

**PACIFIC GROVE UNIFIED SCHOOL DISTRICT
BOARD OF EDUCATION
REGULAR MEETING: Jun 18, 2026**



Mission Statement

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

DATE: June 18, 2026
TIME: 5:30 PM Closed Session
6:30 PM Open Session

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

Trustees:

Jennifer McNary, President
Beth Shammass, Clerk
Dr. Elliott Hazen
Laura Ottmar
Mike Wachs

Administration:

Superintendent Dr. Linda Adamson
Assistant Superintendent Joshua Jom

Student Representative(s):

Jasmine Booker
Paige Houston
Paige Silveira
Sulachhya Gurung

VIRTUAL ZOOM LINK

<https://pgusd.zoom.us/j/87403941127?pwd=qYeQ6Qv6UxAeSRxmJV8innJfZUFs3f.1>

Meeting ID: 874 0394 1127

Passcode: 175789

One tap mobile +16699006833,,81793111121#,,,,*717431# US (San Jose)

+16694449171,,81793111121#,,,,*717431# US

Find your local number: <https://pgusd.zoom.us/j/87403941127>

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 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.

**PACIFIC GROVE UNIFIED SCHOOL DISTRICT
BOARD OF EDUCATION
REGULAR MEETING: Jun 18, 2026**

AGENDA AND ORDER OF BUSINESS

I. OPENING BUSINESS

A. Call to Order

B. Land Acknowledgement

Good evening; As we begin this meeting, it's important to pay respect to and acknowledge that we are on the traditional land of the Ohlone, Costanoan & Esselen people and additionally pay respect to elders both past and present.

C. Roll Call

D. Adoption of Agenda

- Public Comment:
- Board Discussion:
- Move: Second: Vote:

II. CLOSED SESSION

A. Identify Closed Session Topics:

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

- a. Negotiations – Collective Bargaining Session planning and preparation with the CSEA for 2025-26 [Government Code § 3549.1, subdivision (d)]
Executive session between the public school employer and its designated representatives, Buck Roggeman and Dr. Linda Adamson, for the purpose of giving direction and updates.
- b. Public Employee Discipline/Dismissal/Release/Leave/Complaint [Government Code § 54957, subdivision (b)]
Executive session between the Board and its designated representatives, Buck Roggeman and Dr. Linda Adamson for the purpose of receiving updates and giving direction.
- c. Conference with Legal Counsel – Existing Litigation
John Doe v. PGUSD (Monterey County Superior Court 25CV003120)

B. Public Comment on Closed Session Topics

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- C. Adjourn to Closed Session

III. RECONVENE IN OPEN SESSION

- A. Report Action Taken in Closed Session:
- a. Negotiations – Collective Bargaining Session planning and preparation with the CSEA for 2025-26 [Government Code § 3549.1, subdivision (d)]
 - b. Public Employee Discipline/Dismissal/Release/Leave/Complaint [Government Code § 54957, subdivision (b)]
 - c. Conference with Legal Counsel – Existing Litigation
John Doe v. PGUSD (Monterey County Superior Court 25CV003120)
- B. Pledge of Allegiance

IV. COMMUNICATIONS

- A. Student Representative Comments
- B. Board Member Comments/Written Communications
- C. Superintendent Report

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 until 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.

A reminder of our shared commitment to fostering a safe, respectful, and inclusive space – both here in the boardroom and beyond. To support this environment, we ask that attendees refrain from applause, finger clicking, or any form of acknowledgment in response to a speaker's viewpoint. This ensures all individuals feel comfortable sharing their perspectives without fear of judgment or retaliation – during the meeting and in online spaces. Our core values – Safety, Belonging, and Prosperity – guide all that we do, including how we engage as a community. Thank you for helping us create a space where all voices are respected.

- A. Community Members (Non-Agenda Items)
- B. PGUSD Staff Comments (Non-Agenda Items)

VI. CONSENT

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

- A. Minutes of June 4, 2026 Regular Board Meeting 8
Recommendation: (Dr. Linda Adamson, Superintendent) The District Administration recommends that the Board review and approve the minutes.
- B. Warrant Schedule 14
Recommendation: (Josh Jorn, Assistant Superintendent) The District Administration recommends that the Board review and approve the Warrant Schedule.
- C. Cash Receipts Report #13 16
Recommendation: (Josh Jorn , Assistant Superintendent) The District Administration recommends that the Board review and approve the Cash Receipts Report.
- D. Acceptance of Donations 18
Recommendation: (Josh Jorn , Assistant Superintendent) The District Administration recommends that the Board review and accept the donations.
- E. Personnel Report 20
Recommendation: (Buck Roggeman, Chief Human Resources Officer) The District Administration recommends that the Board review and approve the Personnel Report.
- F. Contract for Services with Bryan Gage - Muralist 23
Recommendation: (Greg O'Meara, PGHS Principal) The District Administration recommends that the Board review and approve the Contract for Services for Bryan Gage - Muralist/Artist for the mural on the Fieldhouse at Pacific Grove High School.
- G. Approval of Addenda to DSC Contract for Services 33
Recommendation: (Josh Jorn, Assistant Superintendent) The Administration recommends that the Board review and approve the Addenda to Dale Scott and Co. Agreement.
- H. Approval of June 2026 Measure A Technology Expenditures 38
Recommendation: (Matthew Binder, Director of Educational Technology and Louis Algaze, Director of Technology Services) The District Administration recommends that the Board review and approve the June 2026 Measure A Expenditure List.
- I. MOU with Monterey Bay Charter School 2026-27 42
Recommendation: (Josh Jorn, Assistant Superintendent) The District Administration recommends the Board review and approve the Memorandum of Understanding with Monterey Bay Charter School for 2026-27.

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J. MOU National University Student Intern Program 45

Recommendation: (Buck Roggeman, Chief Human Resources Officer) The District Administration recommends the Board review and approve the Memorandum of Understanding with National University Student Intern Program.

K. MOU PGTA State Preschool Salary Schedule Correction 55

Recommendation: (Buck Roggeman, Chief Human Resources Officer) The District Administration recommends the Board review and approve the Memorandum of Understanding.

L. Board Policy 3100 - Budget 57

Recommendation: (Josh Jorn, Assistant Superintendent) The District Administration recommends the Board review and approve the newly updated Board Policy 3100, Budget.

M. Solicitation of Funds 64

Recommendation: (Dr. Linda Adamson, Superintendent) The District Administration recommends the Board review and approve the Solicitation of Funds Report for April-May, 2026.

- Public Comment:
- Board Discussion:
- Move: Second: Vote:

VII. ACTION/DISCUSSION

A. PGUSD Educational Technology Plan for 2026-29 72

Recommendation: (Matthew Binder, Director of Educational Technology) The District Administration recommends that the Board review and approve the PGUSD Educational Technology Plan for 2026-29.

- Public Comment:
- Board Discussion:
- Move: Second: Vote:

B. Contract for Services with EQ Schools 129

Recommendation: (Dr. Larry Haggquist, Director of Educational Services) The District Administration recommends that the Board approve the professional services agreement with EQ Schools for leadership development, professional learning, parent engagement, and strategic support during the 2026–27 school year.

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- Public Comment:
- Board Discussion:
- Move: Second: Vote:

C. Confidential Employees Group Compensation Agreement for 2026-27 140

Recommendation: (Buck Roggeman, Chief Human Resources Officer) The District Administration recommends that the Board review and approve the Confidential Employees Group Compensation Agreement for 2026-27.

- Public Comment:
- Board Discussion:
- Move: Second: Vote:

D. Classified and Certificated Management Salary Schedule - 2026-27 143

Recommendation: (Josh Jorn, Assistant Superintendent) The District Administration recommends that the Board review and approve the updated Classified and Certificated Management Salary Schedule.

- Public Comment:
- Board Discussion:
- Move: Second: Vote:

E. Superintendent's Contract - 2026-27 145

Recommendation: (Jennifer McNary, Board President) The District Administration recommends that the Board review and approve the Superintendent's Contract for the 2026-27 school year.

- Public Comment:
- Board Discussion:
- Move: Second: Vote:

F. Assistant Superintendent's Contract 2026-27 163

Recommendation: (Dr. Linda Adamson, Superintendent) The District recommends that the Board review and approve the Assistant Superintendent's contract for the 2026-27 school year as proposed.

- Public Comment:
- Board Discussion:
- Move: Second: Vote:

G. Proposed Board Meeting(s) Calendar 170

Recommendation: (Dr. Linda Adamson, Superintendent) The District Administration

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recommends that the Board review and adopt the proposed Board meeting calendar to ensure that all scheduled sessions remain in compliance with the meeting frequency and notification requirements established in Bylaw 9320.

- Public Comment:
- Board Discussion:
- Move: Second: Vote:

VIII. INFORMATION/DISCUSSION

- A. Annual Safety Audit Review 179
 Recommendation: (Josh Jorn, Assistant Superintendent) The District Administration recommends that the Board review the Districtwide Safety Assessment Annual Update

- Public Comment:
- Board Discussion:
- Direction: _____

- B. PGUSD Communications Plan Update 191
 Recommendation: (Dr. Linda Adamson, Superintendent) The District Administration recommends that the Board review the Districtwide Communications Update.

- Public Comment:
- Board Discussion:
- Direction: _____

- C. Future Agenda Items 201
 Recommendation: (Dr. Linda Adamson, Superintendent) The District Administration recommends that the Board review the Future Agenda Items list and provide direction regarding the addition, prioritization, or scheduling of items for upcoming meetings.

- Public Comment:
- Board Discussion:
- Direction: _____

IX. ADJOURNMENT

Next Regular Board Meeting(s): August 13, 2026

Board Cover Sheet

Consent

Credibility & Communication
 Student Learning & Achievement
 Health & Safety of Students & Schools
 Fiscal Solvency, Accountability & Integrity

Meeting Date

Jun 18, 2026

Presenter(s)

Dr. [Linda Adamson](#)
 Superintendent

Item

Minutes of June 4, 2026 Regular Board Meeting

Recommendation

The District Administration recommends that the Board review and approve the minutes.

Background

The District Administration records all Pacific Grove Unified School District Board Meetings and posts them on the [PGUSD YouTube Channel](#). The Executive Assistant then uses these recordings to transcribe the meeting minutes in accordance with the Ralph M. Brown Act.

Information

All meetings of the governing board of any school district shall be open to the public and shall be conducted in accordance with Chapter 9 (commencing with Section 54950) of Division 2 of Title 5 of the Government Code. All actions authorized or required by law of the governing board shall be taken at the meetings and shall be subject to the following requirements:

- (a) Minutes shall be taken at all of those meetings, recording all actions taken by the governing board. The minutes are public records and shall be available to the public.
- (b) An agenda shall be posted by the governing board, or its designee, in accordance with the requirements of Section 54954.2 of the Government Code. Any interested person may commence an action by mandamus or injunction pursuant to Section 54960.1 of the Government Code for the purpose of obtaining a judicial determination that any action taken by the governing board in violation of this subdivision or Section 35144 is null and void.

Fiscal Impact

N/A

2025/26

(None) No Fiscal Impact



BOARD OF EDUCATION
REGULAR MEETING MINUTES: June 4, 2026

435 Hillcrest Ave.
Pacific Grove, CA 93950

Trustee(s) Present:

- President Jennifer McNary
- Clerk Beth Shammas
- Trustee Dr. Elliott Hazen (remotely)
- Trustee Mike Wachs
- Trustee Laura Ottmar

Administration Present:

- Superintendent Dr. Linda Adamson
- Assistant Superintendent Josh Jorn

Board Recorder:

- Executive Assistant to the Superintendent
Carey O'Sullivan

Student Representative(s) Present:

- Jasmine Booker
- Paige Houston
- Paige Silveira
- Sulachhya Gurung

School Site Acronyms:

DO - District Office
FGE - Forest Grove Elementary School
RHD - Robert H. Down Elementary School
PGMS - Pacific Grove Middle School
PGHS - Pacific Grove High School
PGCHS - Pacific Grove Community High School
PGAE - Pacific Grove Adult Education
PGUSD - Pacific Grove Unified School District

Next Board Meeting Date(s):

June 18, 2026 – *Special*

[Full YouTube Video of Meeting](#)

I. OPENING BUSINESS

- A. Call to Order - *5:15 PM by President McNary*
- B. Land Acknowledgement
- C. Roll Call
 - President McNary - *Present*
 - Clerk Shammas - *Present*
 - Trustee Hazen - *Not present at roll call; arrived during Action Item AA*
 - Trustee Ottmar - *Absent*
 - Trustee Wachs - *Present*
- D. Adoption of Agenda
 - *Dr. Adamson proposed amending the agenda to postpone Item III.C., presentation, due to honoree's absence.*
 - Public Comment: *None*
 - Board Discussion: *None*
 - Move: Clerk Shammas - Second: President McNary - Vote: 3-0, *motion carried.*

II. CLOSED SESSION

- A. Identify Closed Session Topics:
 - a. CONFERENCE WITH LEGAL COUNSEL - EXISTING LITIGATION pursuant to Gov. Code, § 54956.9, subd. (d)(1)



BOARD OF EDUCATION
REGULAR MEETING MINUTES: June 4, 2026

- OAH Case No. 2026030297
- Superior Court of Monterey County, Case No. 26CV002717
- b. Negotiations – Collective Bargaining Session planning and preparation with the CSEA for 2025-26 [Government Code § 3549.1, subdivision (d)]
- c. Public Employee Discipline/Dismissal/Release/Leave/Complaint [Government Code § 54957, subdivision (b)]
- d. CONFERENCE WITH LABOR NEGOTIATOR
Agency designated representative: District Legal Counsel
Unrepresented Employees: Superintendent and Assistant Superintendent
- B. Public Comment on Closed Session Topics: *None*
- C. Adjourn to Closed Session - 5:20 PM

III. RECONVENE IN OPEN SESSION - 6:45 PM

- A. Report Action Taken in Closed Session:
 - a. CONFERENCE WITH LEGAL COUNSEL - EXISTING LITIGATION pursuant to Gov. Code, § 54956.9, subd. (d)(1)
 - OAH Case No. 2026030297
 - *The Board voted to accept the settlement agreement with a vote of 3–0*
 - Superior Court of Monterey County, Case No. 26CV002717
 - b. Negotiations – Collective Bargaining Session planning and preparation with the CSEA for 2025-26 [Government Code § 3549.1, subdivision (d)]
 - i. *Information was received and direction was given.*
 - c. Public Employee Discipline/Dismissal/Release/Leave/Complaint [Government Code § 54957, subdivision (b)]
 - i. *Information was received.*
 - d. CONFERENCE WITH LABOR NEGOTIATOR
Agency designated representative: District Legal Counsel
Unrepresented Employees: Superintendent and Assistant Superintendent
 - i. *Information was received and direction was given.*
- B. Pledge of Allegiance
- C. Presentation - CSEA Golden Bear Award Winner - Nargess Akhavi
 - a. Not done because of adopted agenda

IV. COMMUNICATIONS

- A. Student Representative Comments
 - a. *None*
- B. Board Member Comments/Written Communications
 - a. *Board members shared written communications and their personal comments.*
- C. Superintendent Report
 - a. Dr. Adamson gave a presentation.



BOARD OF EDUCATION
REGULAR MEETING MINUTES: June 4, 2026

V. INDIVIDUALS DESIRING TO ADDRESS THE BOARD

- A. Community Members (Non-Agenda Items)
 - a. *None*
- B. PGUSD Staff Comments (Non-Agenda Items)
 - a. *One (1) online commenter.*

VI. CONSENT

- A. Minutes of May 21, 2026 Regular Board Meeting
- B. Warrant Schedule
- C. Cash Receipts Report #12
- D. Acceptance of Donations
- E. Revolving Cash Report #7
- F. Personnel Report
- G. Contract for Services with MJ Communications Inc.
- H. Contract for Services with Pacific West Water Purification Inc.
- I. Contract for Services with Jose Del Rio - Athletic Trainer
- J. Contract for Services with Parchment Services
- K. Contract for Services with SCATT Recreation
- L. Contract for Services with Gary Stotz Music
- M. Contract for Services with Federico Embroidery
- N. Contract for Services with Nguyen Security
- O. Contract for Services with Anthony J Nocita, IAMP
- P. Contract for Services with Ignite 2 Unite, LLC
- Q. Contract for Services with Arbiter Pay
- R. Contract for Services with Premier Studios - 2026-27
- S. Contract for Services with Videographer, Ashley Beem - 2026-27
- T. Contract for Services with Apparel Republic - 2026-27
- U. Contract for Services with Taco Don Beto - 2026-27
- V. Contract for Services with Dan Deegan, Set Designer - 2026-27
- W. Contract for Services with Daniel Marquez dba DJ Dan Utica - 2026-27
- X. Contract for Services with NCLRA - Lacrosse Referees - 2026-27
- Y. Contract for Services with MEarth - 2026-27
- Z. Contract for Services with Stotz Music - 2026-27
- AA. Contract for Services with Hilltown Instrument Repair - 2026-27
- BB. Contract for Services with Marylee Sunseri - 2026-27
- CC. Independent Consultant Agreement between PGAE and Dr. Jessica Luke
- DD. Contract for Services with David Sonderegger
- EE. Lease Agreement with The WAVE Youth Program of Pacific Grove
- FF. Memorandum of Understanding - Monterey Bay Swim Club - 2026-27
- GG. Pacific Grove Adult Education - LAUNCH Pre-Apprenticeship Agreement
- HH. Pacific Grove Adult Education - BRIDGE Pre-Apprenticeship Linkage Agreement
- II. Memorandum of Understanding - CSEA Chapter 229 and PGUSD- Underpayment for Extra Work Days in the Classified Year

BOARD OF EDUCATION
REGULAR MEETING MINUTES: June 4, 2026

- JJ. Approval - CSBA Policy Updates - February 2026
- Public Comment: *None*
 - Board Discussion: *The Board discussed the consent agenda. Item Y (Contract for Services with MEarth) was pulled by Trustee Wachs and moved to Action Item AA.*
 - Move: Trustee Wachs - Second: Clerk Shammas - Vote: 3–0, motion carried.

VII. PUBLIC HEARING

- A. Resolution No. 1200 Parcel Tax Public Hearing
- Open Public Hearing: 7:09 PM Close Public Hearing: 7:13 PM
 - Public Comment: *None*
 - Board Discussion: *None*

VIII. ACTION/DISCUSSION

(Trustee Hazen arrived at this time.)

