.

2022-23 Opportunities for Parental Involvement

PGMS has reached out and engaged our families in a variety of ways, including hosting a PGMS Counseling Night, PGMS Academic Interventions, PGMS Parenting Series with Elisabeth Stitt, PGMS Character Strong and Open Parachute, Parent Viewing nights for each of our four quarterly assembly documentaries: "Angst", "Upstanders", "Race to be Human", and "Screenagers", adding Spanish Language to PGMS, PGMS Principal Check-in, and the California Healthy Kids Parent Survey. Planned engagements for semester two include parent meetings and input on topics such as: Climate and Enrichment opportunities, A mental health wellness fair, parent viewing of "Race to be Human" and "Screenagers", review/revision of the PGMS Dress Code, sharing student survey results.

PGMS has a vibrant and well attended PTSA and School Site Council. Discussions include academic achievement, social emotional supports, student survey information, Spanish Language at PGMS, Covid mitigation protocols and a number of parent driven topics. PGMS also relays information via the PTSA Facebook page to reach out to families.

We have hosted several parent meetings regarding academic interventions, social emotional supports, our quarterly documentary series, safety night, Movie with a Cop, four-part parenting series with Elisabeth Stitt and more. This year we have many more supports to offer and communicating these opportunities and clarifying expectations is very important. We welcome volunteers and parents to help out in the classroom, library, small group instruction and office in a variety of ways. School-wide functions (Back-to-School Night, Open House, holiday programs, parent conferences, Butterfly Parade and Bazaar, Honors Night, District Music Festival, various drama and musical productions, and Promotion) are heavily attended. PGMS has an active PTSA and School Site Council (SSC). Parents take a strong, participatory lead in assisting administration with making sound decisions for our site and students.

2021-22 Chronic Absenteeism by Student Group

Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students	421	414	71	17.1
Female	216	214	33	15.4
Male	205	200	38	19.0
American Indian or Alaska Native	6	6	2	33.3
Asian	55	55	3	5.5
Black or African American	9	9	2	22.2
Filipino	5	5	1	20.0
Hispanic or Latino	79	77	18	23.4
Native Hawaiian or Pacific Islander	4	4	1	25.0
Two or More Races	14	14	3	21.4
White	247	242	40	16.5
English Learners	17	17	4	23.5
Foster Youth	2	2	0	0.0
Homeless	0	0	0	0.0
Socioeconomically Disadvantaged	85	83	23	27.7
Students Receiving Migrant Education Services	0	0	0	0.0
Students with Disabilities	76	75	18	24.0

C. Engagement

State Priority: School Climate

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

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

Suspensions and Expulsions

This table displays suspensions and expulsions data collected between July through February, partial school year due to the COVID-19 pandemic. The 2019-20 suspensions and expulsions rate data are not comparable to other year data because the 2019-20 school year is a partial school year due to the COVID-19 crisis. As such, it would be inappropriate to make any comparisons in rates of suspensions and expulsions in the 2019-20 school year compared to other school years.

Subject	School 2019-20	District 2019-20	State 2019-20
Suspensions	1.29	1.55	2.45
Expulsions	0.00	0.00	0.05

This table displays suspensions and expulsions data collected between July through June, each full school year respectively. Data collected during the 2020-21 school year may not be comparable to earlier years of this collection due to differences in learning mode instruction in response to the COVID-19 pandemic.

Subject	School 2020-21	School 2021-22	District 2020-21	District 2021-22	State 2020-21	State 2021-22
Suspensions	0.00	1.43	0.05	1.24	0.20	3.17
Expulsions	0.00	0.00	0.00	0.05	0.00	0.07

2021-22 Suspensions and Expulsions by Student Group

Student Group	Suspensions Rate	Expulsions Rate
All Students	1.43	0.00
Female	0.00	0.00
Male	2.93	0.00
American Indian or Alaska Native	0.00	0.00
Asian	0.00	0.00
Black or African American	0.00	0.00
Filipino	0.00	0.00
Hispanic or Latino	5.06	0.00
Native Hawaiian or Pacific Islander	0.00	0.00
Two or More Races	0.00	0.00
White	0.81	0.00
English Learners	0.00	0.00
Foster Youth	0.00	0.00
Homeless	0.00	0.00
Socioeconomically Disadvantaged	3.53	0.00
Students Receiving Migrant Education Services	0.00	0.00
Students with Disabilities	1.32	0.00

2022-23 School Safety Plan

INFORMATION/DISCUSSION A

Pacific Grove Middle School keeps a comprehensive safety plan that is reviewed each year by our site safety committee and the School Site Council. The plan was most recently reviewed in September 2022, but it has been updated with current data and was reviewed by staff, safety committee and Site Council in October of 2022. One key element of the Site Safety Plan is the section on "The Big Five," which is a set of comprehensive emergency response protocols that are designed specifically for schools and are widely used in the area. All staff receive annual training on the five types of emergency response - shelter in place, evacuation, secure campus, lockdown-barricade, and drop-cover-hold on. Another key element of the Plan is our list of Crisis Team members and responsibilities, which will be critical to the success of our emergency responses if/when they are enacted. Finally, the Plan also contains our drill schedule, school rules, and an overview of Restorative Justice and Positive Behaviors Interventions and Supports (PBIS)

2019-20 Secondary Average Class Size and Class Size Distribution

This table displays the 2019-20 average class size and class size distribution. The columns titled "Number of Classes" indicates how many classes fall into each size category (a range of total students per classroom). At the secondary school level, this information is reported by subject area rather than grade level.

Subject	Average Class Size	Number of Classes with 1-22 Students	Number of Classes with 23-32 Students	Number of Classes with 33+ Students
English Language Arts	17	13	7	
Mathematics	18	8	10	
Science	24	3	10	
Social Science	23	2	11	

2020-21 Secondary Average Class Size and Class Size Distribution

This table displays the 2020-21 average class size and class size distribution. The columns titled "Number of Classes" indicates how many classes fall into each size category (a range of total students per classroom). At the secondary school level, this information is reported by subject area rather than grade level.

Subject	Average Class Size	Number of Classes with 1-22 Students	Number of Classes with 23-32 Students	Number of Classes with 33+ Students
English Language Arts	18	10	8	
Mathematics	20	8	9	
Science	26	1	11	
Social Science	24	1	12	

2021-22 Secondary Average Class Size and Class Size Distribution

This table displays the 2021-22 average class size and class size distribution. The columns titled "Number of Classes" indicates how many classes fall into each size category (a range of total students per classroom). At the secondary school level, this information is reported by subject area rather than grade level.

Subject	Average Class Size	Number of Classes with 1-22 Students	Number of Classes with 23-32 Students	Number of Classes with 33+ Students
English Language Arts	15	18	1	
Mathematics	17	15	2	
Science	22	6	6	
Social Science	19	9	4	

2021-22 Ratio of Pupils to Academic Counselor

This table displays the ratio of pupils to Academic Counselor. One full time equivalent (FTE) equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time.

Title	Ratio
Pupils to Academic Counselor	300

2021-22 Student Support Services Staff

This table displays the number of FTE support staff assigned to this school. One full time equivalent (FTE) equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time.

Title	Number of FTE Assigned to School
Counselor (Academic, Social/Behavioral or Career Development)	1.3
Library Media Teacher (Librarian)	
Library Media Services Staff (Paraprofessional)	
Psychologist	0.5
Social Worker	
Nurse	
Speech/Language/Hearing Specialist	0.6
Resource Specialist (non-teaching)	
Other	

2020-21 Expenditures Per Pupil and School Site Teacher Salaries

This table displays the 2020-21 expenditures per pupil and average teacher salary for this school. Cells with N/A values do not require data.

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Restricted)	Expenditures Per Pupil (Unrestricted)	Average Teacher Salary
School Site	\$15,045.89	\$5,086.10	\$9,959.79	\$106,662.10
District	N/A	N/A	\$11,930.00	\$109,193
Percent Difference - School Site and District	N/A	N/A	-18.0	-2.3
State	N/A	N/A	\$6,594	\$79,175
Percent Difference - School Site and State	N/A	N/A	40.7	29.6

2021-22 Types of Services Funded

Categorical Programs available to Pacific Grove Middle School:

Federal:

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

State:

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

Local:

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

2020-21 Teacher and Administrative Salaries

INFORMATION/DISCUSSION A

This table displays the 2020-21 Teacher and Administrative salaries. For detailed information on salaries, see the CDE Certification Salaries & Benefits web page at <http://www.cde.ca.gov/ds/fd/cs/>.