- AA. Contract for Services with MEarth
- Public Comment: *None*
 - Board Discussion: *The Board discussed the item.*
 - *No motion was made, direction was given to staff to provide a further breakdown of costs at another meeting.*
- A. Declaration of Need for Fully Qualified Educators
- Public Comment: *None*
 - Board Discussion: *None*
 - Move: Clerk Shammas - Second: Trustee Wachs - Vote: 4–0, motion carried.
- B. 2026-27 Budget Adoption
- Public Comment: *None*
 - Board Discussion: *None*
 - Move: Trustee Wachs - Second: Trustee Hazen - Vote: 4–0, motion carried.
- C. Resolution No. 1200 - Parcel Tax
- Public Comment: *None*
 - Board Discussion: *The Board discussed the item and proposed two revisions to the resolution.*
 - Move: Clerk Shammas - Second: Trustee Wachs - Vote: 4–0, motion carried.
- D. Board Policy 3100 - Budget
- Public Comment: *None*
 - Board Discussion: *The Board discussed the item and direction was given to have the item returned to the June 18, 2026 Consent Agenda.*
- E. Administrative Regulation 5117 – Interdistrict Attendance
- Public Comment: *None*
 - Board Discussion: *The Board discussed the item and made note that Administrative Regulations do not require Board approval. The AR will be revised as presented.*



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F. Local Control Accountability Plan 2026-27

- Public Comment: *None*
- Board Discussion: *The Board discussed the item.*
- Move: President McNary ▾ Second: Clerk Shammas ▾ Vote: 4–0, motion carried.

G. Local Performance Indicators - California Department of Education School Dashboard

- Public Comment: *None*
- Board Discussion: *The Board discussed the item.*
- Move: Trustee Wachs ▾ Second: Clerk Shammas ▾ Vote: 4–0, motion carried.

H. MOU - PGTA/PGUSD Teacher Vacancy Assignment and Layoff Notice Revocation

- Public Comment: *None*
- Board Discussion: *None*
- Move: Trustee Hazen ▾ Second: Trustee Wachs ▾ Vote: 4–0, motion carried.

I. Proposed Board Meeting(s) Calendar

- Public Comment: *None*
- Board Discussion: *None*
- *No changes were made, and no action was taken.*

IX. INFORMATION/DISCUSSION

A. PGUSD Draft Educational Technology Plan for 2026-29, Revision 2.0

- Public Comment: *None*
- Board Discussion: *The Board discussed the item.*
- Direction: *Direction was given to bring this back as an action item on June 18, 2026.*

B. Future Agenda Items

- Public Comment: *None*
- Board Discussion: *The Board discussed the item, and added a future agenda item.*
- Direction: *Direction given to add a future agenda item.*

X. ADJOURNMENT - 9:48 PM

Next Regular Board Meeting(s): Jun 18, 2026

Board Cover Sheet

Consent ▾

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

Meeting Date

Jun 18, 2026

Presenter(s)

Josh Jorn

Assistant Superintendent

Item

Warrant Schedule 692

Recommendation

The District Administration recommends that the Board review and approve the Warrant Schedule.

Background

The attached listing of warrants identifies payments made by the District during the month of *May 2026*.

Information

Prior to the issuance of the warrants, District procedures were followed to ensure the appropriateness of the item(s) purchased, the correctness of the amount to be paid, and the funds were available within the appropriate budget. All necessary site, department, and district authorizations have been obtained.

Please note a full copy of the warrants are available by request.

Fiscal Impact

N/A

2025/26 ▾

(None) No Fiscal Impact

Program/Grant

N/A

PACIFIC GROVE UNIFIED SCHOOL DISTRICT

692

May 2026

WARRANTS - PAYROLL

Certificated	Manual	05/05/26	\$	-
	Supp	05/08/26	\$	123,951.17
	Manual	05/15/26		
	Regular	05/29/26	\$	1,790,697.92
	<u>Total Certificated</u>			<u>\$ 1,914,649.09</u>
Classified	Manual	05/05/26	\$	-
	Supp	05/08/26	\$	49,453.21
	Manual	05/15/26		
	Regular	05/29/26	\$	945,887.98
	<u>Total Classified</u>			<u>\$ 995,341.19</u>
Other	Manual	05/05/26	\$	-
	Supp	05/08/26	\$	8,980.00
	Manual	05/15/26	\$	-
	Regular	05/29/26	\$	32,161.00
	<u>Total Other</u>			<u>\$ 41,141.00</u>
	Adjustment			
	<u>TOTAL PAYROLL</u>			<u>\$ 2,951,131.28</u>

WARRANTS - ACCOUNTS PAYABLE

Checks	V-Card Payment			
12990332 - 12990376	04600000894 - 04600000895	05/07/26	\$	401,444.75
12991804 - 12991850	04600000896 - 04600000897	05/14/26	\$	166,445.65
12993395 - 12993438	04600000898 - 04600000900	05/21/26	\$	241,010.99
12995242 - 12995275	04600000901	05/28/26	\$	71,178.77
	<u>TOTAL ACCOUNTS PAYABLE</u>			<u>\$ 880,080.16</u>

Board Cover Sheet

Consent ▾

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

Meeting Date

Jun 18, 2026

Presenter(s)

Josh Jorn

Assistant Superintendent

Item

Cash Receipts Report #13

Recommendation

The District Administration recommends that the Board review and approve the Cash Receipts Report.

Background

The attached listing identifies Cash Receipts received by the District during the period of May 28, 2026-June 10, 2026.

Information

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

Fiscal Impact

N/A

2025/26 ▾

(N/A) No Fiscal Impact

Program/Grant

N/A

PGUSD
2025-26 BOARD REPORT #13 Cash Receipts

May 28, 2026-June 10, 2026

Date	Num	Name	Account	Amount
May 28 - Jun 10, 26				
06/03/2026	7846	RETIREE INSURANCE	INS PAYMENT	302.00
06/03/2026	7847	RETIREE INSURANCE	INS PAYMENT	2,201.05
06/03/2026	7848	RETIREE INSURANCE	INS PAYMENT	1,169.00
06/03/2026	7844	CSEA	FEES	220.00
06/03/2026	7841	PGHS ASB	ASB	1,000.00
06/03/2026	7838	Pacific Grove Rotary	GRANT	5,407.88
06/03/2026	7837	STATE OF CALIFORNIA	MEDI-CAL	805.96
06/03/2026	7836	Robert Down Elementary	Birthday Books	100.00
06/03/2026	7845	Santa Cruz COE	SMAA	7,695.12
06/03/2026	7839	PEBBLE BEACH FOUNDATION	GRANT	7,500.00
06/03/2026	7840	PEBBLE BEACH FOUNDATION	GRANT	10,000.00
06/03/2026	7843	Facilitron	FEES COLLECTED	473.00
06/03/2026	7842	STATE OF CALIFORNIA	COMMUNITY COLLEGE G...	48,000.00
06/09/2026	7855	ADULT SCHOOL	ADULT EDUCATION	48,402.64
06/09/2026	7854	ADULT EDUCATION	ADULT EDUCATION	57,844.59
06/09/2026	7853	ADULT EDUCATION	ADULT EDUCATION	51,432.22
May 28 - Jun 10, 26				242,553.46

Board Cover Sheet

Consent ▾

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

Meeting Date

Jun 18, 2026

Presenter(s)

Josh Jorn

Assistant Superintendent

Item

Acceptance of Donations

Recommendation

The District Administration recommends that the Board review and accept the donations.

Information

During the past weeks the following donations were received:

Forest Grove Elementary School

None

Robert H. Down Elementary School

Birthday Books

\$100.00

Pacific Grove Middle School

None

Pacific Grove High School

Pebble Beach Foundation

\$10,000 (CTE Culinary)

Pebble Beach Foundation

\$7,500 (Athletics)

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

\$5407.88 (ELA Books)

Fiscal Impact

N/A

2025/26 ▾

(N/A) No Fiscal Impact

Program/Grant

N/A

Board Cover Sheet

Consent ▾

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

Meeting Date

Jun 18, 2026

Presenter(s)

Buck Roggeman
Chief Human Resources Officer

Item

Personnel Report

Recommendation

The District Administration recommends that the Board review and approve the Personnel Report.

Background

The Personnel Report outlines appointments, leaves, resignations, retirements and releases as it relates to employees' employment status with the District.

Recruitment and selection procedures include dissemination of vacancy announcements to local and surrounding public agencies, community colleges and institutions of higher education as well as posting on the District's website.

Information

Persons listed in the Personnel Report 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

N/A

2025/26 ▾

(N/A) No Fiscal Impact

Program/Grant

N/A

PACIFIC GROVE UNIFIED SCHOOL DISTRICT
 PERSONNEL REPORT – CERTIFICATED
 June 18, 2026

APPOINTMENTS

Name	Position	FTE	Site	Status	Effective Dates
Alt, Maurisa	Second Grade Teacher	1.0	RHD	Prob	7/31/26

TEMPORARY APPOINTMENTS

Name	Position	FTE	Site	Status	Effective Dates
Ferraro, Isabella	Temporary Social Science	1.0	PGMS	Temp	7/30/26-1/14/27

PROMOTION/TRANSFER

Name	Position	FTE From	FTE To	Site	Effective Dates
Russo, Marc	Transfer to 5th Grade	1.0	1.0	FGE to RHD	7/31/26

RESIGNATIONS/RELEASES/RETIREMENTS

Name	Position	FTE	Site	Status	Effective Dates
Kraus, Barbara	ESL Teacher	0.1875	PGAE	retire	6/6/26

PACIFIC GROVE UNIFIED SCHOOL DISTRICT
PERSONNEL REPORT – CLASSIFIED
June 18, 2026

APPOINTMENTS

Name	Position	FTE	Site	Status	Effective Dates
Williams, Lizette	Healthcare Assistant	0.75	PGHS	Prob	8/5/2026

STIPENDS

Name	Stipend	Site	Status	Effective Dates
Alt, Jonathan	Varsity Cross Country	PGHS	Walk On	7/1/26
Houston, Clifford	Professional Growth Increase	DO	Perm	7/1/26
Freitas, Melissa	Professional Growth Increase	DO	Perm	7/1/26
Bronfeld, Cristina	Professional Growth Increase	ADE	Perm	7/1/26
Gamecho, Amaya	Professional Growth Increase	ADE	Perm	7/1/26
Duffield, Bailey	Professional Growth Increase	PGMS	Perm	7/1/26
Alvarez-Leijssen, Petrie	Professional Growth Increase	DO	Perm	7/1/26
Villagomez, Manuel	Professional Growth Increase	ADE	Perm	7/1/26
Frusetta, Megan	Professional Growth Increase	DO	Perm	7/1/26
Padula, Michelle	Bilingual Stipend Level I	DO	Perm	3/1/26
Morgan, Luciana	Bilingual Stipend Level I	PGMS	Perm	3/1/26
Romero, Lisa	Bilingual Stipend Level I	PGHS	Perm	3/1/26-4/30/26
Rivera, Maria	Bilingual Stipend Level I	FGE	Perm	2/1/26
Martinez Cruz, Rufino	Bilingual Stipend Level I	RHD	Perm	3/1/26
Villagomez, Manuel	Biliterate Stipend Level II	ADE	Perm	3/1/26
Doarantes-Santos, Diana	Biliterate Stipend Level II	ADE	Perm	4/1/26

RESIGNATIONS/RELEASES/RETIREMENTS

Name	Position	FTE	Site	Status	Effective Dates
Garcia Rodriguez, Jeanette	Paraprofessional	0.8125	FGE	Resigned	5/30/26

TEMPORARY APPOINTMENTS

Name	Position	FTE	Site	Status	Effective Dates
Heflin, Lauren	Occupational Therapist	From 0.4 to 0.5	District	Perm	7/1/26 - 5/28/27
Roach, Megan	Occupational Therapist	From 0.6 to 0.5	District	Perm	7/1/26 - 5/28/27

Board Cover Sheet

Consent ▾

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

Meeting Date

Jun 18, 2026

Presenter(s)

Gregory O'Meara
Principal

Item

PGHS - Contract for Services with Bryan Gage - Muralist/Artist

Recommendation

The District Administration recommends that the Board review and approve the Contract for Services for Bryan Gage - Muralist Artist for the mural on the Fieldhouse at Pacific Grove High School.

Background

Bryan Gage is a local artist that has created murals in the community and most recently at PG Middle School. He is also the artist that created the first mural on the Field House. The Classes of 2020 and 2021 partnered to give this first mural to the school in April 2021.

Information

Bryan Gage is a muralist and the mural that is being created for the other walls of the Field House will be painted sometime in July 2026 once the design has been finalized. The Field House is located near the track at Pacific Grove High School.

Fiscal Impact

None

2026/27 ▾

Select Fund ▾

Various groups will be funding this project. Breakers Club and the PGHS Athletics Department to name a couple of the groups.



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

CONSULTANT Bryan Gage - Muralist/Artist

SITE/DEPARTMENT Pacific Grove High School - Athletics Department

SUBMITTED BY Greg O'Meara, Principal

FUNDING SOURCE PGHS Athletics Department - Wells Fargo Bank

AGREEMENT TOTAL AMOUNT \$2,912.00

IS THIS A PRIOR YEAR VENDOR CONTRACT?

- Yes
- No

If yes, did the vendor perform to the standards outlined in their prior year contract?

- Yes
- No (If no, explain):

But he has done a mural for us before - just not recently.

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 Bryan Gage - Muralist/Artist ("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 an Artist. Consultant shall use their specialized experience and skills to organize, maintain to serve in this capacity. Services shall include but not be limited to planning and executing the agreed upon design..

2. **Term:** Consultant shall commence providing services under this Agreement on Jul 1, 2026 , and will diligently perform as required and complete performance by Jul 31, 2026 .

3. **Compensation:** District agrees to pay \$2,912.00 to Consultant for Services satisfactorily rendered pursuant to this Agreement. This is not to exceed \$2,912.00 during the term of this Agreement. District shall pay Consultant according to the following terms and conditions:

3.1. Payment for the Services shall be made for all undisputed amounts in installment payments within thirty (30) days after the Consultant submits an invoice to the District for Services actually completed.

4. **Expenses:** District shall not be liable to Consultant for any costs or expenses paid or incurred by Consultant in performing Services for District.

5. **Independent Consultant:** Consultant, in the performance of this Agreement, shall be and act as an Independent Consultant. Consultant understands and agrees that he/she shall not be considered an officer, employee, agent, partner, or joint venture of the District, and is not entitled to benefits of any kind or nature normally provided employees of the District and/or to which District's employees are normally entitled, including, but not limited to, State Unemployment Compensation or Worker's Compensation. Consultant shall assume full responsibility for payment of all federal, state and local taxes or contributions, including unemployment insurance, Social Security and income taxes with respect to Consultant. In the performance of the Services herein contemplated, Consultant is an independent Consultant or business entity, with the sole authority for controlling and directing the performance of the details of the Services, District being interested only in the results obtained.

6. **Performance of Services:**

6.1. **Standard of Care.** Consultant represents that Consultant has the qualifications and ability to perform the Services in a professional manner, without the advice, control or supervision of the District. Consultant's Services will be performed, findings obtained, reports and recommendations prepared in accordance with generally and currently accepted principles and practices of his/her profession for services to California school districts.

6.2. **District Approval.** The Services completed herein must meet the approval of the District and shall be subject to the District's general right of inspection and supervision to secure the satisfactory completion thereof.

6.3. **Licenses.** Consultant's represents that s/he possesses all required licenses to perform the Services provided in this Agreement.

7. Termination:

7.1. **Without Cause by District.** District may, at any time, with or without reason, terminate this Agreement and compensate Consultant only for services satisfactorily rendered to the date of termination. Written notice by District shall be sufficient to stop further performance of services by Consultant. Notice shall be deemed given when received by the Consultant or no later than three days after the day of mailing, whichever is sooner.

7.2. **Without Cause by Consultant.** Consultant may, upon thirty (30) days' notice, with or without reason, terminate this Agreement. Upon this termination, District shall only be obligated to compensate Consultant for services satisfactorily rendered to the date of termination. Written notice by Consultant shall be sufficient to stop further performance of services to District. Consultant acknowledges that this thirty (30) day notice period is acceptable so that the District can attempt to procure the Services from another source.

7.3. **With Cause by District.** The 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

Pacific Grove Unified School District
 435 Hillcrest Avenue
 Pacific Grove, CA 93950
 ATTENTION: Josh Jorn
 Assistant Superintendent/CBO

Consultant

Name: Bryan Gage - Muralist/Artist
 Address: 113 20th Street
 City/State/Zip: Pacific Grove/CA/93950
 Business Phone: (831)220-5142
 Email (Optional): 2artist.gage@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 by District
- Consultants will be fingerprinted through the District upon contract approval and prior to services rendered
- Fingerprinting done by the organization independently (declare under perjury)-
Consultant's Employee(s)
- No direct contact or interaction 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

Consultant

Site representative or Assistant Superintendent

(Signed AFTER Board approval)

(Can sign BEFORE Board's approval)

Signature: _____

Signature: _____

Name: Josh Jorn

Name: _____

Title: _____

Date: _____

Date: _____

Human Resources

(Signed AFTER Board approval)

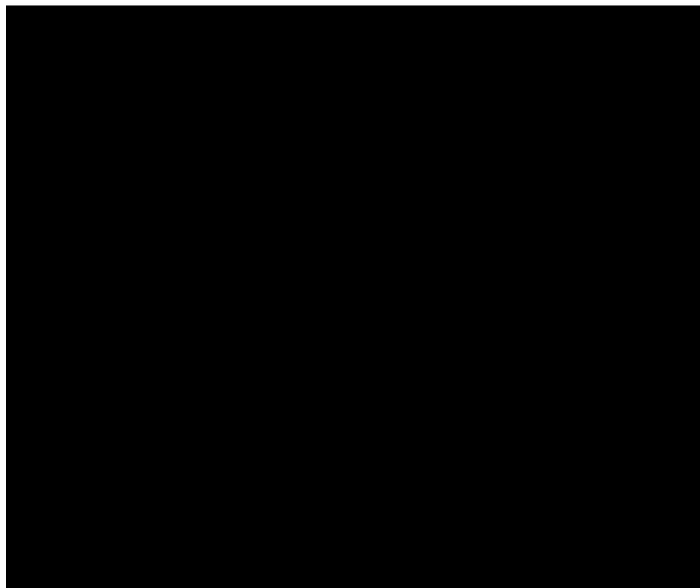
Contracted work was not assigned using the District's normal employment recruitment process.

Signature: _____
Chief Human Resources Officer

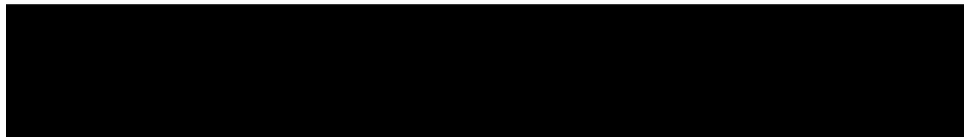
Date: _____

Home

Breaker Stadium
Feldhouse



Visitor



Board Cover Sheet

Consent ▾

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

Meeting Date

Jun 18, 2026

Presenter(s)

Josh Jorn
Assistant Superintendent

Item

Approval of Addenda to Dale Scott and Co. Municipal Advisory Services Agreement

Recommendation

The Administration recommends that the Board review and approve the Addenda to Dale Scott and Co. Agreement

Background

The District currently has two (3) General Obligation (GO) Bonds Measure A, Measure B, and Measure D. The District wishes to address its capital funding needs, review its current debt profile, place one or more general obligation bonds before the voters for a tax extension, and issue general obligation bonds, certificates of participation, refunding bonds, and/or bond anticipation notes.

In connection with this goal, Dale Scott & Company, Inc. ("DS&C") advises the District as its municipal advisor as set forth below in the attached Agreement for Municipal Advisory Services. The contract includes:

- A. Voter Survey Research. If desired, Design and draft a survey of registered voters of the District, incorporating comments from the District, coordinating the gathering of data, and analyzing and presenting the results to the District.
- B. Pre-Election Services. If desired, support the District in preparation for and/or conducts a bond election or extension
- C. Bond Issuance Services. Analyze issues such as debt capacity, assessed valuation growth, alternative financing

Information

Tonights Addenda includes the following additional services:

Parcel Tax Advisory Services Provided

- **Pre-Election Services:** \$15,000/year
 - *Review operational funding needs*
 - *Develop an election timetable to include: date of election, Board action, and coordinate this timetable with counsel, District, and the County*
 - *• Analyze impact of alternative Parcel Tax scenarios on tax rates*
 - *• Review resolutions prepared by bond counsel*

- *Advise and assist the District with information to be distributed regarding the Parcel*
- *Review/prepare argument and, if needed, rebuttal for sample ballot*
- **Post-Election Services: \$15,000/year**
 - *Manage the overall annual Parcel Tax implementation process*
 - *Coordinate with County as to required date and timing of data for Parcel Tax collection*
 - *Coordinate any sub-contracted consultants required to comply with County's tax collection procedures*
 - *Provide legal counsel with all information necessary for preparation of authorizing resolutions and related legal documentation*
- **Arbitrage Rebate Services: One-time fee of \$2,500 for Arbitrage Rebate Compliance, Annual Fee of \$1,500, year analysis and reporting, and an Annual Fee of \$1,500, year development of report**
 - *Assist the District with IRS arbitrage rebate compliance*
 - *Analyze bond spending and interest earnings history until bond proceeds Expended*
 - *Prepare initial historical bond spending analysis report and annual reports Thereafter*
 - *Report bond spending against IRS exemption requirements*
 - *Provide early-warning notices of potential liability*
 - *Recommend strategies to reduce liabilities*
 - *Estimate funds needed for future liabilities*
 - *Coordinate required rebate calculations with the rebate calculation consultant*

Fiscal Impact

Total Contract Amendment - \$35,500 Fund 01, Unrestricted

June 1, 2026

Josh Jorn
Associate Superintendent, Business & Operations
Pacific Grove Unified School District
435 Hillcrest Avenue
Pacific Grove, CA 93950-4900

**Re: Pacific Grove Unified School District
Addendum to the current Municipal Advisory Services Agreement**

Dear Mr. Jorn

Dale Scott & Co., Inc. ("DS&C") proposes to Pacific Grove Unified School District this first amendment to DS&C's Agreement for Municipal Advisory Services dated March 16, 2023 ("Agreement"), as presented in the attached Exhibit A. Upon the District's acceptance by signature below, the terms of this Amendment shall be effective as of the date written below, and shall be incorporated into the Amendment to the same extent as if set forth therein.

Except as set forth in this Amendment, the Agreement is unaffected and shall continue in full force and effect in accordance with its terms. If there is a conflict between this Amendment and the Agreement, the terms of this Amendment will prevail.

Sincerely,

Accepted:



Dale Scott
President

Name:
Title: Assistant Superintendent, Business
Services
Date:

**Pacific Grove Unified School District
Addendum to Municipal Advisory, Continuing Disclosure, ADTR and Other Services**

I-d. Parcel Tax Advisory Services Provided

a. **Pre-Election Services.** If the District conducts a parcel tax election, DS&C will provide the following services.

- Review operational funding needs
- Develop an election timetable to include: date of election, Board action, and coordinate this timetable with counsel, District, and the County
- Analyze impact of alternative Parcel Tax scenarios on tax rates
- Review resolutions prepared by bond counsel
- Advise and assist the District with information to be distributed regarding the Parcel
- Review/prepare argument and, if needed, rebuttal for sample ballot

b. **Post-Election Services**

- Manage the overall annual Parcel Tax implementation process
- Coordinate with County as to required date and timing of data for Parcel Tax collection
- Coordinate any sub-contracted consultants required to comply with County's tax collection procedures
- Provide legal counsel with all information necessary for preparation of authorizing resolutions and related legal documentation

I-e. Arbitrage Rebate Compliance Services Provided.

a. **Arbitrage Rebate** The services to be provided under this Agreement are set forth below:

- Assist the District with IRS arbitrage rebate compliance
- Gather necessary general ledger data from the District
- Analyze bond spending and interest earnings history until bond proceeds expended
- Prepare initial historical bond spending analysis report and annual reports thereafter
- Report bond spending against IRS exemption requirements
- Provide early-warning notices of potential liability
- Recommend strategies to reduce liabilities
- Estimate funds needed for future liabilities
- Coordinate required rebate calculations with the rebate calculation consultant

III. Additional Services Compensation. For its services, DS&C shall be compensated as follows:

e. **Parcel Tax Pre Election Services.** For Parcel Tax Pre-Election Services, the District shall pay DS&C a fee of \$15,000 per election payable upon the adoption of the election resolution.

- f. **Parcel Tax Post Election Services:** For Post-Election Services related to the management and collection of the Parcel Tax revenues, the District shall pay DS&C an annual fee of \$15,000 per year payable from the parcel tax revenues.
- g. **Arbitrage Rebate Compliance Services.** Fees for such services shall be calculated as follows:
- **Set-up:** one-time fee of \$2,500
 - **Analysis & Reporting:** \$1,500 per year, per series of bonds with unspent proceeds
 - **Arbitrage Rebate Liability Calculation Coordination:** \$1,500 per report plus consultant fees, as needed

Board Cover Sheet

Consent ▾

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

Meeting Date

Jun 18, 2026

Presenter(s)

Matthew Binder , Director of Ed. Tech. &
Louis Algaze , Director of Tech. Systems

Item

June 2026 - Measure A/Ed-Tech Bond (Educational Technology Expenditures)

Recommendation

The District Administration recommends that the Board review and approve the current June 2026 Measure A (Educational Technology Bond Expenditures).

Background

On November 4, 2014, the voters of the City of Pacific Grove and those of the Pacific Grove Unified School District approved an \$18 million General Obligation Bond for educational technology expenditures. Each property may be charged a maximum of \$17.96 per \$100,000 of assessed valuation over 18 years. Measure A was approved by voters with 59.79% of the vote. Funds from the Measure A Ed-Tech Bond are intended to pay for technology improvements and implementations, including:

- Increasing student access to technology to support in-class and at-home learning
- Upgrading instructional hardware and educational software/digital curriculum
- Supporting the implementation of a multi-year, district-wide educational technology plan
- Improving classroom and campus security systems and safety measures
- Implementing data and content management systems to improve student achievement, progress monitoring, program evaluation, and other priorities included in the district's Local Control Accountability Plan (LCAP)

Bond funds are released in six separate series, approximately \$2 million every three years, over 18 years. The first issuance, Series A, was released in the 2014-15 fiscal year. Currently, the district is operating under the fourth series of Measure A funding – Series D. As the assessed valuations of the properties within the district's attendance boundary increase or decrease, the maximum allowable funding for each series also increases or decreases.

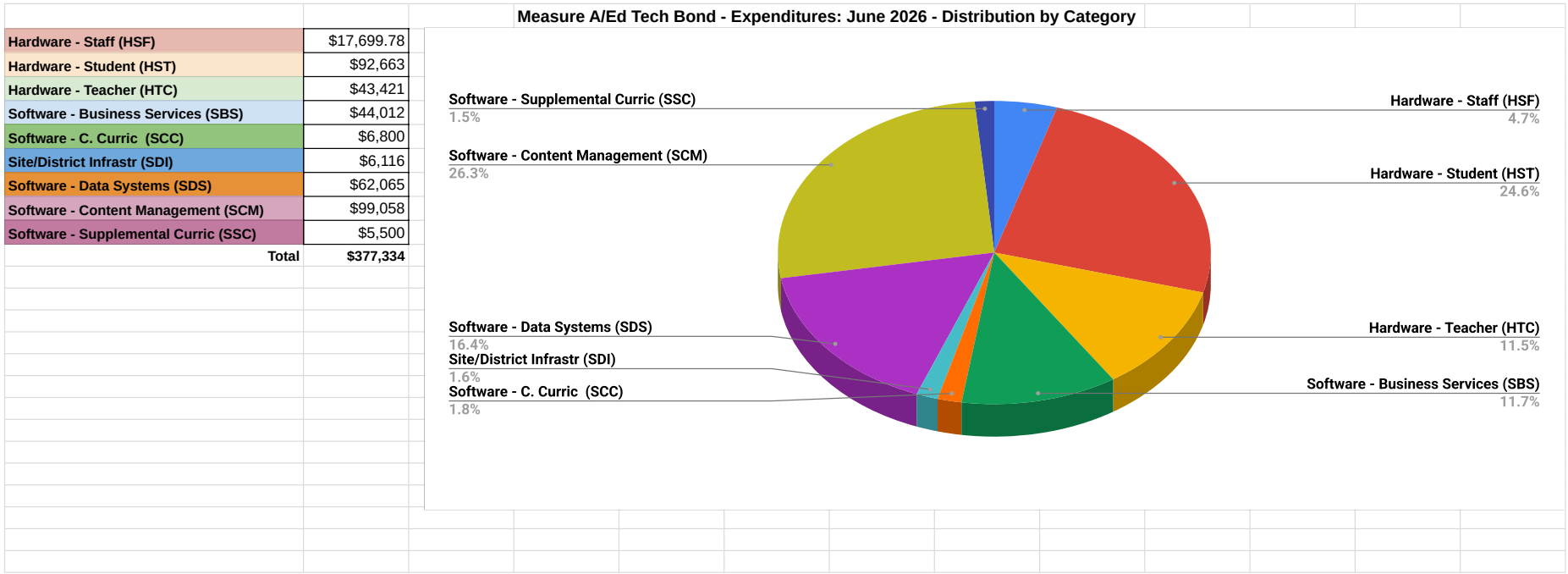
Information

Please see the attached documents: Finalized list of Measure A expenditures for June 2026, and technology type/categorical distributions. Prices are estimated and may vary due to adjustments in shipping costs, product availability, and vendor pricing. Several key projects will be highlighted as related to this list of expenditures.

Fiscal Impact

\$377,277 of technology hardware, software, and services/support to be purchased using Fund 21 from the Series E issuance of Measure A - EdTech Bond for PGUSD.

Measure A/Ed Tech Bond - Expenditures: June 2026								
Item #	Category	Item	Tech Type	Site(s)	Tech Plan Connection	Quantity	Est. Cost Per Unit	Total Est. Cost Incl. Tax; S/H
1	HSF	Two-Factor-Authentication Keychain Fobs	Hardware - Staff	District (All)	2b	300	\$30	\$9,000
2	HSF	55" Smart TV - Small Conference Room - DO	Hardware - Staff	DO	3b	1	\$330	\$330
3	HSF	Dell Optiplex 7000 PC Towers - Front Office Staff	Hardware - Staff	AE	3b	6	\$1,195.00	\$7,556
4	HSF	25 ft HDMI cable	Hardware - Teacher	AE	2d	4	\$15	\$60
5	HSF	DreamQuest Mini Plus Mini PC	Hardware - Staff	FG	3b	3	\$251.26	\$754
6	HST	Mac Minis, Monitors Photo Lab Refresh	Hardware - Student	PGHS	2d	25	\$1,268	\$31,706
7	HST	Chromebook Screen Replacement Kits	Hardware - Student	PGMS	2d	2	\$87	\$174
8	HST	iPads + Cases + Headphones: Elementary Replacements/Upgrades	Hardware - Student	FG, RD	2d	157	\$339	\$53,172
9	HST	Wireless Mice	Hardware - Student	RD	2d	60	\$12	\$690
10	HST	USB A-C cables, 3 ft - 5-Pack	Hardware -Student	FG	2d	11	\$10.91	\$120
11	HST	Bamboo Labs 3D Printer + PLA Starter Pack	Hardware -Student	RD, PGMS	1a	4	\$1,700	\$6,800
12	HTC	Newline Q-Pro 86" Interactive Panel + Installation Services	Hardware - Teacher	RD, PGMS	2d	4	\$3,982	\$15,928
13	HTC	Brother HL-L3280 Wireless Color Printer	Hardware - Teacher	RD	2d	1	\$425	\$425
14	HTC	Brother HL-L2405W Wireless Printer (B&W)	Hardware - Teacher	PGMS, FG, RD	2d	6	\$182	\$1,092
15	HTC	RedCat Lightspeed Classroom Audio Systems	Hardware - Teacher	RD	2c	6	\$1,713	\$10,275
16	HTC	Anker USB C Hub, 5-in-1 USBC to HDMI Splitter	Hardware - Teacher	AE	2d	4	\$19	\$76
17	HTC	Staff HP Chromebooks	Hardware - Staff	District (All)	2d	25	\$625	\$15,625
18	SBS	Softchoice Microsoft Licenses (Annual Renewal)	Software - Business Services	District (All)	3b		>>>>>>>>	\$7,000
19	SBS	Bitwarden Password Manager (Annual Renewal)	Software - Business Services	District (All)	2b		>>>>>>>>	\$300
20	SBS	Zoom (Annual Renewal)	Software - Business Services	District (All)	3b		>>>>>>>>	\$2,500
21	SBS	Crowdstrike Next Generation Anti-virus CISecurity.org	Software - Business Services	District (All)	2b		>>>>>>>>	\$13,200
22	SBS	Informed K12 (Annual Renewal)	Software - Business Services	District (All)	3b		>>>>>>>>	\$15,000
23	SBS	ASB Works - Graystep Software Inc. (Annual Renewal)	Software - Business Services	PGMS, PGHS	3b		>>>>>>>>	\$2,336
24	SBS	Parchment Transcript Request Platform	Software - Business Services	PGHS	3b		>>>>>>>>	\$3,376
25	SCC	Vector Solution (Annual Renewal)	Software - Core Curriculum	PGMS, PGHS	1b		>>>>>>>>	\$6,800
26	SCM	Adobe Creative Suite Licenses (Annual Renewal)	Software - Content Mgmt	District (All)	3b		>>>>>>>>	\$2,500
27	SCM	Everway TextHelp	Software - Content Mgmt	District (All)	2e		>>>>>>>>	\$3,616
28	SDI	USA North 811 Service	Site/District Infrastructure	District (All)	3b		>>>>>>>>	\$300



Board Cover Sheet

Consent ▾

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

Meeting Date

Jun 18, 2026

Presenter(s)

Josh Jorn

Assistant Superintendent

Item

2026-27 Monterey Bay Charter School (MBCS) Lease Agreement – Amendment #21

Recommendation

The District Administration recommends that the Board review and approve the Lease Agreement Amendment #21 with the Monterey Bay Charter School (MBCS), extending the term of the lease to June 30, 2027.

Background

Beginning in 2001, the District began leasing space at the David Avenue School to the Monterey Bay Charter School. Since then, there have been several revisions to the lease, either for additional space, increasing the rate, or extension of the term of the lease. The current lease expires on June 30, 2026.

The lease terms indicated the lease annual escalator to follow the state statutory COLA. The provision under Section 4: Rent states:

“...Rent shall be increased by greater than 2.5% of the percentage of growth of the state funded cost of living adjustment (COLA), up to the maximum of 5%.”

The lease rate for 2026-27 under the Board Approved Amendment #21 is \$1.225 /square foot for a total of 20,020 square feet.

Information

At this time the District is recommending increasing the lease rate by 2.5% (from \$1.1954/sf to \$1.225/sf). The 2026-27 projected statutory cost-of-living (COLA) adjustment for K-14 education is 2.87%, and the master lease agreement requires a minimum escalation of 2.5%.

This will result in a net increase to revenue of \$7,166.47

Fiscal Impact

2026/27 ▾

Fund 40 revenue for fiscal year 2026-27 of \$294,362

(40) Special Reserve ▾

**Revision #21
of Lease Agreement between
Pacific Grove Unified School District
and
Monterey Bay Charter School**

This document revises language contained within the Agreement of April 5, 2001, as revised by:
 Revision #1 of August 9, 2002 (B-Wing, 6000 sf, C-Wing 4,445 sf, E-3 960 sf = Total 11,405 sf)
 Revision #2 of September 24, 2002
 Revision #3 of February 16, 2006
 Revision #4 of May 19, 2006
 Revision #5 of August 6, 2009
 Revision #6 of August 10, 2010 (remove C-Wing restrooms and add B-Wing restrooms)
 Revision #7 of May 17, 2012 (add D-Wing 4800 sf = Total 16,205 sf)
 Revision #8 of May, 2013 (increase rent to \$0.812 per sf)
 Revision #9 of May 8, 2014 (increase rent to \$0.853 per sf and add MPR 1,692 sf = Total 17,897 sf)
 Revision #10 of May 21, 2015 (increase rent to \$0.895 per sf, add 327 sf storage room = Total 18,224 sf)
 Revision #11 of June 30, 2016 (increase rent to \$0.913 per sf, add 926 sf Room E-4 = Total 19,150 sf)
 Revision #12 of June 29, 2017 (increase rent to \$0.927 per sf)
 Revision #13 of June 8, 2018 (increase rent to \$0.9570 per sf)
 Revision #14 of June 20, 2019 (increase rent to \$0.983 per sf)
 Revision #15 of June 20, 2020 (no increase)
 Revision #16 of June 17, 2021 (increase rent to \$1.03215 per sf)
 Revision #17 of June 17, 2022 (increase rent to \$1.08376 per sf)
 Revision #18 of June 17, 2023 (increase rent to \$1.1379 per sf)
 Revision #19 of June 17, 2024 (increase rent to \$1.166 per sf) and increase of 870 sqft to master lease
 Revision #20 of June 5, 2025 (increase rent to \$1.1954 per sf)

Revision #21

1. Article 4 RENT: All rents shall be increased by 2.5% to reflect monthly rent of \$1.225 per sf.
2. All other provisions as of Revision #20 remain unchanged.