Category	District Amount	State Average for Districts in Same Category
Beginning Teacher Salary	\$61,295	\$48,503
Mid-Range Teacher Salary	\$101,575	\$74,912
Highest Teacher Salary	\$130,561	\$100,321
Average Principal Salary (Elementary)	\$172,168	\$122,160
Average Principal Salary (Middle)	\$172,838	\$127,632
Average Principal Salary (High)	\$177,228	\$137,578
Superintendent Salary	\$248,460	\$198,665
Percent of Budget for Teacher Salaries	38%	31%
Percent of Budget for Administrative Salaries	7%	6%

Professional Development

This year as with last, the district provided many extra professional development opportunities during the summertime in anticipation of welcoming our students back to in person learning.

We conducted our Staff Wide Meeting and SEL Meeting on July 28/29 and August 1, where we discussed data collection, Universal Design for Learning, Teacher Clarity/Student Success Criteria, Doable Differentiation, technology trainings, assessment cycles, curriculum mapping and pacing to prepare for gaps in learning. The staff participated in several presentations from our TOSA, administration and counseling team involving: self-care, how to identify and support students in crisis. Our staff participated in Equity training, Universal Design for Learning, Doable Differentiation; with the latter portion of August 1st being used for Open Parachute half day training. Leadership members and administrators presented these themes during the whole staff professional developments August 1/2. Staff recieved trainings for a three day study of Universal Design for Learning (Equity based education) produced by the Monterey County Office of Education on March 14th, March 28th and April 25th.

We are renewing our practice of departments taking two complete days for curriculum planning off site during the school year. PGMS has an Instructional Leadership Team (ILT) made up of teacher leaders who assist with the training necessary to maintain best practice, and maintain a school wide focus on Equity. The last several years and into the future, our ILT and school wide focus continues to work on maintaining strong Professional Learning Communities (PLCs) to better use data to intervene with struggling students and ensure access for all. In addition, PGMS staff continues to put in to practice our school wide professional study on Teacher Clarity and Student Success Criteria. In addition to improving and maintaining our PLC's, our site has dedicated multiple opportunities to the study of Equity and a continued focus on our Students of Concern (SOC). Through Data Share's and Learning Walks, our staff is committed to sharing best practice and learning from one another. PGMS's quarterly focus on one area of social emotional learning has been successfully carried out as a whole school activity. Our focus are: Anxiety, bullying/healthy relationships, race and digital citizenship.

This table displays the number of school days dedicated to staff development and continuous improvement.

Subject	2020-21	2021-22	2022-23
Number of school days dedicated to Staff Development and Continuous Improvement	5	4	4

Robert Down Elementary School

2021-2022 School Accountability Report Card

(Published During the 2022-2023 School Year)

INFORMATION/DISCUSSION A

General Information about the School Accountability Report Card (SARC)

SARC Overview



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

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

For more information about the LCFF or the LCAP, see the CDE LCFF web page at <https://www.cde.ca.gov/fg/aa/lc/>

For additional information about the school, parents/guardians and community members should contact the school principal or the district office.

DataQuest



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

California School Dashboard



The California School Dashboard (Dashboard) <https://www.caschooldashboard.org/> reflects California's new accountability and continuous improvement system and provides information about how LEAs and schools are meeting the needs of California's diverse student population. The Dashboard contains reports that display the performance of LEAs, schools, and student groups on a set of state and local measures to assist in identifying strengths, challenges, and areas in need of improvement.

Internet Access

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

2022-23 School Contact Information

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

2022-23 District Contact Information

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

2022-23 School Overview

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

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

Programs include Special Education, English Language Development, School-based Counseling, Speech Therapy, School Library, Spanish for 4th and 5th grades, Physical Education, Computer Lab, Vocal and Instrumental Music, Chorus, DARE, Big Buddies between primary and intermediate grades, After-School Enrichment, Academic Intervention, Read 180, Caught Being Good, Otter Good Citizen Program, Toolbox Social-Emotional Learning, FIRST Lego Robotics Club, ROV Team, Math Club, Drama Club, Garden Program, Just Run, Service Leaders Program, and providing GATE for all through Kindergarten-5th Digital Learning that focus on coding, OSMO Bots, 3D printing, Plasma Laser projects, and other STEM-focused lessons.

2021-22 Student Enrollment by Grade Level

Grade Level	Number of Students
Kindergarten	71
Grade 1	61
Grade 2	70
Grade 3	82
Grade 4	71
Grade 5	76
Total Enrollment	431

2021-22 Student Enrollment by Student Group

Student Group	Percent of Total Enrollment
Female	53.1
Male	46.9
American Indian or Alaska Native	1.2
Asian	7.2
Black or African American	2.6
Filipino	0.9
Hispanic or Latino	16.9
Native Hawaiian or Pacific Islander	0.7
Two or More Races	5.8
White	64.0
English Learners	4.6
Foster Youth	0.0
Homeless	0.0
Migrant	0.0
Socioeconomically Disadvantaged	13.7
Students with Disabilities	9.3

A. Conditions of Learning State Priority: Basic

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

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

2020-21 Teacher Preparation and Placement

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)	17.00	77.27	91.50	84.29	228366.10	83.12
Intern Credential Holders Properly Assigned	0.00	0.00	0.00	0.00	4205.90	1.53
Teachers Without Credentials and Misassignments ("ineffective" under ESSA)	3.00	13.64	5.30	4.91	11216.70	4.08
Credentialed Teachers Assigned Out-of-Field ("out-of-field" under ESSA)	0.00	0.00	1.40	1.36	12115.80	4.41
Unknown	2.00	9.09	10.20	9.43	18854.30	6.86
Total Teaching Positions	22.00	100.00	108.60	100.00	274759.10	100.00

Note: The data in this table is based on Full Time Equivalent (FTE) status. One FTE equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time. Additionally, an assignment is defined as a position that an educator is assigned based on setting, subject, and grade level. An authorization is defined as the services that an educator is authorized to provide to students.

2021-22 Teacher Preparation and Placement

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)						
Intern Credential Holders Properly Assigned						
Teachers Without Credentials and Misassignments ("ineffective" under ESSA)						
Credentialed Teachers Assigned Out-of-Field ("out-of-field" under ESSA)						
Unknown						
Total Teaching Positions						

2021-22 data was not included as part of the initial release of data on 1/13/23. The CDE has indicated that the data will be available after the 2/1/23 SARC deadline. The data will be populated when it is published by the CDE.

Note: The data in this table is based on Full-Time Equivalent (FTE) status. One FTE equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time. Additionally, an assignment is defined as a position that an educator is assigned based on setting, subject, and grade level. An authorization is defined as the services that an educator is authorized to provide to students.

Teachers Without Credentials and Misassignments (considered “ineffective” under ESSA)

Authorization/Assignment	2020-21	2021-22
Permits and Waivers	0.00	
Misassignments	3.00	
Vacant Positions	0.00	
Total Teachers Without Credentials and Misassignments	3.00	

2021-22 data was not included as part of the initial release of data on 1/13/23. The CDE has indicated that the data will be available after the 2/1/23 SARC deadline. The data will be populated when it is published by the CDE.

Credentialed Teachers Assigned Out-of-Field (considered “out-of-field” under ESSA)

Indicator	2020-21	2021-22
Credentialed Teachers Authorized on a Permit or Waiver	0.00	
Local Assignment Options	0.00	
Total Out-of-Field Teachers	0.00	

2021-22 data was not included as part of the initial release of data on 1/13/23. The CDE has indicated that the data will be available after the 2/1/23 SARC deadline. The data will be populated when it is published by the CDE.

2021-22 Class Assignments

Indicator	2020-21	2021-22
Misassignments for English Learners (a percentage of all the classes with English learners taught by teachers that are misassigned)	22.20	
No credential, permit or authorization to teach (a percentage of all the classes taught by teachers with no record of an authorization to teach)	4.50	

2021-22 data was not included as part of the initial release of data on 1/13/23. The CDE has indicated that the data will be available after the 2/1/23 SARC deadline. The data will be populated when it is published by the CDE.

Note: For more information refer to the Updated Teacher Equity Definitions web page at <https://www.cde.ca.gov/pd/ee/teacherequitydefinitions.asp>.