Agreed to by:

Lessor: Pacific Grove Unified School District

By: Joshua R. Jorn
 Name: Joshua Jorn
 Title: Assistant Superintendent
 Date: 6-4-2026

Lessee: Monterey Bay Charter School

By: Jessica Guzzi
 Name: Jessica Guzzi
 Title: Executive Director
 Date: 6/5/26

Board Cover Sheet

Consent ▾

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

Meeting Date

Jun 18, 2026

Presenter(s)

Buck Roggeman

Chief Human Resources Officer

Item

Memorandum of Understanding (MOU) – Pacific Grove Unified School District (PGUSD) & National University (NU) – Establish a Teacher Intern Agreement

Recommendation

The District Administration recommends that the Board review and approve the Memorandum of Understanding with National University to establish a teacher intern agreement.

Background

Pacific Grove Unified School District occasionally places student interns in the District. This MOU establishes a teacher intern agreement with National University which is required for the placement of a teacher intern in our District.

Information

Teacher interns differ from student teachers in that they are employees of the District whereas student teachers are not. The interns are completing the credentialing process while they are holding a teaching position. They are probationary 0 (zero) employees which means that they cannot advance directly from intern status to permanent status without first completing one year of service under their preliminary credential.

Fiscal Impact

N/A



PAID INTERNSHIP CREDENTIAL PROGRAM MEMORANDUM OF UNDERSTANDING

This Agreement, effective as of the date of last signature, made by and between National University, a California non-profit public benefit corporation (the "University") and Pacific Grove Unified School District, which is located at 435 Hillcrest Ave., Pacific Grove, CA 93950-4900, USA, who have partnered for the purpose of providing contractual services for students, or state-supported TK-12 educational service unit, ("Institution"), with reference to the following facts:

RECITALS

- A. University is accredited by WASC Senior College and University Commission (WSCUC). University has met all of the preconditions prescribed by the California Commission on Teacher Credentialing (the "CTC") to offer the following internship credential programs (each, a "Program"): Inspired Teaching and Learning, Teacher Education Internship Credential, Special Education Internship Credential, Preliminary Administrative Services Internship Credential, and Pupil Personnel Services Internship Credential – School Counseling, Pupil Personnel Services Internship Credential – School Psychology;
- B. California Education Code Sections 44452 and 44321 authorize a public school institution, charter school or county office of education in cooperation with an approved college or University to establish an internship program meeting the provisions of applicable California statutes and CTC regulations. Institution is either a public school institution (or state-supported TK-12 educational service unit), charter school, or county office of education and University is an approved University within the meaning of Ed Code Section 44452; and
- C. Institution and University wish to partner to deliver services in support of the Programs that meet the regulations and standards of CTC and University policy. Attached as "Exhibit A" to this Agreement and incorporated herein by this reference is a list of the Programs that Institution and University will be supporting through this partnership.

TERMS AND CONDITIONS

1. **Term.** The term of this Agreement shall commence as of the Effective Date above and shall continue until terminated in accordance with the terms and conditions in this Agreement. Either party may terminate this Agreement for any reason or no reason at all upon thirty (30) days written notice. All Interns placed with Institution and who are in good standing with Institution and University as of the date of termination of this Agreement shall be permitted to complete their internship experience with Institution.
2. **Interns and Placement.** University interns are students that are certified as qualified and competent by University to provide intern services to Institution and may, at Institution's discretion, be accepted and assigned to Institution's schools to provide services as interns (each, an "Intern"). University and Institution shall coordinate the process of selection and placement of Interns. The University reserves the right to make the final determination of any Intern's acceptance into the Program, and approval of potential placement, while Institution reserves the right to make the final determination on any Intern's employment. Neither University nor Institution shall discriminate in the selection or acceptance of, or participation by, any Intern pursuant to this Agreement because of race, color, national origin, religion, sex, sexual orientation, handicap, age, veteran's status, medical condition, marital status, or citizenship, within the limits imposed by law. Intern(s) must remain at the Institution addressed herein for the duration of their Program, except when: (a) University terminates an Intern's assignment at Institution; (b) agreed upon in writing between University and Institution; or (c) when an Intern is terminated by Institution for cause (e.g., an Intern's misconduct, layoff).
3. **Program Requirements.** Each Intern accepted into the Program must have met all of the following qualifying minimum criteria:
 - a. Recommendation to a Program by an Institution designee.
 - b. Interview and screening by Institution staff, including a background check, Institution administrator interview and paper screening, Department of Justice/FBI fingerprint clearance, and a baccalaureate degree from an accredited Institution.
 - c. Interview and screening by University staff, and verification of coursework and prior experience with TK-12 students in a multicultural, multilingual setting.
 - d. Orientation meeting with a Credential Program Specialist, the University Support Provider/Supervisor faculty member for the Program.



- e. Evidence of basic skills met by Bachelor's Degree and verification of subject matter competence by completion of an approved program or passage of the CSET.
 - f. University Catalog requirements met including Special Education and Teacher Education programs virtual classroom/school placements will not be approved. Placement policies by program provided below.
 - g. All service preconditions required by the CTC shall have been met.
4. Institution Reimbursement. University shall reimburse the Institution for supervision of an eligible Program at the completion of each semester or quarter. Institution shall submit an invoice based on generated report received from the University Honorarium Specialist. Honorarium eligibility and the honorarium amounts provided for supervision of University Intern(s) in an eligible Program are as set forth in "Exhibit A" attached hereto and incorporated herein by this reference. Notwithstanding, in no event shall the total honorarium amount for supervision per Intern exceed six hundred (\$600.00). Upon receipt of invoice correlating to the University's Honorarium Specialist report, University shall pay the Institution within thirty (30) days following the date the Institution's invoice is received.
5. Insurance. The Institution and the University will obtain and maintain a broad form commercial general liability insurance policy with coverage of at least \$1,000,000 (one million dollars) for each occurrence and \$2,000,000 (two million dollars) in the aggregate, with no exclusion for molestation or abuse. The Parties will provide proof of such insurance upon execution of this Agreement to each other. For purposes of this Agreement, each of the Parties will provide workers' compensation insurance coverage for their own employees.
6. Intern Employment Status. Interns shall be Institution employees for all purposes, including for the payment of any federal, state, or local income or occupational taxes, FICA taxes, unemployment compensation or workers' compensation contributions, vacation pay, sick leave, retirement benefits or any other payments or benefits for or on behalf of Interns.
7. Reservation of Right to Payment. Pursuant to Education Code Section 44462, Institution reserves the right to request an adjustment of any Intern's salary to cover supervision services pursuant to this Agreement.
8. Non-Displacement of Certificated Employees. Pursuant to CTC requirements, upon request Institution shall provide written certification to University that each Intern placed with Institution has not displaced a certificated Institution employee, which shall enable University to verify to CTC that all statutory and CTC requirements have been met.
9. Teacher and Special Education Intern Support.
- a. To support Education Credential Interns, Institution and University will each provide a qualified supervisor to assist each Intern in a Program. Institution supervisors are called Site Support Providers ("SSP"). University supervisors are called University Support Providers ("USP"). Institution SSP will mentor, coach and consult with interns on all areas of responsibility as a teacher of record by observing lessons with pre- and post-debriefing protocols to provide weekly course planning, modeling and coaching with attention to differentiated instruction for English Learners; assessment of language needs and progress; and support for language accessible instruction. A minimum of two hours of support / mentoring and supervision must be provided to an intern every five instructional days.
 - b. SSP shall hold a valid Clear or Life Credential in the content area for which they are providing supervision, three years of successful teaching experience, hold a valid English Learner Authorization or CLAD Certificate issued pursuant to section 80015 or valid bilingual authorization issued pursuant to section 80015.1, and must have demonstrated exemplary teaching practices.
 - c. SSP must complete an orientation to the program's expectations to be knowledgeable regarding program curriculum and assessments. For Teacher Education and Special Education support, SSP orientation may include a minimum of 10 hours of initial orientation provided through the University, with waivers possible for documented prior professional development. The program curriculum provides effective supervision approaches such as cognitive coaching, adult learning theory, and current content-specific pedagogy and instructional practices, program curriculum and assessments, including the Teaching Performance Expectations (TPEs) and the California Teaching Performance Assessment (Cal TPA) or Educational Specialist California Teaching Performance Assessment (EdSp CalTPA). The orientation will include specific Literacy requirements for all candidates, pursuant to SB488, including the CA Dyslexia Guidelines: <https://www.cde.ca.gov/sp/se/ac/documents/cadyslexiaguidelines.PDF>
 - d. SSP and USP will together meet periodically with Interns to ensure Interns are following the California standards for the specific credential each Intern is seeking to obtain.
 - e. SSP and USP will meet without the Intern to discuss the Intern's progress, as needed.



- f. Concurrent with an Intern's experience at Institution, University will hold program orientation seminars for Interns and stated-approved training seminars for SSP. University representatives will review supervising techniques, establish procedures for conducting observations and provide assistance, introduce forms used in the Program, communicate seminar schedules, and offer further training and materials to SSP.
- g. Institution will include Interns in appropriate Institution support programs and regularly scheduled staff development activities.
- h. Institution will designate a liaison, to ensure supervision and support assistance is provided to Interns at a minimum of 2 hours a week while employed as the teacher of record.
- i. Institution and University will share supervision and ongoing support requirements totaling a minimum of 144 hours per school year. Interns without English Language Authorization must receive 45 hours of focused English Language instruction support per school year; (b)(5)(B) requires the employer to identify and individual with EL authorization who will be immediately available to assist an intern teacher who does not yet hold EL authorization. USP will monitor the completion of employer-provided support via an Intern Support Verification Form to verify the clockwork hours provided by SSP and/or employer support personnel. Forms must be submitted as part of the intern's clinical practice course assignments. Program faculty, program supervisors, and Institution-employed supervisors monitor and support Interns during their progress towards mastering the TPEs.
- j. Employers who hire/place or wish to backdate interns outside National University clinical practice state offerings are required to provide 100% of the state mandated support (4 hours per week of general support, and 1.25 hours of EL specific support if the intern does not hold EL authorization) until the next available start date at which point the USP will provide University support services as noted in article (8.h.).
- k. National University provides Institution-employed supervisors with a minimum of 10 hours of initial orientation to the program curriculum, about effective supervision approaches such as cognitive coaching, adult learning theory, and current content-specific pedagogy and instructional practices. The program ensures that Institution employed supervisors remain current in the knowledge and skills for Intern supervision and program expectations. The training/orientation will include specific Literacy requirements for all candidates, pursuant to SB488 including CA Dyslexia Guidelines: <https://www.cde.ca.gov/sp/se/ac/documents/cadyslexiaguidelines.PDF>.
- l. Institution with interns must have an active fully qualified Credentialed administrator onsite.
- m. University may request use of video capture for Intern reflection and CalTPA, EdSp CalTP, or CalAPA (California Administrator Performance Assessment) completion to reflect to the extent possible Intern's knowledge, skills, and abilities to instruct TK-12 students while meeting state-adopted academic standards. Institution shall inform Special Education Credential Interns of video recording policies in place for the CalTPA, EdSp CalTPA, or CalAPA task video capture requirement.
- n. Intern teaching schedule must reflect no less than 80% of each day in the content area of the intended credential, in a traditional, face-to-face classroom. Virtual classroom/school placements will not be approved except in emergency situations subject to University's sole discretion. Transitional Kindergarten (TK) placements are highly discouraged at this time and will require additional faculty approvals.
- o. Interns in Special Education, Teacher Education/Inspired Teaching and Learning (ITL) programs are guided by the current California Teacher Performance Expectations (TPE).
- p. The TPE include, but are not limited to, the teaching of literacy skills as described in TPE 7; specifically, 7.6. Meaning Making, 7.7. Language Development, and 7.8. Effective Expression, as in accordance with PSA 24-01.

10. School Counseling Intern Support

- a. To support Services Credential Interns, Institution and University will each provide a qualified supervisor to assist each Intern in a Pupil Personnel Services Credential: School of Counseling.
- b. SSP shall refer to an employee of the Institution holding a valid Pupil Personnel Services or other credential issued by the CTC or equivalent certification recognized by the Institution typically with two (2) or more years' experience as a school counselor.
- c. Clinical practice shall refer to the participation by an Intern in the duties and functions of a school counselor and may include school attendance worker under the direct supervision and instruction of one (1) or more Clinical Practice Supervisors holding a PPS School Counseling Credential.
- d. As required by the CTC, the School Counseling Paid Internship requires a minimum of 800 clock hours field experience. Interns must obtain hours in two (2) out of the three (3) levels (e.g., elementary, middle, and high school) over the 800 clock hours. Interns must have opportunity to gain supervised experience in comprehensive student support systems that provides prevention and intervention services on behalf of students around crisis and trauma, including but not limited to: suicide and homicide risk and assessment and school shootings. Interns must have the opportunity to work with students of diverse backgrounds (150 hours) as part of the 800 clock hours, including socioeconomic disadvantages, English



learners, homeless youth, foster youth; students with disabilities (including Section 504 plans), students experiencing suspension and expulsion from school, sexual minority youth (LGBTQ+), racial and ethnic minorities. See CTC (May 2020) Pupil Personnel Services: School Counseling Preconditions, Program Standards, and Performance Expectations, Page 6 – Fieldwork at

https://www.ctc.ca.gov/docs/default-source/educator-prep/standards/pps-school-counseling-pdf.pdf?sfvrsn=28e552b1_4.

- e. Institution and University shall independently determine the qualifications of their respective supervisors. Interns must meet with their SSP for one (1) hour of individual or one-and-one half (1.5) hours of small group SSP supervision per week. Small groups shall not exceed eight (8) Interns per group.
- f. SSP and USP will together meet periodically with Interns to ensure Interns are following the California standards for the services credential each intern is seeking to obtain.
- g. SSP and USP will meet without the Intern to discuss the Intern's progress, as needed.
- h. Concurrent with an Intern's experience at Institution, Institution may hold Program orientation seminars for Interns. An initial meeting is held with the SSP' training, University representatives to review supervising techniques, establish procedures for conducting observations and providing assistance, introduce forms used in the Program, and communicate intern schedules.
- i. Institution will include Interns in appropriate Institution support programs and regularly scheduled staff development activities.
- j. Institution will designate a liaison to ensure supervisory and support assistance to Interns at Institution.
- k. USP will maintain contact with Interns remotely on a regularly scheduled basis to monitor each Intern's progress.
- l. School Counseling Fieldwork Intern Duties (may include, but are not limited to):
 - i. Attend regular supervision sessions with PPS credentialed site supervisor.
 - ii. In collaboration with site supervisor, provide individual counseling to students with social, emotional, and behavioral issues.
 - iii. Be an advocate to all students.
 - iv. Assist with Special Education consultation.
 - v. Collaborate and consult with parents and teachers to provide appropriate referrals.
 - vi. Collaboration with special education teachers and general education teachers in implementing RTI.
 - vii. Review of Special Education/Cumulative Records.
 - viii. Conduct classroom observations in General Ed./Special Ed. classrooms.
 - ix. Attend Individual Educational Plan (IEP) meetings.
 - x. Facilitate Group Counseling sessions.
 - xi. Provide teacher/parent consultation.
 - xii. Design and implement behavioral Interventions.
 - xiii. Participate in Student Study Teams (SST's).
 - xiv. Help provide school-wide positive behavioral intervention support.
 - xv. Provide intervention and consultation activities with students and families from culturally and linguistically diverse backgrounds.
 - xvi. Provide comprehensive school counseling services as required by the American School counseling Association's (ASCA) National Model.

11. School Psychology Intern Support

- a. To support Services Credential Interns, Institution and University will each provide a qualified supervisor to assist each Intern in a Pupil Personnel Services School Counseling, Pupil Personnel Services School Psychology, and Administrative Services Programs.
- b. SSP shall refer to an employee of the Institution holding a valid Pupil Personnel Services or other credential issued by the CTC or equivalent certification recognized by the Institution typically with two (2) or more years' experience as a psychologist.
- c. USP shall refer to an employee of the University holding a valid Pupil Personnel Services or other credential issued by the CTC or equivalent certification recognized by the Institution typically with two (2) or more years' experience as a psychologist.
- d. Clinical Practice Assignment shall typically refer to a full day of Clinical Practice consisting of five (5) days a week for twelve (12) to eighteen (18) weeks, dependent upon the program. Clinical Practice Assignment shall satisfy all requirements set by the commission.
- e. The School Psychology Internship totals a minimum of 1,200 clock hours field experience. Interns must obtain hours in two (2) out of the three (3) levels (e.g., elementary, middle, and high school) over the 1,200 clock hours.



- f. Clinical practice shall refer to the participation by an Intern in the duties and functions of a psychologist or school attendance worker under the direct supervision and instruction of one or more Commission qualified Clinical Practice Supervisors.
- g. Institution and University shall independently determine the qualifications of their respective supervisors.
- h. SSP and USP will together meet periodically with Interns to ensure Interns are following the California standards for the services credential each intern is seeking to obtain.
- i. SSP and USP will meet without the Intern to discuss the Intern's progress, as needed.
- j. Concurrent with an Intern's experience at Institution, Institution may hold Program orientation seminars for Interns and training seminars for SSP. Institution representatives will review supervising techniques, established procedures for conducting observations and providing assistance, introduce forms used within the Institution, communicate needs, and/or offer further training and materials to support Interns and Institution needs.
- k. Institution will include Interns in appropriate Institution support programs and regularly scheduled staff development activities.
- l. Institution will designate a liaison to ensure supervisory and support assistance to Interns at Institution.
- m. USP will visit Interns at their sites on a regularly scheduled basis to monitor each Intern's progress.
- n. School Psychology Internship Intern Duties (may include, but are not limited to):
 - i. Special Education IEP Consultation & Presentation of Psycho-Educational Assessment Results.
 - ii. Writing Psycho-Educational Reports which shall be reviewed by the Institution Supervisor.
 - iii. Collaborate and consult with parents and teachers to provide Referrals to Parents/Teachers.
 - iv. Design and Implement RtI/MTSS Interventions – both academic and behavioral/mental health.
 - v. Review of Special Education/Cumulative Records.
 - vi. Conduct Classroom Observations in General Ed./Special Ed. Classrooms.
 - vii. Conduct Psycho-Educational Assessments-Full.
 - viii. Facilitate Group/Individual Counseling.
 - ix. Teacher/Parent Consultation.
 - x. Design and Implement Behavioral Interventions.
 - xi. Participate in Study Team Consultation.
 - xii. Participate in Mandatory On-going weekly Supervision with Credentialed School Psychologist for a minimum of two hours a week.
 - xiii. Documentation of services (e.g., assessment logs, evaluations) required by Institution and verified by the supervising school psychologist.
 - xiv. School-wide positive behavioral intervention support.
 - xv. Assessment, intervention and consultation activities with students and families from culturally and linguistically diverse backgrounds.
 - xvi. Comprehensive and balanced school psychological services as required by the National Association of school Psychologists (NASP) Domains of Practice and Internship experience.

12. Preliminary Administrative Services Intern Support

Preliminary Administrative Services Interns must complete a range of activities in educational settings. Settings must:

- a. Support the Intern's ability to complete the CalAPA.
- b. Demonstrate commitment to collaborative student-centered practices and continuous program improvement.
- c. Support partnerships with education, social, and community entities that support teaching and learning for all students.
- d. Create a learning culture to support all students.
- e. Understand and reflect socioeconomic and cultural diversity.
- f. Support the Interns to access data, work with other educators, and observe teaching practice.
- g. Permit video capture for Intern reflection and CalAPA completion to reflect to the extent possible Intern's knowledge skills, and abilities to instruct TK-12 students while meeting state-adopted academic standards. Institution shall inform Credential Intern of video recording policies in place for the CalAPA task video capture requirement.
- h. SSP and USP will meet periodically with Interns to ensure Interns are following the California standards for the specific credential each Intern is seeking to obtain.

- 13. Academic Responsibility. University shall have exclusive control over all academic issues involving the Programs, which shall include, without limitation: selection of course content and required textbooks; delivery of instructional programs; selection and approval of faculty; admission, registration, and retention of Interns; evaluation of Interns' prior experience and education; evaluation of Interns' academic progress; scheduling courses; awarding academic credit; and conferring degrees.



14. Duration of Internship. Once an Intern has been accepted as an intern by Institution, and if the Intern remains in good standing in the Program at University and within the Institution's policies and performance standards, the Intern will be permitted to finish their internship at Institution. However, an Intern who performs below acceptable Institution or University standards, after appropriate support and advice efforts have been exhausted, may be removed from the paid internship position by the Institution and/or removed from their Program by the University. All services provided by University and Institution pursuant to this Agreement shall terminate upon an Intern's removal from the Institution or termination of participation in a Program.
15. Assessment. Assessment is a function of Clinical Practice in the Teacher Education Internship program (for the Teacher Education Internship Credential), and the Specialist Education Internship (for the Special Education Internship Credential), Intern Field Experience course (for the Preliminary Administrative Services Internship Credential) the School Counseling and School Psychology (for the Pupil Personnel Services Internship Credential) programs. Interns in those classes will pre-assess their teaching or administrative skills, develop a plan for growth, and assess their growth at the close of the course(s). This pre-assessment, development and post-assessment will occur in collaboration with the SSP and the USP.
16. Video Assessment. Institution and University agree the use of video recording equipment on any Institution property, including but not limited to, Institution classrooms, is solely for the purpose of assessing Interns as part of the credentialing process. The Institution shall provide University Site Support Providers and Interns with any or all applicable rules, regulations, and instructions relating to the assessment. The University and Institution agree no video recording of any Intern will occur without prior written notification of the name of the Intern as well as date, time, and location of the video recording to the principal of the school where the video recording is to take place. Principal of the Institution shall provide written approval of said recording; subject to the parent/guardian authorizations set forth in this section. The University and Institution agree no video recording of any Institution student shall be permitted to occur without the express written approval and authorization from the students' parent/guardian.
17. Control, Supervision, Evaluation of Video Recording. The control, supervision, evaluation, and/or direction of all Interns and any other University personnel in connection with the assessment of the Interns, including, but not limited to, all classroom video recording of the Interns, shall be at the University's sole discretion.
18. Indemnity. The Institution shall defend, indemnify and hold the University, its officers, employees, and agents, harmless from and against any and all liability, loss, expense (including reasonable attorney's fees), or claims for injury or damages arising out of the performance of this Agreement but only in proportion to and to the extent such liability, loss, expense, attorneys fees or claims for injury or damages are caused by or result from the negligent or intentional acts or omissions of the Institution, its officers, employees, or agents.

The University shall defend, indemnify and hold the Institution, its officers, employees, and agents, harmless from and against any and all liability, loss, expense (including reasonable attorney's fees), or claims for injury or damages arising out of the performance of this Agreement but only in proportion to and to the extent such liability, loss, expense, attorneys fees, or claims for injury or damages are caused by or result from the negligent or intentional acts or omissions of the University, its officers, employees, or agents.
19. Relationship of Parties. Nothing in this Agreement is intended nor shall be construed to create an employer/employee relationship, or a joint venture, partnership, or agency relationship between the parties.
20. Publicity. Neither University nor Institution shall cause to be published or disseminated any advertising materials, either printed or electronically transmitted, which identifies the other party or its facilities with respect to this Agreement, without the prior written consent of the other party. In addition, neither party may use the names, logos, or trademarks of the other party without its prior written consent.
21. Records. It is understood and agreed that all employment records shall remain the property of Institution, and all student records, including Intern assessments, will remain the property of University.
22. Confidentiality of Student Intern Records. For purposes of this Agreement and pursuant to the Family Educational Rights and Privacy Act of 1974 (FERPA), University designates Institution and its facilities/educational sites as having a legitimate educational interest in the educational records of any student who participates in the Internship Credential Program to the extent that access to the records is required by Institution programs or facilities to which the Intern is assigned to carry out the



relevant educational experience. Institution and its organizational components (i.e., programs) agree to maintain the confidentiality of each Intern's educational record in accordance with the provisions of FERPA.

23. Confidentiality of Institution Pupil Records. No Intern will have access to or have the right to receive any Institution pupil records, except to the extent necessary in the regular course of assisting in providing services to pupils as part of the Internship program. The discussion, transmission, or narration in any form by Interns of any individually identifiable pupil information, educational, medical, or otherwise, which is obtained in the course of the Internship program, is forbidden except as a necessary part of the practical Internship experience. To the extent an Intern is given access, they are subject to the privacy regulations outlined in the Family Educational Rights and Privacy Act, 20 U.S.C. § 1232g; 34 C.F.R. Part 99, as amended ("FERPA"). Otherwise, Interns shall use de-identified information only (and not personally identifiable pupil information) in any discussions about the internship experience with University, its employees, agents or others.
24. Limitation of Liability. Except for obligations to make payment under this Agreement, liability for indemnification, liability for breach of confidentiality, or liability for infringement or misappropriation of intellectual property rights, in no event shall either Party or any of its representatives be liable under this Agreement to the other Party or any third party for consequential, indirect, incidental, special, exemplary, punitive, or enhanced damages, lost profits or revenues or diminution in value arising out of, or relating to, and/or in connection with any breach of this Agreement, regardless of whether such damages were foreseeable, whether or not it was advised of the possibility of such damages and the legal or equitable theory (contract, tort, or otherwise) upon which the claim is based.
25. Certificate of Clearance. In accordance with California Education Code Section 44320, each credential Intern prior to assignment to Institution must obtain at their sole expense a "Certificate of Clearance," which includes a complete Live Scan Service. The University will ensure that Interns receive a Certificate prior to beginning their assignment in the Institution or hold a valid document issued by the CTC accounting for fingerprint clearance.
26. Tuberculosis Clearance. In accordance with the California Education Code Section 49406, each Intern must obtain, at the Intern's sole expense, an examination by a licensed physician or surgeon within the past sixty (60) days to determine that they are free of active tuberculosis, prior to beginning the Intern's assignment in the Institution.
27. Infectious Diseases. Institution shall inform and advise Interns and any USP regarding the current status of infectious diseases at Institution prior to arriving on site as well as provide appropriate PPE.
28. Non-Discrimination. University and Institution agree not to discriminate against any individual under this Agreement because of race, color, religion, sex, gender, ancestry, age, national origin or disability (as defined in The Americans with Disabilities Act of 1990, 42 USC 12101, et seq. and any regulation promulgated thereunder) or any other unlawful basis.
29. Title IX. University strictly adheres to Title IX of the Education Amendments of 1972, the federal Campus Sexual Violence Elimination Act; United States Department of Education regulations and directives; and the University's sexual harassment policy and procedures (collectively, "Regulations"). Specifically, the Regulations apply to all students, employees, visitors, and other third parties on University-controlled or affiliated property, including institutions and entities with whom University places its employees or students. Further, such Regulations prohibit unequal treatment on the basis of sex/gender as well as sexual harassment, misconduct and violence. As a condition of employment, enrollment, doing business, or being permitted on University-controlled or affiliated property, the above-mentioned individuals, organizations, and entities must agree to: (1) Report any and all allegations of discrimination, harassment, (including sexual harassment, or violence) promptly to the Title IX Coordinator via the reporting form at the following link: <https://www.nu.edu/reportit/>, or by using one of the other methods of communication with the Title IX Coordinator found at the following link: <https://www.nu.edu/title-ix/erp/>; (2) Cooperate with University's investigation; and (3) Cooperate fully with all sanctions that University may impose against those who are found to have violated the Regulations. If the individual, organization, or entity fails to adhere to any of the aforementioned requirements, University reserves the right to take appropriate action, including but not limited to: immediate removal from University-controlled or affiliated property, discipline of employees and students (including termination of employment and/or enrollment); and/or termination of business or contractual relationships.
30. Arbitration. In the event of any dispute, claim, question, or disagreement arising from or relating to this agreement or the breach thereof, the parties hereto shall use their best efforts to settle the dispute, claim, question, or disagreement. To this effect, they shall consult and negotiate with each other in good faith and, recognizing their mutual interests, attempt to reach a just and equitable solution satisfactory to both parties. If they do not reach such solution within a period of 60 days, then, upon



notice by either party to the other, all disputes, claims, questions, or differences shall be finally settled by arbitration administered by the American Arbitration Association in accordance with the provisions of its Commercial Arbitration Rules.

- 31. Entire Agreement and Severability. If a court or arbitrator holds any provision of this Agreement to be illegal, unenforceable, or invalid, the remaining provisions will not be affected. This Agreement contains the entire agreement between the parties pertaining to the transaction and may not be amended unless in writing, signed by both parties.
- 32. Assignment. Neither party shall assign its rights or delegate its duties under this Agreement without the prior written consent of the other party.
- 33. Notices. All notices or other communications given under this Agreement will be in writing and sent to the addressee listed below (unless a party has changed its address by giving notice), and will be effective upon receipt if delivered personally or by overnight mail, or effective three days after mailing if by certified mail, return receipt requested.
- 34. Supersedes Prior Agreements. This Agreement supersedes any prior agreements between the parties with respect to the subject matter hereof, whether written or oral, and any such prior agreements are cancelled as at the date of this Agreement but without prejudice to any rights which have already accrued to either of the parties.
- 35. Representations. Each party represents that: (a) it will abide by all applicable federal, state, or local statutes or regulations; (b) the individual signing this Agreement has the authority to do so; and (c) it has the ability and authority to perform each of its obligations under this Agreement. These representations will continue after the Agreement terminates.
- 36. Force Majeure. Neither University nor Institution shall be liable to the other party for any failure to perform any of its obligations (except payment obligations) under this Agreement during any period in which such performance is delayed by circumstances beyond its reasonable control including, but not limited to, fire, flood, pestilence, war, pandemic, embargo, strike, riot or the intervention of any governmental authority (each a "Force Majeure" event). In such Force Majeure event, however, the delayed party must promptly provide the other party with written notice of the Force Majeure event, shall suspend performance only for such period of time as is necessary as a result of the Force Majeure event, and shall use reasonable efforts to resume performance as quickly as possible. If the Force Majeure event lasts longer than thirty (30) days, the other party may immediately terminate this Agreement by giving written notice to the delayed party.
- 37. General Provisions. The Agreement: (a) will be binding and enforceable by the parties and their respective successors or assigns, but not by any individual or organization not a party to this Agreement; (b) may be executed in counterparts and effective with original or facsimile signatures; and (c) will be governed by California law.

IN WITNESS WHEREOF, the Parties have executed this Agreement effective the date first written above.

University: National University

Institution: Pacific Grove Unified School District

By: _____
John Cicero, Ph.D.
Provost and Chief Academic Officer

By: _____

Name: _____

Dated: _____

Title: _____

University Contact Information:

Contract Coordinator
National University
9388 Lightwave Ave.,
San Diego, CA 92131
Telephone (858) 642-8417
credcontracts@nu.edu

Dated: _____

Telephone: _____

Address: 435 Hillcrest Ave., Pacific Grove, CA 93950-4900,
USA



EXHIBIT A

Internship Programs

Institution and University wish to partner to support the following Programs:

Inspired Teaching and Learning Teacher Education Internship Credential
Special Education Internship Credential
Preliminary Administrative Services Internship Credential
Pupil Personnel Services Internship Credential: School of Counseling
Pupil Personnel Services Internship Credential: School of Psychology

Honorariums:

Honorarium amount of \$300.00 per course is paid to the following programs:

Inspired Teaching and Learning Teacher Education Internship Credential
Special Education Internship Credential

Honorarium amount of \$150.00 per course is paid to the following programs:

Pupil Personnel Services Internship Credential: School of Counseling
Pupil Personnel Services Internship Credential: School of Psychology

There is no honorarium provided for the following program:

Preliminary Administrative Services Internship Credential

Board Cover Sheet

Action/Discussion

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

Meeting Date

Jun 18, 2026

Presenter(s)

Buck Roggeman
Chief Human Resources Officer

Item

MOU – Pacific Grove Teachers Association (PGTA) & Pacific Grove Unified School District (PGUSD) Salary Schedule placement correction and retroactive payment.

Recommendation

The District Administration recommends that the Board review and approve the Memorandum of Understanding (MOU) between the Pacific Grove Teachers Association (PGTA) and the Pacific Grove Unified School District (PGUSD) assigning unit member to the State Preschool Teacher Salary Schedule and authorizing a retroactive payment to unit member.

Background

PGUSD and PGTA create a Memorandum of Understanding when reaching agreement on an item or situation that is not governed by the Collective Bargaining Agreement.

Information

In 2024, Employee #161180 was placed on the Adult Education Preschool Salary Schedule. Subsequently, in the fall of 2025, it was determined that this position remained a member of the PGTA bargaining unit and should be placed on the State Preschool Salary Schedule retroactive to August 1, 2024. The employee shall be made whole including but not limited to CalSTRS contributions, District health and welfare contributions. All retroactive pay adjustments are for position assignment #100334 (State Preschool Teacher) only.

Fiscal Impact

2025/26 ▾

(01) General Fund ▾

There is a fiscal impact of \$721.70 to the unrestricted general fund.

**Memorandum Of Understanding
Between Pacific Grove Teachers Association (PGTA)
And Pacific Grove Unified School District (PGUSD)
June 8, 2026**

The Pacific Grove Teachers Association and the Pacific Grove Unified School District agree to the following correction to the underpayment for employee #161180.

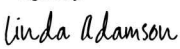
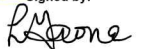
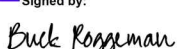


Employee #161180 is the State Preschool teacher. In 2002, PGTA and PGUSD entered into a side letter of agreement establishing a special salary schedule for this position. In 2005-2006, the State preschool teacher salary was paid based on the PGUSD State Preschool Head Teacher Pay Schedule. At this time, the State Preschool teacher was determined to be a member of the Pacific Grove Teachers Association.

In 2024, Employee #161180 was placed on the Adult Education Preschool Salary Schedule. Subsequently, in the fall of 2025, it was determined that this position remained a member of the PGTA bargaining unit and should be placed on the State Preschool Salary Schedule retroactive to Aug. 1, 2024. The employee shall be made whole including but not limited to CalSTRS contributions, District health and welfare contributions. All retroactive pay adjustments are for position assignment #100334 (State Preschool Teacher) only.

The District and PGTA agree that the State Preschool teacher work day as listed in the collective bargaining agreement shall be changed from six hours to seven hours to match the current program schedule.

Due to the incorrect salary schedule placement, the employee was underpaid by \$721.70. The documentation for the calculation of the underpayment will be shared employee #16118 and PGTA. Reimbursements shall be paid within 60-days of Board approval of this agreement.

The undersigned Parties represent that they have read and understand the terms of this MOU and are authorized to execute this MOU on behalf of their principals.

PGUSD			PGTA		
Linda Adamson, Superintendent	Signed by:  <small>C5B336699E60469...</small>	6/9/2026	Lauralea Gaona, President	Signed by:  <small>072675AB6B584C9...</small>	6/8/2026
Buck Roggeman, Chief Human Resources Officer, Lead Negotiator	Signed by:  <small>5DCCEB0A2E594AE...</small>	6/9/2026	Mary Quindimil, Co-Lead Negotiator	DocuSigned by:  <small>5740D55367B34F1...</small>	6/8/2026
			Lauren Davis, Co-Lead Negotiator	Signed by:  <small>2F48665D330D4F3...</small>	6/8/2026

Board Cover Sheet

Consent ▾

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

Meeting Date

Jun 18, 2026

Presenter(s)

Josh Jorn

Assistant Superintendent

Item

Board Policy No. 3100 Budget

Recommendation

The District Administration recommends that the Board review and approve the newly added Board Policy 3100 Budget

Background

The development of proposed Board Policy 3100 – Budget is intended to formalize the District’s governance framework and administrative processes related to annual budget development, adoption, monitoring, fiscal reserves, and long-term financial planning. The proposed policy aligns with applicable provisions of the California Education Code, Government Code, California Code of Regulations, and the Local Control Funding Formula (LCFF) requirements.

This policy establishes the Governing Board’s role in ensuring that the District adopts a fiscally sound and transparent budget that reflects the District’s vision, strategic priorities, educational goals, and Local Control and Accountability Plan (LCAP). The policy also reinforces the Board’s responsibility to maintain fiscal solvency, monitor multiyear financial obligations, and provide meaningful public transparency throughout the budget development process.