2022-23 Quality, Currency, Availability of Textbooks and Other Instructional Materials

Year and month in which the data were collected		August 2021	
Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption ?	Percent Students Lacking Own Assigned Copy

Reading/Language Arts	Benchmark Grades 3-5 (adopted 2016) SuperKids Grades K-2 (adopted 2017) Read 180 - Reading Intervention (adopted 2014) Reading and Spelling Mastery - Reading Intervention (adopted 2015) SIPPS: Systematic Instruction in Phonological Awareness, Phonics, and Sight Words - Reading Intervention (adopted 2020-21)	Yes	0%
Mathematics	SWUN Math (Adopted 2019) Touch Math	Yes	0%
Science	Macmillian McGraw Hill (08/09) and Mystery Science (interim adoption in 2018 until NGSS-approved curriculum is selected in 2020-21)	Yes	0%
History-Social Science	Scotts-Foresman / (adopted 2006)	Yes	0%

School Facility Conditions and Planned Improvements

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

Year and month of the most recent FIT report

System Inspected	Rate Good	Rate Fair	Rate Poor	Repair Needed and Action Taken or Planned
Systems: Gas Leaks, Mechanical/HVAC, Sewer	X			
Interior: Interior Surfaces		X		Main Building: Roof at end of serviceable life. Some areas of flooring need to be replaced. South Hallway needs flooring replaced soon.
Cleanliness: Overall Cleanliness, Pest/Vermin Infestation	X			
Electrical	X			
Restrooms/Fountains: Restrooms, Sinks/ Fountains	X			
Safety: Fire Safety, Hazardous Materials	X			
Structural: Structural Damage, Roofs			X	Main Building: Roof at end of serviceable life. Some areas of flooring need to be replaced. South Hallway needs flooring replaced soon. C-1: Roof needs to be coated C-2: Roof needs to be coated C-3: Roof needs to be coated
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	X			

Overall Facility Rate				INFORMATION/DISCUSSION A
Exemplary	Good	Fair	Poor	
	X			

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

Statewide Assessments

(i.e., California Assessment of Student Performance and Progress [CAASPP] System includes the Smarter Balanced Summative Assessments for students in the general education population and the California Alternate Assessments [CAAs] for English language arts/literacy [ELA] and mathematics given in grades three through eight and grade eleven. Only eligible students may participate in the administration of the CAAs. CAAs items are aligned with alternate achievement standards, which are linked with the Common Core State Standards [CCSS] for students with the most significant cognitive disabilities).

The CAASPP System encompasses the following assessments and student participation requirements:

1. **Smarter Balanced Summative Assessments and CAAs for ELA** in grades three through eight and grade eleven.
2. **Smarter Balanced Summative Assessments and CAAs for mathematics** in grades three through eight and grade eleven.
3. **California Science Test (CAST) and CAAs for Science** in grades five, eight, and once in high school (i.e., grade ten, eleven, or twelve).
4. **College and Career Ready**
The percentage of students who have successfully completed courses that satisfy the requirements for entrance to the University of California and the California State University, or career technical education sequences or programs of study.

SARC Reporting in the 2020-2021 School Year Only

Where the most viable option, LEAs were required to administer the statewide summative assessment in ELA and mathematics. Where a statewide summative assessment was not the most viable option for the LEA (or for one or more grade-level[s] within the LEA) due to the pandemic, LEAs were allowed to report results from a different assessment that met the criteria established by the State Board of Education (SBE) on March 16, 2021. The assessments were required to be:

- Aligned with CA CCSS for ELA and mathematics;
- Available to students in grades 3 through 8, and grade 11; and
- Uniformly administered across a grade, grade span, school, or district to all eligible students.

Options

Note that the CAAs could only be administered in-person following health and safety requirements. If it was not viable for the LEA to administer the CAAs in person with health and safety guidelines in place, the LEA was directed to not administer the tests. There were no other assessment options available for the CAAs. Schools administered the Smarter Balanced Summative Assessments for ELA and mathematics, other assessments that meet the SBE criteria, or a combination of both, and they could only choose one of the following:

- Smarter Balanced ELA and mathematics summative assessments;
- Other assessments meeting the SBE criteria; or
- Combination of Smarter Balanced ELA and mathematics summative assessments and other assessments.

The percentage of students who have successfully completed courses that satisfy the requirements for entrance to the University of California and the California State University, or career technical education sequences or programs of study.

Percentage of Students Meeting or Exceeding the State Standard on CAASPP

This table displays CAASPP test results in ELA and mathematics for all students grades three through eight and grade eleven taking and completing a state-administered assessment.

The 2020-21 data cells have N/A values because these data are not comparable to other year data due to the COVID-19 pandemic during the 2020-21 school year. Where the CAASPP assessments in ELA and/or mathematics is not the most viable option, the LEAs were allowed to administer local assessments. Therefore, the 2020-21 data between school years for the school, district, state are not an accurate comparison. As such, it is inappropriate to compare results of the 2020-21 school year to other school years.

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

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

Subject	School 2020-21	School 2021-22	District 2020-21	District 2021-22	State 2020-21	State 2021-22
English Language Arts/Literacy (grades 3-8 and 11)	N/A	83	N/A	74	N/A	47
Mathematics (grades 3-8 and 11)	N/A	73	N/A	57	N/A	33

2021-22 CAASPP Test Results in ELA by Student Group

This table displays CAASPP test results in ELA by student group for students grades three through eight and grade eleven taking and completing a state-administered assessment.

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

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

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

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students	230	225	97.83	2.17	82.67
Female	118	117	99.15	0.85	86.32
Male	112	108	96.43	3.57	78.70
American Indian or Alaska Native	--	--	--	--	--
Asian	17	17	100.00	0.00	88.24
Black or African American	--	--	--	--	--
Filipino	--	--	--	--	--
Hispanic or Latino	37	37	100.00	0.00	78.38
Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or More Races	--	--	--	--	--
White	149	145	97.32	2.68	86.90
English Learners	--	--	--	--	--
Foster Youth	0	0	0.00	0.00	0.00
Homeless	0	0	0.00	0.00	0.00
Military	18	17	94.44	5.56	88.24
Socioeconomically Disadvantaged	27	25	92.59	7.41	56.00
Students Receiving Migrant Education Services	0	0	0.00	0.00	0.00
Students with Disabilities	23	23	100.00	0.00	47.83

2021-22 CAASPP Test Results in Math by Student Group

This table displays CAASPP test results in Math by student group for students grades three through eight and grade eleven taking and completing a state-administered assessment.

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

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

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

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students	230	225	97.83	2.17	73.33
Female	118	117	99.15	0.85	67.52
Male	112	108	96.43	3.57	79.63
American Indian or Alaska Native	--	--	--	--	--
Asian	17	17	100.00	0.00	88.24
Black or African American	--	--	--	--	--
Filipino	--	--	--	--	--
Hispanic or Latino	37	37	100.00	0.00	70.27
Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or More Races	--	--	--	--	--
White	149	145	97.32	2.68	78.62
English Learners	--	--	--	--	--
Foster Youth	0	0	0.00	0.00	0.00
Homeless	0	0	0.00	0.00	0.00
Military	18	17	94.44	5.56	70.59
Socioeconomically Disadvantaged	27	25	92.59	7.41	52.00
Students Receiving Migrant Education Services	0	0	0.00	0.00	0.00
Students with Disabilities	23	23	100.00	0.00	52.17

CAASPP Test Results in Science for All Students

This table displays the percentage of all students grades five, eight, and High School meeting or exceeding the State Standard.

For any 2020–21 data cells with N/T values indicate that this school did not test students using the CAASPP for Science.

Subject	School 2020-21	School 2021-22	District 2020-21	District 2021-22	State 2020-21	State 2021-22
Science (grades 5, 8 and high school)	NT	75.34	NT	58.33	28.5	29.47

2021-22 CAASPP Test Results in Science by Student Group

This table displays CAASPP test results in Science by student group for students grades five, eight, and High School. Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	75	73	97.33	2.67	75.34
Female	40	39	97.5	2.5	74.36
Male	35	34	97.14	2.86	76.47
American Indian or Alaska Native	--	--	--	--	--
Asian	--	--	--	--	--
Black or African American	--	--	--	--	--
Filipino	--	--	--	--	--
Hispanic or Latino	--	--	--	--	--
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	--	--	--	--	--
White	46	44	95.65	4.35	79.55
English Learners	--	--	--	--	--
Foster Youth	0	0	0	0	0
Homeless	0	0	0	0	0
Military	--	--	--	--	--
Socioeconomically Disadvantaged	12	10	83.33	16.67	--
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	--	--	--	--	--

B. Pupil Outcomes

State Priority: Other Pupil Outcomes

INFORMATION/DISCUSSION A

The SARC provides the following information relevant to the State priority: Other Pupil Outcomes (Priority 8): Pupil outcomes in the subject area of physical education.