Information

The proposed policy outlines statutory requirements related to:

- Annual budget preparation and adoption timelines;
- Public hearing and public inspection requirements;
- Alignment between the District budget and the LCAP;
- Use of the State’s Standardized Account Code Structure (SACS);
- Submission and review procedures with the Monterey County Office of Education;
- State budget criteria and standards;
- Reserve requirements and fiscal stabilization practices; and
- Procedures in the event of a county or state budget disapproval.

Additionally, the proposed policy establishes local expectations regarding reserve levels, including maintaining reserves above the State minimum requirement in recognition of the District’s status as a Basic Aid school district. The policy includes a goal of maintaining an

additional Basic Aid Reserve to help mitigate the potential fiscal impacts associated with fluctuations in local property tax revenues or a catastrophic loss of Basic Aid status.

The policy further authorizes the formation of a Budget Advisory Committee consisting of administrative leadership, employee group representatives, fiscal staff, and Board representatives to support collaboration, transparency, and stakeholder engagement during the budget development process.

Fiscal Impact

No fiscal impact.

2025/26 ▾

(01) General Fund ▾

Regulation

PACIFIC GROVE UNIFIED SCHOOL DISTRICT

Revised:

Pacific Grove, California

BUDGET

BP3100

Original Adopted Date: 03/06/2025 | Last Revised Date: 03/06/2025 | Last Reviewed Date: 04/28/2026

The Governing Board recognizes its critical responsibility for adopting a sound budget each fiscal year which is aligned with and reflects the district's vision, goals, priorities, local control and accountability plan (LCAP), and other comprehensive plans. The district budget shall guide decisions and actions throughout the year and shall serve as a tool for monitoring the fiscal health of the district.

The district budget shall show a complete plan and itemized statement of all proposed expenditures and all estimated revenues for the following fiscal year, together with a comparison of revenues and expenditures for the current fiscal year. The budget shall also include the appropriations limit and the total annual appropriations subject to limitation as determined pursuant to Government Code 7900-7914. (Education Code 42122)

Budget Development and Adoption Process

To provide guidance in the development of the budget, the Board shall annually establish budget priorities based on identified district needs and goals and on realistic projections of available funds.

The Superintendent or designee shall oversee the preparation of a proposed district budget for approval by the Board and shall involve appropriate staff in the development of budget projections.

The Board shall hold a public hearing on the proposed budget in accordance with Education Code 42103 and 42127.

The hearing shall occur at the same meeting as the public hearing on the district's LCAP and the local control funding formula (LCFF) budget overview for parents/guardians. (Education Code 42103, 42127, 52062, 52064.1)

The Board shall adopt the district budget at a public meeting held after the date of the public hearing, but on or before July 1 of each year. The Board shall adopt the budget following its adoption of the LCAP, or annual update to the LCAP, and the LCFF budget overview for parents/guardians. The budget shall include the expenditures necessary to implement the LCAP or the annual update to the LCAP. (Education Code 42127, 52062)

The budget that is presented at the public hearing as well as the budget formally adopted by the Board shall adhere to the state's Standardized Account Code Structure as prescribed by the Superintendent of Public Instruction (SPI).

(Education Code 42126, 42127)

The Superintendent or designee may supplement this format with additional information as necessary to effectively communicate the budget to the Board, staff, and public.

No later than five days after the Board adopts the district budget or by July 1, whichever occurs first, the Board shall file the adopted district budget with the County Superintendent of Schools. The budget and supporting data shall be maintained and made available for public review. (Education Code 42127)

If the County Superintendent disapproves or conditionally approves the district's budget, the Board shall review and respond to the County Superintendent's recommendations at a regular public meeting on or before October 8. The response shall include any revisions to the adopted budget

Budget Criteria and Standards

The district budget shall be developed in accordance with state criteria and standards specified in 5 CCR 15440- 15450 as they relate to projections of average daily attendance (ADA), enrollment, ratio of ADA to enrollment, LCFF revenue, salaries and benefits, other revenues and expenditures, facilities maintenance, deficit spending, fund balance, and reserves.

In addition, the Superintendent or designee shall provide the supplemental information specified in 5 CCR 15451, which addresses the methodology and budget assumptions used, contingent liabilities, use of one-time revenues for ongoing expenditures, use of ongoing revenues for one-time expenditures, contingent revenues, contributions, long-term commitments, unfunded liabilities, status of collective bargaining agreements, the LCAP, and LCAP expenditures. (Education Code 33128, 33129, 42127.01; 5 CCR 15440-15451)

Reserve Balance

The district shall include a minimum reserve balance for economic uncertainties that is consistent with the percentage or amount specified in 5 CCR 15450 (in 2026 3%), plus an additional 2%.

Additionally, the district will set a goal to maintain a Basic Aid Reserve at a recommended level of no less than five percent (5%) of annual general fund expenditures to provide for increased or improved services for each school which

generates LCFF equity multiplier funding in the event of the potentially catastrophic loss of basic aid funding.

Total district reserves would be a combination of a Reserve for Economic Uncertainty (5%) and a goal of (5%) for a Basic Aid Reserve.

The Board may establish other budget assumptions or parameters which may take into consideration the stability of funding sources, legal requirements and constraints on the use of funds, anticipated increases and/or decreases in the cost of services and supplies, program requirements, and any other factors necessary to ensure that the budget is a realistic plan for district revenues and expenditures.

Budget Advisory Committee

Membership of the district's budget advisory committee may include representatives of each of the following groups:

1. Superintendent (Chair)
2. Assistant Superintendent (Business Services)
3. Chief Human Resources Officer
4. Fiscal Officer / Budget Analyst
5. PGTA Designee (Certificated Staff)
6. CSEA Designee (Classified Staff)
7. Two Board of Education Trustees

The committee's duties may include, but are not necessarily limited to:

1. Making recommendations regarding budget priorities which align with the district's vision, goals, priorities, local control and accountability plan (LCAP), and other comprehensive plans;
2. Recommending cost reduction strategies, such as identifying services that may be reduced, made more efficient, or discontinued;
3. Reviewing the clarity and effectiveness of budget documents and communications;
4. Presenting progress reports on the committee's work and a final report of recommendations to the Superintendent or designee and to the Board;

The specific duties of the committee shall be clearly defined and presented to each member in writing, along with any background information necessary for the successful completion of the committee's charges, the timelines for reporting the committee's progress, and timelines for completion of each task.

Public Hearing

The agenda for the public hearing on the district budget shall be posted at least 72 hours before the hearing and shall indicate the location where the budget may be inspected. The proposed budget shall be available for public inspection at least three working days before this hearing. (Education Code 42103, 42127, 52062)

The Superintendent or designee shall notify the County Superintendent of Schools of the location and dates at which the proposed budget may be inspected, as well as the location, date, and time of the public hearing, in sufficient time for the County Superintendent to publish such information in a newspaper of general circulation at least 10 days but not more than 45 days before the hearing, as specified in Education Code 42103. Beginning January 1, 2027, this notification, rather than being published in a newspaper of general circulation as described above, shall be prominently posted on the homepage of the district's website at least three days before the availability of the proposed budget for public inspection.

Board Policy Manual

Whenever the proposed district budget includes a combined assigned and unassigned ending fund balance that exceeds the minimum recommended reserve for economic uncertainties adopted by the State Board of Education, the district shall provide, for each fiscal year included in the budget, the following information for public review and discussion at the public hearing: (Education Code 42127; 5 CCR 15450)

1. The minimum recommended reserve for economic uncertainties
2. The combined assigned and unassigned ending fund balances that are in excess of the minimum recommended reserve
3. A statement of reasons substantiating the need for the combined assigned and unassigned ending balances that are in excess of the minimum recommended reserve

During the hearing, any district resident may appear and object to the proposed budget or to any item in the budget. The hearing may conclude when all residents who have requested to be heard have had the opportunity to speak. (Education Code 42103)

Budget Review Committee for Disapproved Budgets

If the district's budget is disapproved by the County Superintendent for any reason other than disapproval of the district's LCAP or annual update to the LCAP, the budget shall be reviewed by a budget review committee, unless the Board and County Superintendent agree to waive the requirement and the California Department of Education accepts the waiver. (Education Code 42127)

This committee shall consist of either: (Education Code 42127.1, 42127.2)

1. Three persons selected by the Board from a list of candidates provided by the Superintendent of Public

Instruction (SPI), who shall be selected within five working days after receiving the list of candidates

2. A regional review committee selected and convened by the County Superintendent with the approval of the Board and SPI

If the budget review committee recommends disapproval of the district budget, the Board may submit a response to the SPI no later than five working days after receipt of the committee's report. The response may include any revisions to the adopted final budget and any other proposed actions to be taken as a result of the committee's recommendations. (Education Code 42127.3)

If the SPI disapproves of the district budget after reviewing the committee's report and the district's response, the Board shall consult with the County Superintendent to develop and adopt, by December 31, a fiscal plan and budget that will allow the district to meet its current fiscal year and multiyear financial obligations. For the current fiscal year, the district shall operate in accordance with the budget adopted by the County Superintendent. (Education Code 42127.3)

Until the district receives approval of its budget, it shall continue to operate either on the basis of the prior year's budget or on the basis of the current year's unapproved budget as adopted and revised by the Board, whichever budget contains a lower total spending authority. (Education Code 42127.4)

Board Cover Sheet

Consent ▾

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

Meeting Date

June 18, 2026

Presenter(s)

Dr. Linda Adamson
Superintendent

Item

Solicitation of Funds Report (April-May 2026)

Recommendation

The District Administration recommends that the Board review and approve the Solicitation of Funds Report.

Background

[Board Policy 1321: Solicitation of Funds From And By Students](#) states the following:

“With prior written approval of the Superintendent or designee, a student, student organization, or school-connected organization (such as the PTA’s, PG Pride, etc.) may solicit funds if such funds directly benefit the students and/or staff of the school or District.

PGUSD athletic teams, co-curricular groups (i.e. Mock Trial/Robotics), and ASB organizations are excluded from this policy requirement. These groups are not required to complete the Solicitation of Funds Form, but rather, report directly through District budgetary processes.

With the written approval of the Superintendent or designee, the approved individuals and organizations may organize fundraising events involving students...”

Information

The Solicitation of Funds Form And By Students document(s) are accessible to [School Connected Organizations](#) and [Students or Employees](#) via Board Policy 1321: [Exhibit #1321a](#) & [Exhibit #1321b](#).

This SOF Report covers the forms submitted for the months of *April-May 2026*.

Fiscal Impact

The Solicitation of Funds Report is a recurring item on the Consent Agenda.

2025/26 ▾

Pacific Grove Unified School District
Solicitation of Funds Tracking Report
2025-26 School Year - MAY 2026

ORGANIZATION	SCHOOL SITE(S)	EVENT	DISTRIBUTION OF FUNDS	AMOUNT/VALUE RAISED
PGMS ASB Leadership Class	PGMS	Fall Ball	PGMS ASB Account - Leadership	\$1,730.00
PGMS ASB Leadership Class	PGMS	Honors Night Bake Sale	PGMS ASB Account - Leadership	\$428.00
PGMS Foods	PGMS	Burrito, Bread, & Cafe Fundraisers	PGMS ASB Account - Home Economics	\$481.00
			SUBTOTALS	\$2,639.00
Note: This document is regularly updated to include the latest submitted Solicitation of Funds forms.				
Updated: 6/10/2026				

Pacific Grove Unified School District

Community Relations

Exhibit #1321a

PACIFIC GROVE UNIFIED SCHOOL DISTRICT SOLICITATION OF FUNDS APPROVAL REQUEST FORM School Connected Organizations

Phone: (831) 646-6510 Fax: (831) 646-6500 E-mail: lvillegas@pbusd.org

With prior written approval of the Superintendent or designee, school-connected organizations (such as the PTA's, PG Pride, etc.) may solicit funds if such funds directly benefit the students and/or staff of the school or District. (See Board Policy 1321 for further information) School-connected organizations who wish to raise funds on behalf of the schools or District must submit an annual Solicitation of Funds Approval Request Form to the Superintendent. This form must be submitted at least 15 school days prior to the first fundraising event or activity.

At the conclusion of annual fundraising, the school-connected organization must submit a report to the District including how much money was raised on behalf of the District and how the funds were distributed. (See Section 2)

SECTION 1: Required at least 15 days prior to the event.

Group Name: PGMS LEADERSHIP Contact Name: CHRIS AVEDISSIAN

Contact Phone Number: 610-721-3189 Contact Email: CAVEDISSIAN@PGUSD.ORG

Non-Profit Number: Name of fundraiser: HONORS NIGHT BAKE SALE

General purpose of fundraiser: TO RAISE FUNDS FOR 8th GRADE T-SHIRTS

Date(s) of first fundraiser: 4/28/26 Will students participate in fundraising? Y/N: YES

Will the fundraiser be online? Yes/No: NO Are there any fees associated with the fundraiser: N/A

How will the fundraiser be advertised? VIDEO BULLETIN, FLYERS, PGMS NEWSLETTER, EMAIL

*The following disclaimer must be included on all advertising: Pacific Grove Unified School District neither endorses nor sponsors the organization or activity represented in this document.

Signature indicates that you understand above stated conditions:

Signature: [Handwritten Signature] Date: 3/25/26

SECTION 2: Required at the conclusion of the event. Please submit to the District.

How much money total was raised on behalf of the District: \$428.00

What format do you intend to use for final reporting? GOOGLE DOC

Attach a detailed summary/accounting of how all funds were distributed for the year, and plans for remaining balance

Signature indicates that you understand above stated conditions:

Signature: [Handwritten Signature] Date: 5/29/26

Pacific Grove Unified School District

Community Relations

Exhibit #1321a

PACIFIC GROVE UNIFIED SCHOOL DISTRICT SOLICITATION OF FUNDS APPROVAL REQUEST FORM School Connected Organizations

Phone: (831) 646-6510 Fax: (831) 646-6500 E-mail: lvillegas@pgusd.org

With prior written approval of the Superintendent or designee, school-connected organizations (such as the PTA's, PG Pride, etc.) may solicit funds if such funds directly benefit the students and/or staff of the school or District. (See Board Policy 1321 for further information) School-connected organizations who wish to raise funds on behalf of the schools or District must submit an annual Solicitation of Funds Approval Request Form to the Superintendent. This form must be submitted at least 15 school days prior to the first fundraising event or activity.

At the conclusion of annual fundraising, the school-connected organization must submit a report to the District including how much money was raised on behalf of the District and how the funds were distributed. (See Section 2)

SECTION 1: Required at least 15 days prior to the event.

Group Name: PGMS LEADERSHIP Contact Name: CHRIS AVEDISSIAN

Contact Phone Number: 610-780-3189 Contact Email: CAVEDISSIAN@PGUSD.ORG

Non-Profit Number: _____ Name of fundraiser: FALL BALL

General purpose of fundraiser: ASB ACTIVITIES

Date(s) of first fundraiser: 11/7/26 Will students participate in fundraising? Y/N:

Will the fundraiser be online? Yes/No: _____ Are there any fees associated with the fundraiser: \$10.00 ~~ENTRY FEE~~

How will the fundraiser be advertised? VIDEO BULLETIN

*The following disclaimer must be included on all advertising: Pacific Grove Unified School District neither endorses nor sponsors the organization or activity represented in this document.

Signature indicates that you understand above stated conditions:

Signature: [Signature] Date: 11/7/26

SECTION 2: Required at the conclusion of the event. Please submit to the District.

How much money total was raised on behalf of the District: \$1,730.00

What format do you intend to use for final reporting? GOOGLE DOC

Attach a detailed summary/accounting of how all funds were distributed for the year, and plans for remaining balance

Signature indicates that you understand above stated conditions:

Signature: [Signature] Date: 5/29/26

Fall Ball - November 7, 2025

- Funds Raised - \$1,730.00
- Distributed to PGMS ASB account

Honors Night Bake Sale - April 28, 2026

- Funds Raised - \$428.00
- Distributed to PGMS ASB account

Pacific Grove Unified School District

Community Relations

Exhibit #1321a

PACIFIC GROVE UNIFIED SCHOOL DISTRICT SOLICITATION OF FUNDS APPROVAL REQUEST FORM School Connected Organizations

Phone: (831) 646-6510 Fax: (831) 646-6500 E-mail: mackerman@pgusd.org

With prior written approval of the Superintendent or designee, school-connected organizations (such as the PTA's, PG Pride, etc.) may solicit funds if such funds directly benefit the students and/or staff of the school or District. (See Board Policy 1321 for further information) School-connected organizations who wish to raise funds on behalf of the schools or District must submit an annual Solicitation of Funds Approval Request Form to the Superintendent. This form must be submitted at least 15 school days prior to the first fundraising event or activity.

At the conclusion of annual fundraising, the school-connected organization must submit a report to the District including how much money was raised on behalf of the District and how the funds were distributed. (See Section 2)

SECTION 1: Required at least 15 days prior to the event.

Group Name: PGMS Foods Contact Name: Darcy Tuinenga

Contact Phone Number: 646-6568 Contact Email:

Non-Profit Number: Name of fundraiser: Bread & Cafe

General purpose of fundraiser:

Raise \$ for Foods students to cook more! Provides experience with service.

Date(s) of first fundraiser: 12-12-25 Will students participate in fundraising? Y/N: yes

Will the fundraiser be online? Yes/No: No Are there any fees associated with the fundraiser: No

How will the fundraiser be advertised? Google Form, PGMS All Email, Possibly newsletter

*The following disclaimer must be included on all advertising: Pacific Grove Unified School District neither endorses nor sponsors the organization or activity represented in this document.

Signature indicates that you understand above stated conditions:

Signature: [Signature] Date: 11-25-25

SECTION 2: Required at the conclusion of the event. Please submit to the District.

How much money total was raised on behalf of the District: See attached

What format do you intend to use for final reporting? Sheets see attached

Attach a detailed summary/accounting of how all funds were distributed for the year, and plans for remaining balance

Signature indicates that you understand above stated conditions:

Signature: [Signature] Date: 5/28/26

To PGUSD,

For fundraising in my Foods class at PGMS, I raised less than \$500. Please see spending and deposits attached. The three things that brought in money are: burrito fundraiser, Bread fundraiser and finally Cafe.

Miss. Apple in the office keeps the spreadsheet for withdrawal and deposits into my accounts. The funds raised were used to buy supplies for other lessons and activities. The remaining money will be rolled over to next year in my PGMS ASB account. The money is used for excess spending on groceries and unexpected expenses in the kitchen such as washer dryers, fridges, etc.

I also received funding for 15 sewing machines through grant writing. The machines have been purchased and delivered.