2021-22 California Physical Fitness Test Results

This table displays the percentage of students participating in each of the five fitness components of the California Physical Fitness Test Results. Due to changes to the 2021-22 PFT administration, only participation results are required for these five fitness areas. Percentages are not calculated and double dashes (--) appear in the table when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Grade Level	Component 1: Aerobic Capacity	Component 2: Abdominal Strength and Endurance	Component 3: Trunk Extensor and Strength and Flexibility	Component 4: Upper Body Strength and Endurance	Component 5: Flexibility
Grade 5	97.4	97.4	97.4	97.4	97.4
Grade 7	--	--	--	--	--
Grade 9	--	--	--	--	--

C. Engagement

State Priority: Parental Involvement

The SARC provides the following information relevant to the State priority: Parental Involvement (Priority 3): Efforts the school district makes to seek parent input in making decisions regarding the school district and at each school site.

2022-23 Opportunities for Parental Involvement

There are a variety of ways for parents to be involved at Robert Down School. Please contact your child's teacher for specific in-class opportunities. For school-wide parental involvement activities, you may email skeller@pgusd.org, and/or call/text 831-275-0083 and leave a message for the principal if interested in participating in the year-long Site Council or visit <https://robertdownpta.org/> to contact our wonderful PTA directly. Counseling Empowering Parental Connections classes are scheduled four times per year through Counselor Sonda Frudden (sfrudden@pgusd.org) along with the Let's Talk Books series held twice per year. Back to School Night with our new Welcome Back BBQ is held two weeks after school commences. The Open House evening is held in the spring of each school year. Parent conferences are held in November and March. A parent conference with your child's teacher may be scheduled with the teacher at any time. Many fun family weekend and evening events occur such as the Bike Rodeo, Halloween Family Evening, Holiday Program, Bingo Night, Art Night, etc. Specific information is available via the classroom and school newsletters along with the SMORE Principal's Update being sent weekly on Thursdays to all families, which can be translated into languages preferred by the user. Parents may also join the district's LCAP Parent Advisory Committee.

2021-22 Chronic Absenteeism by Student Group

Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students	463	455	73	16.0
Female	241	237	38	16.0
Male	222	218	35	16.1
American Indian or Alaska Native	5	5	0	0.0
Asian	31	30	4	13.3
Black or African American	12	12	2	16.7
Filipino	5	4	0	0.0
Hispanic or Latino	77	77	16	20.8
Native Hawaiian or Pacific Islander	4	3	1	33.3
Two or More Races	28	25	5	20.0
White	297	295	44	14.9
English Learners	25	25	7	28.0
Foster Youth	0	0	0	0.0
Homeless	0	0	0	0.0
Socioeconomically Disadvantaged	68	67	17	25.4
Students Receiving Migrant Education Services	0	0	0	0.0
Students with Disabilities	54	53	11	20.8

C. Engagement

State Priority: School Climate

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

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

Suspensions and Expulsions

This table displays suspensions and expulsions data collected between July through February, partial school year due to the COVID-19 pandemic. The 2019-20 suspensions and expulsions rate data are not comparable to other year data because the 2019-20 school year is a partial school year due to the COVID-19 crisis. As such, it would be inappropriate to make any comparisons in rates of suspensions and expulsions in the 2019-20 school year compared to other school years.

Subject	School 2019-20	District 2019-20	State 2019-20
Suspensions	0.20	1.55	2.45
Expulsions	0.00	0.00	0.05

This table displays suspensions and expulsions data collected between July through June, each full school year respectively. Data collected during the 2020-21 school year may not be comparable to earlier years of this collection due to differences in learning mode instruction in response to the COVID-19 pandemic.

Subject	School 2020-21	School 2021-22	District 2020-21	District 2021-22	State 2020-21	State 2021-22
Suspensions	0.22	0.22	0.05	1.24	0.20	3.17
Expulsions	0.00	0.00	0.00	0.05	0.00	0.07

2021-22 Suspensions and Expulsions by Student Group

Student Group	Suspensions Rate	Expulsions Rate
All Students	0.22	0.00
Female	0.00	0.00
Male	0.45	0.00
American Indian or Alaska Native	0.00	0.00
Asian	0.00	0.00
Black or African American	0.00	0.00
Filipino	0.00	0.00
Hispanic or Latino	1.30	0.00
Native Hawaiian or Pacific Islander	0.00	0.00
Two or More Races	0.00	0.00
White	0.00	0.00
English Learners	0.00	0.00
Foster Youth	0.00	0.00
Homeless	0.00	0.00
Socioeconomically Disadvantaged	1.47	0.00
Students Receiving Migrant Education Services	0.00	0.00
Students with Disabilities	0.00	0.00

The safety plan for Robert Down School is reviewed yearly with updates made as needed. The Site Council and Leadership review the document and crisis teams are assigned and trained. PGUSD uses The Big Five Safety Protocols to guide its emergency response procedures: Shelter in Place; Drop, Cover, and Hold On; Secure Campus; Lockdown/Barricade; and Evacuation. These are practiced throughout the year at least one time per month. The current RHD Safety Plan was approved by the Site Council on 11-14-2022. The RHD Safety Team participated in the PGUSD Big Five Training in August 2018 and Elite Incident Command training in February 2019. For all Covid-19 related responses and site/district plans, please visit <https://www.pgusd.org/COVID-19/index.html> or <https://www.pgusd.org/Reopening-Plans/index.html>.

D. Other SARC Information Information Required in the SARC

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

2019-20 Elementary Average Class Size and Class Size Distribution

This table displays the 2019-20 average class size and class size distribution. The columns titled "Number of Classes" indicates how many classes fall into each size category (a range of total students per class). The "Other" category is for multi-grade level classes.

Grade Level	Average Class Size	Number of Classes with 1-20 Students	Number of Classes with 21-32 Students	Number of Classes with 33+ Students
K	21	1	2	
1	21	1	3	
2	24		3	
3	23		4	
4	24		3	
5	26		3	
Other	10	1		

2020-21 Elementary Average Class Size and Class Size Distribution

This table displays the 2020-21 average class size and class size distribution. The columns titled "Number of Classes" indicates how many classes fall into each size category (a range of total students per class). The "Other" category is for multi-grade level classes.

Grade Level	Average Class Size	Number of Classes with 1-20 Students	Number of Classes with 21-32 Students	Number of Classes with 33+ Students
K	20	2	1	
1	23		3	
2	28	1	2	
3	24		3	
4	20	2	2	
5	22		3	
Other	8	1		

2021-22 Elementary Average Class Size and Class Size Distribution

This table displays the 2021-22 average class size and class size distribution. The columns titled “Number of Classes” indicates how many classes fall into each size category (a range of total students per class). The “Other” category is for multi-grade level classes.

Grade Level	Average Class Size	Number of Classes with 1-20 Students	Number of Classes with 21-32 Students	Number of Classes with 33+ Students
K	23		3	
1	20	2	1	
2	23		3	
3	20	3	1	
4	23		3	
5	25		3	
Other	13	2		

2021-22 Ratio of Pupils to Academic Counselor

This table displays the ratio of pupils to Academic Counselor. One full time equivalent (FTE) equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time.

Title	Ratio
Pupils to Academic Counselor	538.75

2021-22 Student Support Services Staff

This table displays the number of FTE support staff assigned to this school. One full time equivalent (FTE) equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time.

Title	Number of FTE Assigned to School
Counselor (Academic, Social/Behavioral or Career Development)	0.8
Library Media Teacher (Librarian)	
Library Media Services Staff (Paraprofessional)	
Psychologist	0.5
Social Worker	
Nurse	
Speech/Language/Hearing Specialist	1.2
Resource Specialist (non-teaching)	
Other	2.4

2020-21 Expenditures Per Pupil and School Site Teacher Salaries

This table displays the 2020-21 expenditures per pupil and average teacher salary for this school. Cells with N/A values do not require data.

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Restricted)	Expenditures Per Pupil (Unrestricted)	Average Teacher Salary
School Site	\$15,215.35	\$4,794.04	\$10,421.30	\$109,640.16
District	N/A	N/A	\$11,930.00	\$109,193
Percent Difference - School Site and District	N/A	N/A	-13.5	0.4
State	N/A	N/A	\$6,594	\$79,175
Percent Difference - School Site and State	N/A	N/A	45.0	32.3

2021-22 Types of Services Funded

English Language Development, Special Education, GATE, LEGO Robotics, STEM/ROV, School-based Counseling, Behavior Interventions, Reading, Math, and Writing Academic Interventions, Speech Therapy, School Library, Physical Education, Computer Lab/STEM Lessons from District Digital Learning Teacher, Vocal and Instrumental Music, Drama Club, Occupational Therapy

2020-21 Teacher and Administrative Salaries

This table displays the 2020-21 Teacher and Administrative salaries. For detailed information on salaries, see the CDE Certification Salaries & Benefits web page at <http://www.cde.ca.gov/ds/fd/cs/>.

Category	District Amount	State Average for Districts in Same Category
Beginning Teacher Salary	\$61,295	\$48,503
Mid-Range Teacher Salary	\$101,575	\$74,912
Highest Teacher Salary	\$130,561	\$100,321
Average Principal Salary (Elementary)	\$172,168	\$122,160
Average Principal Salary (Middle)	\$172,838	\$127,632
Average Principal Salary (High)	\$177,228	\$137,578
Superintendent Salary	\$248,460	\$198,665
Percent of Budget for Teacher Salaries	38%	31%
Percent of Budget for Administrative Salaries	7%	6%

Before the 2020-21 school year, PGUSD offered paid training for all certificated and classified employees through the University of Phoenix Summer Virtual Teaching Academy as well as a week-long training for all elementary grade level leads to plan for the upcoming year and an additional week for all certificated and classified staff training on Google Suite, SeeSaw, and various online learning tools needed for Distance Learning. During the 2021-22 school year, all certificated and classified employees were provided training in the new Student Information System, Synergy, along with Social-Emotional Learning (SEL) strategies from IFSEL. PGUSD also began to create an Equity Plan for the district with five members from each school participating in training that will be shared with staff during the 2022-23 school year.

In a typical year, two annual school days per year are devoted to certificated staff professional development and there are two teacher preparation days. During the entire school year, students are released an hour early on Thursdays so that staff may collaborate and participate in professional training. Staff also attends workshops and training at the Monterey County Office of Education as well as at institutions throughout the state.

This table displays the number of school days dedicated to staff development and continuous improvement.

Subject	2020-21	2021-22	2022-23
Number of school days dedicated to Staff Development and Continuous Improvement	5	4	4

- ☐ 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: Review of Budget Development Calendar for 2023-24

DATE: February 2, 2023

PERSON(S) RESPONSIBLE: Joshua Jorn, Assistant Superintendent for Business Services

RECOMMENDATION:

The Administration recommends that the Board review the Budget Development Calendar for fiscal year 2023-24.

BACKGROUND:

The development of the annual budget is an important process that helps to ensure fiscal solvency and the achievement of the district's educational goals. This Budget Development Calendar delineates critical dates and milestone during the developmental process of a budget.

INFORMATION:

The budget development process begins early so that timely decisions can be made to adjust existing programs (or not) and to evaluate any new expenditure proposals for possible inclusion in the Adopted Budget.

Dates of scheduled Regular Board Meetings indicated in **bold**:

January 10, 2023	Governor releases proposal for the 2023-24 budget/fiscal year
January 19, 2023	Review of District Enrollment Projections for 2023-24; Presentation of the 2022-23 Annual Audit Report for District Financials by Independent auditor, and acceptance of the report by the Board
February 2, 2023	Assistant Superintendent attends Governor's Budget Workshop presented by Capitol Advisors provided virtually by the Monterey County Office of Education (MCOE); Assistant Superintendent updates the Board on the Governor's proposed budget for 2023-24
March 2, 2023	Presentation of the 2022-23 Annual Audit Report of Bond Measure A and D by the District's Independent auditor, and acceptance of the report by the Board; Board discusses and reviews components of the District Budget
March 6 - 31, 2023	Business Services meets with Directors and site principals on program and site budgets for 2023-24

May 13, 2023	Governor proposes 2023-24 state budget revisions in “May (Tentative) Revised”
May 18, 2023	Governing Board holds public hearing on the 2023-24 District Budget and the 2023-24 Local Control Accountability Plan (LCAP)
June 1, 2023	Governing Board adopts the 2023-24 District Budget and the 2023-24 LCAP report
July 1, 2023	Date by which the Board of Education must approve the 2023-24 annual budget and adopt the LCAP report

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

SUBJECT: Review of the Governor's Budget Proposal for 2023-24

DATE: February 2, 2023

PERSON(S) RESPONSIBLE: Joshua Jorn, Assistant Superintendent for Business Services

RECOMMENDATION:

The District Administration recommends the Board review the information provided regarding Governor Newsom's Budget Proposal for 2023-24.

BACKGROUND:

Each January, the Governor issues his Governor's Budget Proposal which is the first official announcement of the state budget for the coming fiscal year. In May, the Governor presents the May Revision, which provides more detail and any revisions to the initial budget proposal made in January. School districts (LEA's) watch closely for the release of these two documents and use them as the basis for developing their own district budgets, which must be adopted by July 1st each year.

INFORMATION:

Below is a summary of the 2023-24 Governor's Budget Proposal by the California Association of School Business Officials (CASBO).

Next Steps: The Governor's budget proposal marks the beginning of the budget cycle. Between January and May, when the Governor's May Revision is issued, the Legislature provides more input on this proposal, and subsequent information will be released.

The next report to the PGUSD Board will be made in May, after the Governor's May Revision has been released.

FISCAL IMPACT:

The Governor's 2023-24 Proposed Budget that will potentially impact Pacific Grove USD is noted below from California Association of School Business Officials (CASBO).

CASBO Summary 2023-24 Governors Budget Proposal

K-12 Highlights

\$108.8 billion Proposition 98 General Fund

8.13% cost-of-living adjustment (COLA) – **LCFF Funded Districts, no mention of Basic Aid**

\$1.2 billion **reduction** from the Arts, Music, and Instructional Materials Discretionary Block Grant that was included in the 2022 Budget Act, reduced from \$3.5 billion to \$2.3 billion

\$750,000 ongoing Proposition 98 General Fund to support the professional development of local educational agencies' (LEAs) Chief Budget Officers through mentorship programming by the Fiscal Crisis and Management Assistance Team (FCMAT)

Trailer Bill Language

Additional details will be released as part of the trailer bill language in the weeks to come. CASBO and District staff will analyze the Administration's budget proposals and provide recommendations and position statements during this year's budget deliberation process.

Proposition 98 General Fund

Proposition 98 funding is \$108.8 billion, a **decrease** of about \$1.5 billion from last year's budget.

Beginning in 2024-25, the Proposition 98 Guarantee will be "re-benched" according to the requirements of the Arts and Music in Schools—Funding Guarantee and Accountability Act.

The budget includes total funding of \$128.5 billion (\$78.7 billion in the General Fund and \$49.8 billion in other funds) for all K-12 education programs. K-12 per-pupil funding totals \$17,519 per Proposition 98 General Fund and \$23,723 per pupil when accounting for all funding sources.

Proposition 98 Rainy Day Fund

Due to a decrease in capital gains revenues, and a projected deposit of \$366 million in 2023-24, the total balance of the PSSSA has decreased to \$8.5 billion, down from the \$9.5 billion projected in the 2022 Budget Act.

The balance of \$8.1 billion in 2022-23 continues to trigger school district reserve caps in 2023-24.

Local Control Funding Formula (LCFF)

One of CASBO's priorities is for the state to fund the statutory cost-of-living adjustment (COLA). We recommended to the Administration that before considering new

programs/priorities, the state fund existing obligations, including providing the statutory COLA for the LCFF and other programs outside of the LCFF that receive a COLA.

There is a decline of 2.2 % average daily attendance (ADA), which brings the total LCFF funding to \$80.1billion in 2023-24.

The budget proposes an LCFF COLA of 8.13 %, an increase of \$4.2 billion. For the state to fund this COLA, the budget provides about \$613 million in one-time funding in 2022-23 and about \$1.4billion in one-time funding for 2023-24.

LCFF Equity Multiplier and Accountability Improvements

It is estimated that LCFF for annual supplemental and concentration grant funding, is \$13.4 billion. The budget proposes \$300 million ongoing Proposition 98 General Fund to create an equity multiplier as an add-on to the LCFF, intended to close opportunity gaps. Without providing the details of what the targeted methodology will be, these funds will be allocated based on a school-site eligibility and is intended to support the highest-needs schools.