Thank You,

Darcy Tuinenga

Foods and Home economics PGMS

Board Cover Sheet

Action/Discussion

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

Meeting Date

Jun 18, 2026

Presenter(s)

Matthew Binder and Louis Algaze
 Director of Educational Technology &
 Director of Technology Services

Item

PGUSD Draft Educational Technology Plan for 2026-29, Revision (Draft 2.0)

Recommendation

The District Administration recommends that the Board review and approve the **PGUSD 2026-29 Draft Ed Tech Plan - Draft 2.0**

Background

The Pacific Grove Unified School District's 2026–2029 Draft Educational Technology Plan serves as a strategic roadmap for integrating digital tools and infrastructure funded by the Measure A/Ed Tech Bond. Approved by voters in 2014, Measure A/Ed Tech Bond was intended to fund technology-related projects and improvements, including, but not limited to, increasing student access to updated computer technology, purchasing instructional hardware and software, and improving classroom and campus security systems. As a key requirement of the Bond, the district must maintain an updated educational technology plan.

Information

Based on PGUSD community and trustee feedback provided during the initial presentation of the first draft of the Educational Technology Plan on May 7, 2026, along with an additional review by the PGUSD technology committee, a new draft version was produced (Draft 2.0), containing several significant material enhancements:

1. Screen Technology Framework and TK Guidelines: The introduction of more granular and restrictive guidelines for student screen time:

- **New TK Category:** Draft 2.0 explicitly states **"No student screen technology"** for Transitional Kindergarten (TK).
- **Reduced Duration for K-2:** After consulting with primary-level elementary teachers, the recommended maximum session length for K-2 was reduced to **10–15 minutes**
- **Behavioral Restrictions:** Draft 2.0 replaces the word "Recommendations" with "Priorities" and **precludes the use of student devices for behavior management, rewards, or incentives.**
- **Definition of Screen Time:** Draft 2.0 provides a formal definition of **Screen Time** to include both individual (1:1) and collaborative use (e.g., centers, pairs, or small groups using shared student devices).

2. Stricter Artificial Intelligence (AI) Guidance: The district's approach to AI becomes considerably more regulated in the second draft:

- **Student Access Blocked:** Draft 2.0 explicitly states that student access to AI platforms like ChatGPT and Gemini **will remain blocked** for students on all district-managed devices and networks.
- **Grade-Level AI Bans:** Draft 2.0 **prohibits AI use for all school-related work in grades TK–8**. Only students in grades 9–12 may use it, and **only with explicit teacher approval**. Assignment design, structure, learning goals, and tasks must shift if teachers choose to have students use AI.
- **Teacher Grading Protocols:** Draft 2.0 contains mandatory conditions teachers must follow if using AI tools for streamlining grading, including **mandatory disclosure** to parents/students.

3. Hardware and Assessment Integration: Changes to draft 1.0 were made to how devices are deployed and their stated purpose:

- **Shared vs. Individual iPads:** In the "Standard Classroom Hardware Configuration," K-1 devices changed from a "Classroom set of iPads" to **"Shared iPads (grade level mobile cart)"** in Draft 2.0.
- **Focus on Assessments:** Draft 2.0 adds specific mentions that iPads (K-1) and Chromebooks (2-12) are used at designated times during the year to prepare for **grade-wide common assessments** and end-of-year state testing.

4. Enhanced Evaluation Metrics and Restrictions: Draft 2.0 provides a much more robust framework for measuring the plan's success to drive accountability:

- **Quantitative and Qualitative Measures:** Draft 2.0 lists additional evaluation tools used, such as **CAASPP/SBAC assessments, NWEA MAP Growth reports**, along with parent and student surveys. Monitoring software will continue to be used to measure student online activity patterns and session durations.
- **Digital Program Evaluation:** A new section was added to flag and remove programs that rely on **passive consumption or are "overly gamified"**, where entertainment outweighs the learning content. Digital programs are evaluated using the district's i-SET tool and by consulting reputable data protection frameworks such as Common Sense Media.

5. Expanded Instructional Guidance (SAMR in Action): The most substantial addition to the appendix of Draft 2.0 is a multi-page section titled **"SAMR in Action."** This provides concrete, grade-level-specific examples of how teachers can move from "Substitution" to "Redefinition" levels of technology integration in their lessons.

Fiscal Impact: None



Pacific Grove Unified School District Educational Technology Plan

Draft 2.0

Plan Duration: **2026-2029**

Committee Development and Review Dates: **10/28/26 , 1/27/26, 2/24/26, 3/31/26, 4/28/26**

Public Presentation Date: **5/7/26, 6/4/26**

Board Approval Date:

Matthew Binder, Director of Educational Technology
Louis Algaze, Director of Technology Systems
Andrew Bradley, Digital Learning Teacher

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I. Executive Summary

The **PGUSD Educational Technology Plan (2026-2029)** outlines a strategic framework for managing digital resources, infrastructure, and instructional technology funded by the PGUSD Measure A/Ed Tech Bond.

This plan:

- Prioritizes intentional classroom technology use, establishing specific guidelines for student screen time based on grade level and developmental stages using research-backed pedagogical models.
- Addresses cybersecurity and data protection, implementing strict monitoring and authentication protocols to ensure a safe learning environment.
- Articulates the ethical and cautious integration of Artificial Intelligence (AI) and necessitates human oversight and rigorous privacy audits for all AI tools used.
- Details a three-year rollout of signature projects, which includes refreshing student and staff device fleets and modernizing campus security video and audio-visual systems.
- Seeks to implement balanced technological innovation with practical management and professional development to improve student learning outcomes.

II. Purpose of This Plan

The goals outlined in this plan will guide the implementation and management of the district's EdTech Bond/Measure A-purchased technology over the next three years, 2026-29. Measure A, an \$18 million general obligation bond with funds scheduled for release in six separate series at approximately \$3 million every three years, was approved by voters in 2014. This bond is intended to fund technology-related projects and improvements, including, but not limited to, increasing student access to updated computer technology, purchasing instructional hardware and software, and improving classroom and campus security systems. The overarching purpose of this plan is to articulate the vision, priorities, integration, support, and management of technology in PGUSD. Furthermore, this plan aligns with the district's Local Control and Accountability Plan (LCAP) and will serve to advance PGUSD's strategic goals and mission over the next three years.

III. Technology Leadership and Planning Structure

PGUSD Tech Committee

The district's tech committee meets monthly during the school year and comprised of school site and district-level personnel, including teachers, classified staff, administrators, and parents.

The Tech Committee serves to:

1. Provide input, guidance, and recommendations on technology projects, initiatives, and priorities outlined in this plan.
2. Review, evaluate, and endorse Measure-A technology purchase proposals, ensuring alignment with the initiatives contained in this plan, adherence to budget priorities, and compliance with the provisions and ballot language of Measure A/Ed Tech Bond.
3. Communicate initiatives and general technology-related updates to the broader school community.

PGTech - PGUSD's Tech Team

The district's core tech team, *PGTech*, consists of district-level administration and site IT technicians. The team meets weekly to identify and resolve current and emerging challenges, share best practices, and improve management procedures and protocols. PGTech members also serve on the district's technology committee and, along with other committee members, provide a crucial perspective in all aspects of technology management and budget development.

IV. Areas of Focus

1. Classroom Technology

Student use of screen-based digital technology in the classroom, which includes the use of Chromebooks and iPads, must be predicated on a *clear educational rationale* and anchored in four crucial conditions for use:

1. **Intentionality:** Use must be intentional and based on *instructional necessity*, rather than fulfilling device-use quotas.
2. **Engagement:** Active learning and engagement must be the predominant justification and driving force for student device use in all classrooms.

3. **Developmental Level:** Duration (i.e., time spent on a device) and the nature of the task must always be age-appropriate and account for students' cognitive developmental level.
4. **Digital Homework:** Assignments completed outside of class must strike a healthy balance between digital and traditional formats. Homework serves as an opportunity for *practice/reinforcement* of knowledge and skills, and the quantity assigned must reflect students' grade level/developmental stage.

To support student health and well-being, digital instruction and device use must also be accompanied by a set of essential physical and social-emotionally supporting routines. Such routines may include:

- **The 20/20/20 Standard:** Safeguarding vision through 20-second breaks every 20 minutes to focus on an object approximately 20 feet away (American Optometric Association, n.d.).
- **Strategic Movement:** Utilizing frequent “brain breaks” and light stretching to counteract sedentary phases and to sustain cognitive focus.
- **Ergonomic Integrity:** Prioritizing neutral posture and optimal screen placement to reduce orthopedic strain and long-term discomfort (Princeton University, n.d.).

- a. **Screen Technology Use Framework:** Grounded in evidence-based education research, this framework establishes the guiding priorities for integrating digital tools into the curriculum. It serves as the official mechanism for aligning instructional design with the purposeful application of screen-based technology, ensuring that device usage in the classroom directly supports specific learning objectives and outcomes.

Screen Time in this context is defined as any instructional period during which students engage with a mobile computing device (e.g., iPad or Chromebook). This definition includes:

- **Individual Engagement:** Independent student work on a school-issued device (i.e., 1:1) .
- **Collaborative Engagement:** Shared device use occurring within centers or stations approach, in pairs, or small-group instructional settings.

Grade Span	Guidelines/Acceptable Use
TK	No student screen technology
<p>K-2 : Early Elementary</p> <p><i>Foundational skills and interactive learning.</i></p>	<p>Active Engagement: Prioritize hands-on, physical, and face-to-face activities. Use of student devices only when it uniquely enhances the lesson (e.g., short, engaging educational videos, interactive phonics games). Short, Focused, Relevant</p> <p>Sessions: Keep screen sessions brief with frequent "unplugged" breaks for physical activity, movement, and social interaction.</p> <p>Co-viewing/Guided Use: Teacher supervision is crucial for modeling use, reinforcing learning, introducing foundational responsible, safe use, and ensuring comprehension.</p> <p>Priorities:</p> <ul style="list-style-type: none"> ■ 10-15 minutes per session, with a maximum of 3 sessions per day. ■ Preclude the use of student devices for behavior management, rewards, or incentives. ■ Minimize students' passive exposure to the classroom's interactive display panel. When not in use, the panel should be turned off or put in stand-by mode. <p>Homework: No screen-based homework.</p>

<p>3-5: Upper Elementary</p> <p><i>Research, collaboration, skill practice, and reinforcement.</i></p>	<p>Purposeful Integration: Screens should be used as a <i>tool to complete specific academic tasks</i> (research, writing, adaptive math practice), not as a constant presence.</p> <p>Active Creation: Devices used for creative purposes (e.g., digital stories, presentations, coding basics), not for passively consuming content.</p> <p>Digital Literacy Basics: Expand on responsible use, basic online safety, and how to find and cite trustworthy online information.</p> <p>Set Boundaries: Establish clear, consistent timelines when student devices must be put away (e.g., during whole-group instruction, partner work, or small-group instruction).</p> <p>Priorities:</p> <ul style="list-style-type: none"> ■ <i>15-25 minutes per session, with a maximum of 3 sessions per day.</i> ■ Preclude the use of student devices for behavior management, rewards, or incentives. ■ <i>Minimize students' passive exposure to the classroom's interactive display panel. When not in use, the panel should be turned off or put in stand-by mode.</i> <p>Homework: <i>Screen-based homework comprises no more than 10% to 15% of all assigned homework.</i></p>
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<p>6-8: Middle School</p> <p><i>Advanced research, digital collaboration, citizenship, awareness, and self-regulation.</i></p>	<p>Promote Agency and Self-Regulation: Students increasingly manage their device use for schoolwork, guided by teachers’ clear expectations.</p> <p>Digital Safety/Citizenship Focus: Intensify instruction on online safety, cyberbullying prevention, digital footprints, and respectful online communication.</p> <p>Collaborative Tools: Leverage cloud-based applications for complex interactive group projects, peer feedback, and shared document creation.</p> <p>Screen-Free Space: Emphasize the importance of screen-free time during class or on specific days of the week.</p> <p>Priorities:</p> <ul style="list-style-type: none"> ■ 20-30 minutes per session, with a maximum of 4 sessions per day. ■ Preclude the use of student devices for behavior management, rewards, or incentives. ■ Minimize students’ passive exposure to the classroom’s interactive display panel. When not in use, the panel should be turned off or put in stand-by mode. <p>Homework: Screen-based homework comprises no more than 40% to 50% of all assigned homework.</p>
<p>9-12 : High School</p> <p><i>Critical thinking, career/college readiness, and content creation.</i></p>	<p>Authentic Productivity: Technology use mirrors real-world professional and academic environments (e.g., advanced research, data analysis, specialized software, portfolio creation).</p> <p>Media and Information Literacy: Focus on critically evaluating news, sources, and social media content; discussing the impact of technology on society.</p> <p>Personalized Learning: Students use adaptive platforms to manage their own pace, take online courses and assessments, or receive differentiated support.</p>

	<p>Responsible Use: Devices are treated as essential tools, with clear policies prohibiting non-educational use (e.g., social media, gaming) during instructional time, while promoting focus and self-management.</p> <p>Priorities:</p> <ul style="list-style-type: none"> ■ 30-40 minutes per session, with a maximum of 4 sessions per day. ■ Preclude student device use for behavior management, rewards, or incentives. ■ Minimize students’ passive exposure to the classroom’s interactive display panel. When not in use, the panel be turned off or put in stand-by mode. <p>Homework: Screen-based homework makes up no more than 60-70% of all assigned homework.</p>
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Note: Formative and summative online assessments (e.g., CAASPP, NWEA MAP) often require test sessions that typically exceed the maximum durations outlined in this framework.

Framework in Action

1. Identify Learning Objectives: Before deciding to use devices or selecting a digital tool, clearly define the primary learning objective. *Does the proposed use of technology enhance or accelerate students’ understanding of the core concept, or is it merely a substitute for equally effective traditional/non-digital instruction?*

2. Determine the Level of Integration: Use this framework to categorize your planned activity. Not every lesson requires use of technology or digital immersion. Consult the **Ed Tech Triangle** (everyschool.org) and the **SAMR Model** (see below) to ensure the use of tech is justified. What level of integration is truly needed?

- **Supportive Use:** Technology is used briefly for research or data entry.
- **Core Use:** Technology is the primary medium for creation or collaboration.
- **Extended Use:** Technology facilitates long-term project-based learning.

3. Gauge Intentional Screen Time: Employ the framework’s recommendations for student device use frequency and duration for your grade level based on the integration priorities.

The Goal: *Ensure that the time spent on a screen device is proportional to the cognitive value it adds to the lesson.* If screen time exceeds the learning value, consider a hybrid approach, significantly scale down student use of tech, or eliminate it from the lesson entirely.

4. Monitor and Iterate: Carefully observe students' active learning/engagement levels during the lesson. If students appear fatigued or distracted/off-task, pivot back to analog/non-digital instruction - peer-to-peer interactions, small group, hands-on collaborative physical tasks, or tech-free independent work (e.g., close reading, paper/pencil-based tasks).

Meaningful learning occurs when instruction is purposefully founded upon defined objectives and executed through evidence-based pedagogy (Hattie, 2009). Building on this foundation, Consoli et al. (2024) argue that targeted and strategic integration of technology can amplify these efforts, supporting essential educational outcomes in the modern classroom:

Differentiation - Individualized Learning

- **Personalization:** Tailor instruction to meet each student's specific pace and needs (remediation or acceleration), a level of differentiation that is typically more difficult to achieve with traditional methods.
- **Engagement:** Interactive tools, virtual simulations, and multimedia resources transform passive learning into active, hands-on experiences (e.g., running a virtual science experiment, exploring historical sites with VR/AR).
- **Access:** Facilitate access to up-to-date information, primary sources, digital libraries, and global experts, moving beyond the limits of a single textbook.
- **Creation:** Facilitate students’ ability to create digital content (videos, coding projects, 3D-design, podcasts), thus promoting creativity, critical thinking, and application of knowledge.

Readiness - Preparation for the Future Workforce

- **Digital Literacy:** Technology proficiency is a foundational skill for success in college and careers. Students can develop competency in word processing, data analysis, digital communication, and troubleshooting.

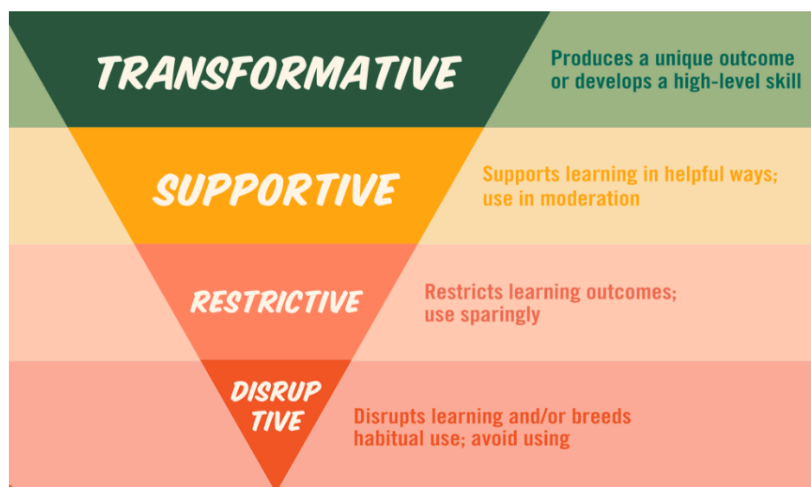
- **Future-Ready Skills:** Facilitates the development of essential collaboration skills (e.g., through shared digital content development), communication, research, critical thinking (e.g., evaluating online media sources), analysis, and creativity.

Access - Equity and Inclusion

- **Accessibility:** Assistive technologies (e.g., text-to-speech, screen readers, magnifiers, language translators, alternative input methods) improves equitable access to the curriculum for students with special needs.
- **Reducing the Divide:** Access to devices and connectivity helps close the *digital divide* for students who lack reliable technology at home, improving access to learning tools and resources.
- **Flexible Learning:** Online instructional modules and educational videos allow students to pause, rewatch, and review lessons at their own pace, benefiting English Language Learners, students with auditory processing challenges, and students who miss class.

The EdTech Triangle

Ensuring instructional integrity and guiding sound technology integration in the modern classroom, lesson design must be driven by research-based frameworks. The **EdTech Triangle** and **SAMR** technology integration models offer a strategic roadmap for purpose-driven educational technology integration; moving beyond superficial usage.