CASBO anticipates the funding being allocated to LEAs with schools serving high concentration of students eligible for free meals (90% or more free meal eligibility for elementary and middle schools and 85% or more free meal eligibility for high schools) and LEAs would be required to use those funds on services and support that directly benefit those eligible schools, along with providing stakeholder engagement for the use of the funds.

The budget does share that there will be changes to the accountability and continuous improvement system through the Local Control and Accountability Plan (LCAP) and Differentiated Assistance (DA) based on research and data evaluations.

Early Education

Transitional Kindergarten (TK)

Based on updated enrollment and attendance data, the budget provides revised estimates for the first-year investments, including a reduction of approximately:

- \$10 million, for the first-year investment from \$614 million to \$604 million.
- \$46 million, to add one additional certificated or classified staff person from \$383 million to \$337 million.

The budget includes \$690 million to implement the second year of transitional kindergarten expansion (approximately 46,000 children) and \$165 million to support the addition of one additional certificated or classified staff person in TK classrooms serving these students.

California State Preschool Program (CSPP)

The budget proposes to maintain what was planned for in the 2022 Budget Act of \$64.5 million Proposition 98 General Fund and \$51.8 million General Fund to continue a multi-year plan to ramp up the inclusivity adjustments for the State Preschool Program and students with disabilities will be required to make up at least 7.5 % of State Preschool Program providers' enrollment.

The budget also proposes a \$152.7 million General Fund to support reimbursement rate increases previously supported by available one-time federal stimulus funding. This is in addition to approximately \$63.3 million General Fund and \$112 million Proposition 98 General Fund to support an 8.13 % statutory cost-of-living adjustment.

The budget proposes an increase of \$763,000 in Proposition 98 General Fund to support the preschool Classroom Assessment Scoring System.

California Preschool, Transitional Kindergarten and Full-Day Kindergarten Facilities Grant Program (FDK)

The budget proposes to **delay** the \$550 million that was planned for, in the 2022 Budget Act, from 2023-24 to 2024-25.

Literacy

The budget adds \$250 million one-time Proposition 98 General Fund to the existing Literacy Coaches and Reading Specialist Grant Program to continue helping improve the quality of reading for students. It also includes a \$1 million one-time General Fund to create a Literacy Roadmap to better help educators understand how to use existing resources.

Transportation

The budget provides \$238,000 General Fund, for the school bus driver training program, of which \$138,000 is ongoing.

Special Education

Another CASBO and District budget priority is special education and it was recommended to the Administration that future COLA for special education, through the AB 602 formula, be treated the same as the LCFF to ensure that the staff and programs supported through this allocation are not disproportionately affected. We believe these funds will make progress toward equalizing funding rates.

CASBO is pleased to see an increase of \$669 million ongoing Proposition 98 General Fund to reflect an 8.13% COLA for categorical programs that remain outside of the LCFF, including special education. This increases the ADA rate to about \$886.

The Administration continues to prioritize special education and the budget includes some programmatic changes including:

- Limiting the amount of additional funding that Special Education Local Plan Areas (SELPAs) are allowed to retain for non-direct student services before allocating special education base funding to their member local educational agencies (LEAs).
- Stabilizing current SELPA membership by extending the moratorium on the creation of new single-district SELPAs by two years from June 30, 2024, to June 30, 2026.
- Increasing fiscal transparency by requiring the California Department of Education (CDE) to post each SELPA's annual local plan on its website, including its governance, budget, and services plans.

Educator Workforce

Another CASBO budget priority is addressing staff shortages.

The budget highlights the multi-year investments made to address the educator shortages in the 2021 and 2022 Budget Act and expresses the commitment to continue funding those programs.

Arts and Cultural Enrichment

The budget acknowledges the passage of Proposition 28 (Arts and Music in Schools—Funding Guarantee and Accountability Act) and provides about \$941 million from the General Fund for this purpose. In return, the budget **reduces** \$1.2 billion from the Arts, Music, and Instructional Materials Discretionary Block Grant that was included in the 2022 Budget Act, going from \$3.5 billion to \$2.3 billion, which is intended to help cover LCFF costs.

The budget also includes a \$100 million one-time Proposition 98 General Fund (about \$100-200 per high school senior in a public school) to provide cultural enrichment experiences. Details around this proposal are still being developed.

Major K-12 Budget Adjustments

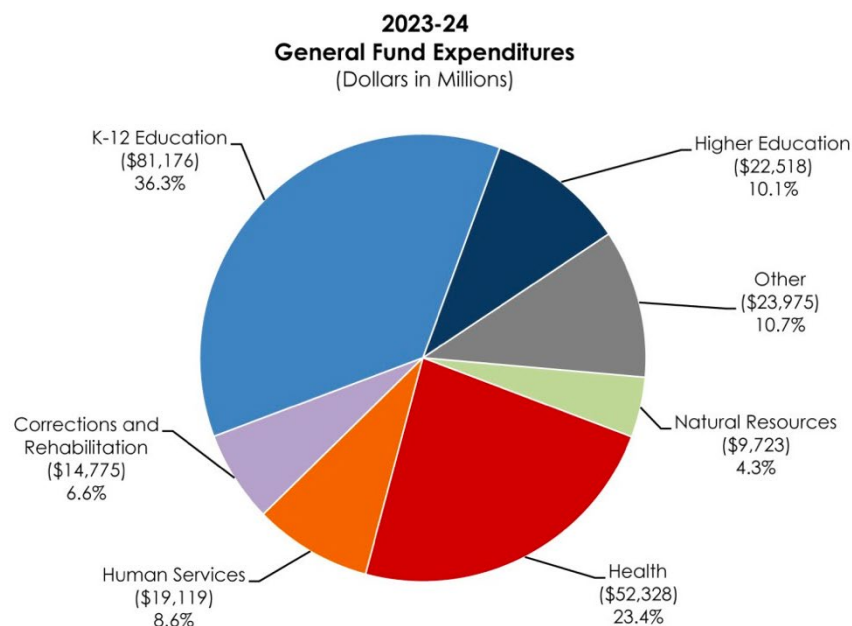
To help close the \$22.5 billion budget gap, the budget reflects the following:

- \$7.4 billion in funding delays
- \$5.7 billion in reductions and pullbacks
- \$4.3 billion in fund shifts, specific to the California State University, bonds to cash projects, and zero-emission vehicle commitments
- \$3.9 billion in trigger reductions, primarily in climate and transportation, housing, parks, and workforce training (\$55 million)
- \$1.2 billion in limited revenue generation and borrowing
- The budget does not project a recession; however, the volatility of revenue conditions may change in the coming months. The Administration acknowledges if that is the case, they can propose to withdraw from reserve accounts as well as additional program reductions.

- The budget also provides the following measures to close projected shortfalls in the coming years:
- \$7 billion to address inflationary adjustments, which were scheduled over 2024-25 and 2025-26, are now withdrawn.
- \$4 billion in supplemental deposits to this reserve account had been scheduled over 2024-25 and 2025-26. These are now withdrawn.
- \$4 billion in additional deposits to the Safety Net Reserve had been scheduled in 2024-25 and 2025-26. These are now withdrawn.
- \$2.1 billion in General Fund had been scheduled to reduce lease revenue bond liability in 2022-23 through 2025-26, which is reverted to lease revenue bond funds to pay for capital projects.
- \$1.7 billion in General Fund, which had been scheduled in 2024-25 to reduce General Obligation bond liability through the redemption of callable bonds, is now withdrawn.

	2022-23	2023-24
Prior Year Balance	\$52,713	\$21,521
Revenues and Transfers	\$208,884	\$210,174
Total Resources Available	\$261,597	\$231,695
Non-Proposition 98 Expenditures	\$160,973	\$143,060
Proposition 98 Expenditures	\$79,103	\$80,554
Total Expenditures	\$240,076	\$223,614
Fund Balance	\$21,521	\$8,081
Reserve for Liquidation of Encumbrances	\$4,276	\$4,276
Special Fund for Economic Uncertainties	\$17,245	\$3,805
Public School System Stabilization Account	\$8,108	\$8,473
Safety Net Reserve	\$900	\$900
Budget Stabilization Account/Rainy Day Fund	\$21,487	\$22,398

Note: Numbers may not add due to rounding.



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☐ Consent
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☒ Information/Discussion
☐ Public Hearing

SUBJECT: Special Board Meeting Planning

DATE: February 2, 2023

PERSON(S) RESPONSIBLE: Ralph Gómez Porras, Superintendent

RECOMMENDATION:

The District Administration recommends the Board discuss Special Board Meetings.

INFORMATION:

The Board requested this item to be placed under Information/Discussion in order to plan for 2023 Special Board meetings related to Board governance, operations and communications.

The Board previously discussed this item at the last Board meeting on Thursday, January 19, 2023.

One possible workshop is the Good Beginnings workshop hosted by the California School Board Association. At this time, the available Friday/Saturday dates this school year are April 21-22 and April 28-29. The workshop is customized and adapted for the current Board culture and norms with the Board President and Superintendent.

Two options are available for this workshop, one or two days.

- One-day workshop: \$3,700 plus travel costs
- Two-day workshop: \$5,500 plus travel costs

Note the consultant is based in Los Angeles.

The Board may consider other vendor options.



Good Beginnings Workshop

All Governance Consulting Services workshops provide customized support to assist school district governance teams in strengthening their leadership skills, improving their organizational effectiveness and keeping district efforts focused on learning and achievement for all students.

CSBA Good Beginnings workshops, which follow the hiring of a new superintendent and/or the election of new board members, are specifically designed to help governance teams create a framework for the new governance team.

Workshops are individually tailored for districts and are conducted as open meetings of the governing board in accordance with the Brown Act. The pre-workshop process includes individual phone interviews with all governance team members.

The workshop is based on CSBA's Four Building Blocks of Effective Governance:

1. Unity of Purpose
2. Roles and Responsibilities
3. Positive Governance Team Culture (norms)
4. Supportive Structures and Processes (protocols)

During the six-hour workshop, the GCS consultant will facilitate discussions among team members to begin the process of:

- › Identifying the team's Unity of Purpose—the shared core values and beliefs—the foundation from which all work of the governance team flows
- › Gaining clarity on the role and responsibilities of the board and the role responsibilities and duties of the superintendent
- › Developing norms and protocols that will assist the team to work effectively toward the attainment of governance team priorities
- › Discussing additional topics such as goal setting and superintendent evaluation.

Following the workshop the governance team will receive workshop notes from the GCS consultant that will include:

- › All agreements reached by the team during the workshop
- › The proposed next steps that the team plans to take to complete and institutionalize the work begun during the workshop
- › Other relevant information that the GCS consultant believes is important to include

Considerable flexibility in scheduling is available to meet the governance team's needs. The six-hour workshop can be held:

- › On a single day during the week or on a Saturday (usually between 9:00 a.m. and 3:00 p.m.—but the hours are flexible)
- › Over two evenings (three hours each evening)
- › Three hours in an evening and three hours the next morning (during the week and/or including Saturday morning)

- ☐ Student Learning and Achievement
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- ☐ Consent
- ☐ Action/Discussion
- ☒ Information/Discussion
- ☐ Public Hearing

SUBJECT: Board Communication Protocols

DATE: February 2, 2023

PERSON(S) RESPONSIBLE: Ralph Gómez Porras, Superintendent

RECOMMENDATION:

The Board requested the opportunity to discuss how the Board communicates with the public and staff.

INFORMATION:

The Governance Handbook will be used as reference for this discussion.



Pacific Grove Unified School District Governance Handbook 2022-2023

Board of Trustees

Carolyn Swanson, President

Jennifer McNary, Clerk

Elliott Hazen, Trustee

Laura Ottmar, Trustee

Brian Swanson, Trustee

Superintendent

Dr. Ralph Gomez Porras

- d. We do not engage in or permit any ad hominem attacks against fellow board members or the superintendent.

5. How the Board Communicates

- a. We develop and maintain open, honest communication with each other.
- b. We do not criticize the reasoning, motives, or philosophies of fellow team members, whether in public or private settings.
- c. When we disagree, we do so in a reasonable and respectful manner and do not take differences of opinion personally.
- d. We speak with one voice in order to maintain the trust of our community.
- e. We make no unilateral, extemporaneous remarks regarding the job performance of the superintendent or any other employee, recognizing that employee performance reviews are conducted solely in accordance with established policy.

6. Support, Respect, and Consideration

- a. We check our egos at the proverbial door and treat fellow board members as the co-equals they are.
- b. We support each other and operate from positions of goodwill, good faith, and good motivations.
- c. We consistently treat fellow team members with respect, courtesy, and consideration.
- d. We demonstrate sensitivity and caring for fellow team members.
- e. We shield the superintendency from the politicking that sometimes beleaguers public office.
- f. We give one another the benefit of the doubt and arrive at negative conclusions only when necessary and when incontrovertible evidence supports doing so.
- g. We look to the strengths of our colleagues and do not participate in frivolous fault-finding missions.
- h. We appreciate when the superintendent does his best to treat board members equally as is expected.
- i. We do not burden the superintendent with personal complaints or disparaging remarks about fellow team members or district employees.
- j. We are considerate of one another's schedules.

During Board Meetings

- a. Board meetings are held in public to conduct the business of the district in accordance with the Ralph M. Brown Act; they are not to be regarded as town hall meetings.
- b. Board meetings are for gathering information, making decisions, and taking action.
- c. We are on time and prepared for meetings.
- d. We behave and dress in a manner worthy of a professional business meeting.
- e. We endeavor to ensure that all members of the team have the same information.
- f. We do not bring hidden agendas to board meetings.
- g. We do not use the privacy afforded in closed-session meetings as a cloak for unprofessional conduct or wrongdoing.
- h. Board members remain behind the dais or the board table, except for personal or medical necessity, and are attentive throughout board meetings in order to govern effectively and participate fully.
- i. We work cooperatively with the board chair to promote common courtesy and decorum.

- j. We observe the philosophy in *Rosenberg's Rules of Order, Revised 2011*, "Debate on policy is healthy, debate on personalities is not" and uphold the practice, "The chair has the right to cut off discussion that is too personal, is too loud, or is too crude."¹
- k. We speak only after first having been recognized by the chair and do not interrupt others.
- l. Board discussion shall be addressed to fellow board members, the superintendent, members of the executive cabinet, or scheduled speakers, and not to the audience.
- m. Board members accept the contributions and full participation of fellow board members and do not monopolize discussions.
- n. We do not use coarse or profane language.
- o. We have no side conversations.
- p. Use of the Internet—except to view the Board of Trustees' online meeting agenda and agendaized presentations—, e-mail, texting, and other electronic messaging on any device or computer is prohibited by board members during board meetings. This includes reading, sending, or receiving data and messages.
- q. We do not make or answer personal telephone calls. Personal cellular telephones are to be silenced before meetings are called to order.
- r. We use wisely the time set aside in board meetings for board members' reports and announcements. We do not grandstand, evaluate employees, advocate action be taken on behalf of employees, or reargue a failed motion or position.

OUR PROTOCOLS

Gatherings and Communications

- a. We comply with the Brown Act and do not form unlawful meetings, regardless of the circumstances.
- b. A board meeting exists whenever a majority of board members gather at the same time and place to hear, discuss, or deliberate upon any item within the subject matter jurisdiction of the board or district (Government Code 54952.2).
- c. A majority of the board does not, outside of an authorized meeting, use a series of communications of any kind, directly or through intermediaries, to discuss, deliberate, or take action on any item that is within the subject matter jurisdiction of the board. However, an employee or district official may engage in separate conversations with board members in order to answer questions or provide information regarding an item within the subject matter jurisdiction of the board, as long as that employee or district official does not communicate the comments or position of any board members to other board members (Government Code 54952.2).
- d. Attendance by a majority of board members at events delineated below is not subject to the Brown Act provided that a majority of the board members do not discuss specific district business among themselves other than as part of the scheduled program (Government Code 54952.2).
 - 1. A conference or similar public gathering open to the public that involves a discussion of issues of general interest to the public or to school board members

¹ Rosenberg's Rules of Order, Revised 2011, page 7, Courtesy and Decorum

- b. In the interest of full attendance at special board meetings, priority is given by the board president to the proposed date and time which accommodates attendance by all board members. If that is not possible within the required timeframe, then priority is given to the date and time which accommodates attendance by four board members. If only a quorum can attend in the required timeframe, then the meeting is set for the soonest date and time.

Voting and Board Actions

- a. Board members respect each other's right to vote "no" on an issue.
- b. Though not required, it is courteous for a board member to explain during deliberations the rationale for an intended "no" vote.
- c. Members of the governance team who vote in the minority on an issue do nothing to undermine the will of the board.
- d. Authority to give direction to the superintendent resides with the board in a legally constituted meeting. Direction may come from a vote on an agenda item or from a consensus of the full board in response to information presented during a board meeting.

The Role of the Board President

- a. The board president provides leadership on behalf of the Board of Trustees and the educational community it serves (Board Bylaw 9121).
- b. The board president leads the business of the board and carries out the duties prescribed in Board Bylaw 9121. Please see the appendix.
- c. The board president has added leadership and administrative responsibilities but does not have greater power than other board members.

Requests for Information

- a. Questions and requests by board members for information related to district matters or programs or to matters that may come before the board are directed to the superintendent only. Staff members who receive such inquiries from board members may only redirect them to the superintendent.
- b. Should the superintendent determine that more than thirty minutes are required to research and prepare a response, then he informs the trustee who made the request that he will confer with the board president to determine the next steps. It may be that the matter should be placed on a future board meeting agenda.
- c. Board members do not undertake independent inquiries or investigations that could create conflicts of interest or compromise the integrity of the board or district.

New Ideas

- a. Board members are free to bring up new ideas provided they fall within the purview of the Board of Trustees.
- b. It is recommended that a board member wishing to present a new idea to the Board of Trustees first consult with the superintendent, who is the subject matter expert.
- c. In accordance with Board Bylaw 9322, should the board member decide to pursue the idea, then he or she may prepare an agenda item or request that one be prepared for placement on a future agenda.

- d. A board member may bring up a new idea during the *Board Members' Reports and Announcements* section of a board meeting. The board member uses this brief opportunity to mention the idea and state a benefit or two about it. The board member may not argue at length the merits of the idea or grandstand. No action will be taken.

Visiting Schools

- a. As a professional courtesy, board members must notify the superintendent of scheduled school visits at least one full day prior.
- b. It is preferable for board members to visit schools with the superintendent, or in the company of a site administrator.
- c. Should board members wish to visit schools, and in the interest of avoiding an imposition on busy schedules, they should contact the school principal ahead of time to arrange a workable date and time for the visit.
- d. Board members are to be careful not to encroach on the learning environment. As such, the superintendent shall instruct principals and teachers not to interrupt lessons when a board member is visiting.
- e. Board members shall not make unannounced visits to schools because this may cause significant disruption to the principal's work schedule and the priorities of the day.
- f. Board members may attend celebratory events on campuses but do not sit in on staff meetings, IEP meetings, or parent-teacher conferences, except as related to their own children, even if invited.

Handling Concerns or Complaints from the Public and Staff

- a. We assess, based on board policy, whether it is appropriate to hear a concern or complaint in view of our role in judicial review.
- b. We assess, based on board policy, whether it is appropriate to hear a concern or complaint in view of our need to protect confidentiality and due process rights of students and staff members.
- c. We respond to concerns or complaints in accordance with uniform procedures and policy to ensure not only that matters are handled expeditiously but also that everyone is treated fairly and without bias.
- d. We protect the confidentiality and due process rights of students and staff members.
- e. When listening to a concern or complaint, we are neutral in our position and fully aware that we are hearing only one side of the story.
- f. We are consistent in our responses and function within our roles, conveying that individual board members have no authority to resolve matters.
- g. We use the California School Boards Association's 6 R's to ensure we listen actively to members of the public and staff and that we abide by uniform procedures.
 - 1. **Receive** - listen to what the person has to say without preparing a response.
 - 2. **Repeat** - paraphrase or ask a question to clarify for understanding. We ask the person to identify those to whom s/he has spoken about the matter prior to contacting a board member.
 - 3. **Request** - ask what the person would like the board member to do with the information and/or what is seen as a solution to the problem.
 - 4. **Review** - go over the real options available to the person to remedy the situation.
 - 5. **Redirect** - put the person back into the system at the appropriate place—respecting district lines of authority and chains of command.

6. **Report** - maintain open lines of communication between the board and superintendent and notify the superintendent of the conversation as soon as possible:
 - so the superintendent can verify or clarify the situation and follow-through as necessary and/or appropriate
 - so that the superintendent knows first-hand what the board member said to the community or staff member
- h. We invite the public or staff member to follow up with us about the issue.
- i. Board members exercise the same level of care when responding to emails from staff and members of the community as is described for personal interactions.

Media Relations

- a. To maintain message consistency and discipline, board members and the superintendent are obligated to speak with a common voice about district issues to the staff and community.
- b. Some situations have legal or other considerations that may place restrictions on what may be told to the media or public.
- c. The board president and the superintendent work together as spokespersons for the district (Board Bylaw 9121).
- d. The superintendent or his designee prepares and distributes press releases.
- e. The superintendent or his designee, in collaboration with the board president, is responsible for contacting the media on behalf of the district.
- f. Media inquiries are directed to the superintendent or designee.
- g. With prior board approval, any board member may speak on behalf of the district or Board of Trustees.

Official Board Correspondence

- a. The superintendent conducts official correspondence for the board (Board Bylaw 9122).
- b. Official correspondence from the board is signed by the board president.

Vacancies on the Board of Trustees

- a. Vacancies on the Board of Trustees must be filled in accordance with state law.
- b. If a vacancy is to be filled by appointment, then barring official correspondence from the board president, all contact with prospective board members is restricted to the formal interview process in a public meeting.

Orientation for School Board Candidates

- a. The Board of Trustees desires to provide board candidates with information that will enable them to understand the responsibilities and expectations of board membership.
- b. Anyone whose name has been published on the Monterey County Registrar of Voters' official website as a qualified candidate may request to attend the candidate orientation meeting with the superintendent to receive general information about school programs, district operations, and board responsibilities. The superintendent or designee must provide the same information to all candidates who make the request (Board Bylaw 9230).
- c. Before Election Day, the superintendent is to advertise the date and time of the candidate orientation meeting on the PGUSD website with at least two weeks advance notice.

☒ 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: Future Agenda Items

DATE: February 2, 2023

PERSON(S) RESPONSIBLE: Ralph Gómez Porras, Superintendent

RECOMMENDATION:

The Administration recommends that the Board review the list of future agenda items and direct Administration to add items to the list and/or schedule items for a particular agenda.

BACKGROUND:

Board Bylaw 9322 states in part that “Any member of the public or any Board member may request that a matter within the jurisdiction of the Board be placed on the agenda of a regular meeting. The request [from a member of the public] must be submitted to the Superintendent or designee with supporting documents and information ...”

INFORMATION:

Board members have the opportunity at the end of Open Session in a Regular Board meeting to request that items be added to the list for a future meeting. Depending upon the timeliness of the item, it may also be assigned a particular meeting date.

The following is a list of future agenda items as of the February 2, 2023 Regular Board Meeting:

- Added March 17, 2022: Board Self Evaluation (TBA)
- Added May 19, 2022: Teacher of the Year Recognition (TBA)
- Added June 16, 2022: Discuss proposal of skatepark in Pacific Grove (Feb 2023)
- Added October 6, 2022: Discuss housing on PGUSD property (TBA)
- Added November 17, 2022: California Healthy Kids Survey Presentation (March 2023)
- Added January 19, 2023: Update regarding the Cultural Proficiency Trainings for staff
- Added January 19, 2023: Board Cultural Proficiency Trainings
- Added January 19, 2023: Update on Health Education offerings
- Added January 19, 2023: Dyslexia Screening (March 2023)
- Added February 2, 2023: Add Volleyball as a sport at Pacific Grove High School (March 2023)

Timestamp	Email Address	Requesting Party	Phone Number	Please input the item title/details you are requesting to be agenized	Completion Date
1/23/2023 13:06:41				There a numerous members of the Pacific Grove community as well as PGUSD students that are currently participating in volleyball that would like to advocate for a Freshman girls volleyball team to be created at Pacific Grove High School. Many young female players begin playing in middle school or even earlier. With the high demand and popularity of the sport, adding a freshman team would support those who have already invested in 3+ years of playing (and falling in love with) volleyball. Having a freshman team would ensure many players could continue playing their favorite sport. The community has a lot of support, with a plan to work with the board and come up with options to ensure the continued success of the program. Please consider our request to meet with the Board. Looking forward to hearing back from you soon. Thank you.	
1/24/2023 14:00:21				Freshman Girls Volleyball Team. There is a huge demand and a lot of interest in Girls Volleyball. There is simply not enough room on JV and Varsity for the number of interested and talented (Championship winning) upcoming athletes. We need a freshman team! I am requesting this item be added to the agenda as soon as possible so the district has time to hire a proper, experienced, and knowledgeable coach. Thank you for your consideration!	