Source: EverySchool.org, <https://www.everyschool.org/the-edtech-triangle>, retrieved October 7, 2025

- **Transformative:** Facilitates a unique outcome or the development of a high-level skill (e.g., communication, design, peer-to-peer editing, programming, coding, etc.). *The district's goal is that teachers deliver instruction that provides students*

with opportunities throughout the year to use technology in this manner.

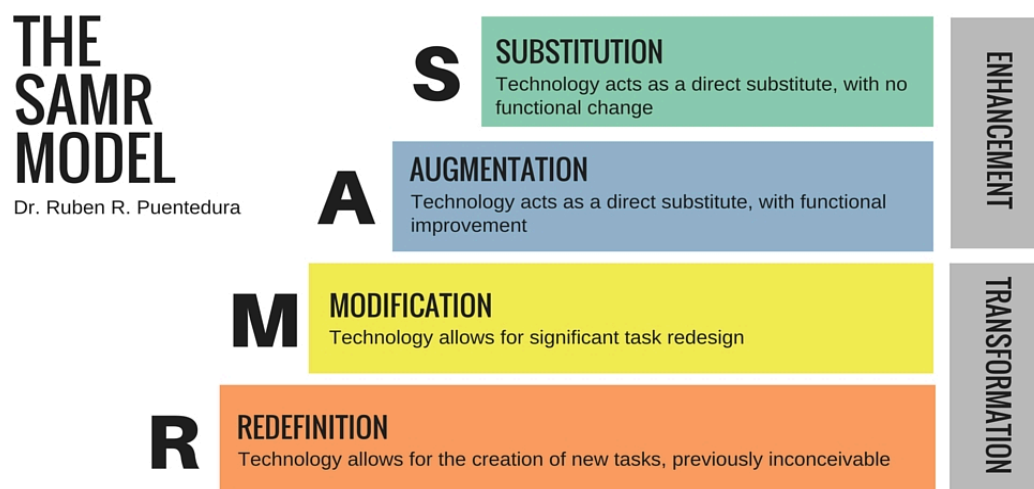
- **Supportive:** Strengthens learning activities (e.g., providing access to specific research, facilitating controlled drill-and-practice). *Technology is integrated selectively at this stage.*
- **Restrictive:** Restricts or inhibits learning outcomes, often by unnecessarily digitizing tasks that could be accomplished more effectively without it. *Technology used in this manner is minimized or avoided altogether.*
- **Disruptive:** Disrupts the learning process or contributes to habitual, non-educational use (e.g., social media, online gaming/gambling). *Use of technology in this manner must be avoided entirely.*

The SAMR Model

Dr. Ruben Puentedura's **SAMR Model** is the benchmark for measuring the impact of technology on learning. This model distinguishes between superficial technology use and deep pedagogical integration. Educators apply this framework in selecting and implementing technology during the planning and instructional design phase.

At the most basic level, technology serves as a simple substitution, offering no clear benefit. At the opposite end of the scale, technology is used to redefine the learning outcome entirely, enabling students to complete new processes or tasks that would not otherwise be possible.

Teachers consult this framework during instructional design and lesson planning, ensuring integration transcends mere functional enhancement and achieves substantive learning value.



Source:

Adapted from Dr. Ruben Puentedura <https://www.edutopia.org/article/powerful-model-understanding-good-tech-integration>, retrieved November 09, 2025

ISTE Standards

The **International Society for Technology in Education (ISTE)** standards serve as a roadmap for teachers to create meaningful learning experiences for their students. These standards, which contain purposeful and effective technology-enhanced learning outcomes, should be referenced when planning lessons that include the use of technology. These standards should be frequently referenced by teachers, guiding their lesson design from traditional, teacher-centered methods to authentic, learner-driven instructional routines. The ISTE standards promote a mindset of continuous improvement and collaborative practice among educators, where performance data and feedback are central in the planning of instruction.

b. Student Devices

Grades K-1: Students use iPads on a very limited basis to access carefully selected interactive learning applications that have been fully vetted and verified to directly support foundational learning, early literacy, and creative expression. Lesson integration favors the use of iPads as a “center-based” and collaborative tool at this grade span. On a more limited basis, iPads are used strategically to facilitate personalized learning, recording audio-visual evidence of student comprehension (e.g., recording students reading aloud or explaining math solutions). Students also use iPads to take assessments at designated times during the school year.

Grades 2-12: Students use Chromebooks with intentionality to develop transferable productivity skills and to promote digital citizenship and safety habits. Chromebook integration focuses on content creation, research, and collaboration as students use the **Google Education Suite** to prepare for text-intensive academic tasks and career readiness. Technology deployment directly supports curriculum goals at every grade level, moving students from interactive content consumption to actively creating complex digital artifacts as evidence of their deeper learning. **California Common Core Standards** call for the integration of technology to achieve key outcomes at each grade level tech-mediated collaboration, data collection, multimedia communication, and research. Lastly, students use Chromebooks throughout the year in preparing for and taking grade-level assessments and end-of-year state tests.

Evaluating The Impact of Technology in the Classroom

Technology implementation in the classroom, regardless of device, grade level, or subject area, should be evaluated against specific metrics that directly measure desired learning outcomes. Ultimately, the application of digital resources in the classroom must be strictly governed by pedagogical necessity. The following examples are common performance indicators in which the use of technology can improve academic achievement (Pellegrino & Quellmalz, 2010).

- **Core Subject Area Mastery:** Increase in class or standardized test scores (e.g., unit tests, benchmark assessments, end-of-year state tests).
- **Critical Thinking and Content Creation:** Improved accuracy, decrease in errors in complex problem-solving tasks, and more efficient production of personalized content.
- **Engagement, Motivation, and Effort:** Improved completion rates with verified increase in participation and performance outcomes on individualized assignments and group projects.
- **Personalized Achievement Gap Reduction:** Higher rates of overall growth and a narrowing of the achievement gap among student groups.
- **Transferable Digital Literacy Skills:** Greater proficiency in identifying credible versus non-credible digital sources in research-based assignments.

These outcomes ensure student devices serve as an accelerator, not merely a convenient substitute for traditional learning activities. *When technology is not clearly aiding in these areas of achievement, screen-free alternatives and conventional instructional methods and materials must be used instead.*

c. Training and Support

PGUSD is committed to high-quality instruction in every classroom. Through evidence-based professional development (PD), namely the collaborative **PLC (Professional Learning Community)** model, PGUSD will continue to equip teachers with common practical systems to critically evaluate and maximize the effectiveness of their use of digital tools to improve student academic success.

The following evidence-based frameworks will anchor the PLC process, ensuring purposeful and effective technology integration across all classrooms:

- **Triple E-Framework:** Guiding collaborative lesson design by ensuring that technology, when used during instruction, directly **Engages** students in the learning goals, **Enhances** student understanding of key concepts, and **Extends** student learning into real-world applications (Kolb, 2017).

- **SAMR Model and Ed Tech Triangle (everyschool.org):** Frequently referenced and applied as practical benchmarks for moving technology-aided instruction from mere substitution to transformative redefinition.
- **ISTE Standards:** Serving as the basis of foundational competency targets for both students and educators, and to inform teachers when technology should and should not be used during instruction.

Implementation:

Shifting to a multi-tiered PD model, the district ensures professional learning opportunities remain highly relevant, impactful, and tailored to the evolving needs of the modern classroom:

- **Tech Integration Clinics:** Quarterly, job-embedded PLC sessions allow teachers to co-plan lessons with grade-level, department, or course-alike colleagues. The goal is to collaborate around appropriate use of technology and identifying intentional and targeted curriculum integration when instructionally justified.
- **Consultative Support:** Educators will have access to ongoing, personalized instructional coaching through direct collaboration with PGTech and the school-site Teacher Tech Leads (TTLs). Focus is on using SAMR and the research-backed resources from [EverySchool.org](https://www.everyschool.org) to optimize the use of classroom technology.
- **PGTech Learning Series:** The district will provide a continuous schedule of virtual and in-person webinars from leading professional learning organizations (e.g., ISTE, SolutionTree, Edutopia, etc.). These sessions will focus on high-leverage, research-backed instructional design strategies and modern teaching methodologies.

2. Digital Safety, Data Protection, and Security

PGUSD is fully committed to promoting a safer, more secure, and ethical use of digital resources for all users: students, faculty, staff, and administration.

a. Robust Cybersecurity Infrastructure

To ensure a secure network, the district will deploy **Next Generation Antivirus** software across all district-owned Windows, Mac, and Linux devices. It may implement it on Chrome OS devices as needed.

A critical component of this security framework is email filtering, which involves defining specific email properties (keywords, phrases, sender, recipient, etc.) that will trigger a quarantine for evaluation and subsequent release or blocking.

Two-Factor Authentication (2FA) will be mandatory for all staff on their @pgusd.org accounts and any systems containing Personally Identifiable Information (PII) or those classified as sensitive.

b. Proactive Monitoring and Advanced Alerts

The district will continue to perform more rigorous monitoring of students' online activity to ensure a safe and secure learning environment. To date, PGUSD has established a comprehensive, multi-tiered monitoring framework designed to provide staff with instantaneous notifications when student online activity aligns with established safety indicators, including specific search queries, phrases, or high-risk recipients. Additionally, all devices on the PGUSD network will continue to have stringent content filtering enabled through our LAN and WiFi configurations, Google Admin Console settings, and county-wide firewall protocols. Beyond this, network monitoring will be conducted continuously to detect and report traffic anomalies. To support rapid response and forensic capability, the district will prioritize data logging from various systems and establish rules with integrated alerts to flag potential issues in real time.

c. Operational Preparedness and Efficiency

The district will remain focused on optimizing operational efficiency and preparedness. This involves creating smooth, well-defined processes for the entire employee lifecycle, ensuring efficient onboarding of new employees and robust, security-focused procedures for suspending employee access, permissions, and system services. This strategic vision emphasizes a proactive approach to risk management, requiring the creation of a list of potential issues and corresponding ideas/plans for effective mitigation and response to prepare for various challenges that could compromise system integrity.

d. Digital Safety and Citizenship

Students at targeted grade levels, specifically grades 5, 7, and 9, gain digital safety skills, awareness, and citizenship through a tiered, integrated curriculum and instruction that strategically embeds resources from leading organizations, including [Common Sense Media](#), [SmartSocial](#), [iKeepSafe](#), [Everfi](#) with priority given to topics such as media balance, online privacy, cyberbullying, and digital footprint awareness.

The district's approach to protecting student data and complying with federal requirements such as FERPA and COPPA is supported by the annual compliance standards covered in the district's mandated training for all employees. The goal is to ensure a safe and responsible digital learning environment across all grade levels by educating students, staff, and parents on best practices and emerging online challenges.

3. Artificial Intelligence (AI)

PGUSD is undergoing a highly disciplined and vigilant adoption of Generative Artificial Intelligence (AI), ensuring every implementation is rigorously vetted for safety and used only where it demonstrably improves operational integrity and, under intentional and sound instructional integration, elevates student learning. AI will be subjected to continuous and stringent human oversight and ethical review to validate its outputs, mitigate inherent biases, ensure data protection, and guarantee the models align with the district's values and vision.

To ensure these standards are met, the district will implement the following pre-approval verification/vetting process for any AI use/tool.

Privacy and Security Compliance Audit

Before any AI model is permitted to be used within PGUSD, PGTech will perform a mandatory technical audit to include:

- **Data Sovereignty:** Verifying that student and staff data is encrypted and remains within secure, district-approved jurisdictions.
- **Legal Alignment:** Ensuring the tool is fully compliant with **FERPA**, **COPPA**, and California's specific data privacy laws.
- **Opt-Out and Deletion:** Confirming the vendor provides clear mechanisms for total data deletion upon request.

Continuous Monitoring and Recertification

Approval is not permanent. All AI tools will be subject to an annual recertification process. If the AI vendor updates their language model or changes their data privacy policy, the tool will be re-evaluated to ensure it still satisfies the district's rigorous safety standards.

As AI models rapidly evolve and the regulatory landscape changes, the district's AI governing guidelines will be examined and updated. PGUSD's standing Board Policy ([BP 0441](#)) and Administrative Regulation ([AR 0441](#)) on AI use provide the basis of how it is to be implemented, managed, and supported in PGUSD.

a. Staff Use

The district views AI as a potentially powerful tool that may improve selected internal operations. Staff may elect to use only vetted and district-sanctioned AI platforms to streamline workflows and enhance overall efficiency. AI may assist in automating routine administrative tasks, optimizing resource allocation, and providing rapid access to relevant information, allowing staff to dedicate more time to critical, *student-focused* tasks and activities.

b. Teacher Use

For teachers, AI may be leveraged specifically to save valuable time and potentially enhance the quality of educational delivery. Teachers will be guided on the appropriate use of AI to expedite complex, time-consuming processes such as curating subject matter, designing learning activities, planning highly differentiated instruction, or creating rubrics. AI can potentially serve as a powerful assistant, freeing up teachers to focus more on *direct student interaction, mentorship, and personalized face-to-face educational support*.

To maintain instructional integrity and uphold the trust with their students and the school community as a whole, the following protocols must be followed when the use of AI is being considered for assisting in evaluating or grading student work:

- **Mandatory Disclosure:** Teachers must provide written notification to both students and their parents/guardians if AI tools are being used to assist in curating curriculum materials, generate instructional content, or, most importantly, in the grading process. This disclosure should specify which assignments or types of assignments are or will be impacted and to what extent AI will be used.
- **Teacher Oversight:** AI may serve as a preliminary evaluation tool, but it shall not be the sole arbiter of a student's grade on any assignment or assessment. If AI is used for evaluating student work, the teacher must conduct a manual review to ensure consistency, fairness, and scoring accuracy.
- **Final Authority:** *California Ed Code 49066* requires that the teacher of record remain the final authority on student grades. Teachers retain final accountability for all AI-assisted grading and feedback, and must be able to professionally justify the results.

c. Student Use

Students are prohibited from accessing any AI tool on all district-managed devices and networks. All AI models remain blocked for students.

However, PGUSD recognizes that AI literacy is an evolving skill, and permission for use must be strictly categorized by developmental level. Student use, if permitted by the teacher, is **restricted to the high school level** and, *if used, must serve to augment student learning, not supplant or replace it*. Responsible and ethical use to further explore concepts, synthesize information, and practice skills to accelerate understanding of subject matter is the prime objective. Additionally, AI may be used to support personalized learning pathways, encouraging critical thinking, and ensuring that the student remains the active agent in the learning process.

- **Grades 9–12:** Students may only use AI on specific assignments with the teacher's explicit, prior approval and in strict accordance with the school's academic integrity policy.
- **Grades TK–8:** AI use on any school-related work (including homework) is prohibited. To verify the student's authentic and individual learning and skill development, all academic work must be entirely original and that of the student.

Teaching in the age of AI: Any permitted student use of AI must support learning and critical thinking. To achieve this, teachers must engage in considerable assignment and task redesign, shifting to process-oriented grading methods, and create highly specific constraints or personalized contexts as the basis of AI-assisted assignment and projects. Leveraging in-class time for monitored/proctoring writing assignments and assessments must be factored into the decision of having students use AI. Ultimately, any student use of AI must be predicated on achieving the following conditions:

- **Higher-Order Thinking:** Teachers may have their students use AI for tasks that promote analysis, synthesis, creation, evaluation metacognition, interrogation, debate, and deliberation. *This use of AI by students requires that class assignments have moved beyond mere factual recall, rote memorization, or basic presentation of subject matter.*
- **Skill Transferability:** Teachers may have their students use AI to develop skills that are valuable beyond a specific assignment (e.g., strong prompt engineering, output error auditing, critical media literacy, or complex problem-solving).
- **Curriculum Integration:** Teachers may have students use AI in support of established curriculum standards and learning outcomes. If and when used, AI must serve as an accelerator or collaborator, *not a replacement for essential teaching and learning.*
- **Explicit Rationale:** Teachers who have their students use AI must clearly communicate to their students why the tool is being used for the specific task and what skills students are expected to gain from their interactions with AI.
- **Equity and Access:** With any use of technology, teachers must ensure that students have equitable access. This includes AI.

Training and Support

The district will deploy a differentiated and relevant AI awareness and training program for staff, comprised of the following three-step sequence:

- 1) **Establish Foundational AI Literacy:** The initial phase must ensure all staff (teachers, administrators, and support personnel) understand what AI is, its capabilities and limitations, and the district's non-negotiable policies. This training will focus heavily on ethical considerations, including data privacy (e.g., specifically avoiding the input of personally identifiable student information into public AI tools), academic integrity guidelines for student work, and recognizing and mitigating AI-generated bias or misinformation. This foundational step provides the essential guardrails for responsible use before any practical application is promoted.
- 2) **Provide Role-Specific, Practical Application Training:** Following the foundational training (Step 1), the district will implement differentiated PD tailored to specific roles. For teachers, this includes hands-on workshops focused on integrating AI tools to enhance efficiency (e.g., lesson planning, rubric creation, generating differentiated instructional resources) and transform instruction (e.g., teaching *with* and *about* AI to foster student AI literacy). For administrative staff, training will focus on leveraging AI for approved operational efficiencies, such as data analysis and communications drafting, while strictly adhering to the district's established security and privacy protocols.
- 3) **Create a Culture of Continuous Learning and Iteration:** As AI rapidly evolves, the training plan must include a strategy for ongoing professional learning, moving away from one-time workshops. PLCs at each school site can serve as a venue where educators can share successes, troubleshoot challenges, and collectively vet new tools in a "sandbox" environment. Furthermore, the district will continue to schedule regular policy and guidance reviews with staff input, ensuring that training and usage guidelines remain current, relevant, and responsive to both technological advancements and practical classroom realities.

4. Technology Management

PGUSD envisions a cohesive, cloud-centric technology environment built around ease of use, efficient management, and robust security.

PGTech - IT Services and Support

PGTech shall be consulted on all site and/or district-level technology purchasing plans and decision-making, particularly when Measure A/EdTech Bond funding is being requested. PGTech cannot guarantee responsive tech support/troubleshooting services and/or

management assistance for any technology purchased in the absence of adequate consultation before purchase.

a. Software Approval and File Management

The district's core software strategy is centered on Google Workspace and the district's Student Information System (SIS). The majority of users are encouraged to use district-provided, higher-end Chromebooks as their primary computing device. For the few users who occasionally require access to Windows applications, a system will be implemented to deliver these Windows apps only (not entire virtual desktops) directly to their Chromebooks. All file creation will utilize **Google Apps**, and all data will be stored securely in Google Drive. To streamline management and facilitate staff turnover, Shared Drives will be the standard for file storage, with limited use of My Drive for personal files.

The **i-SET (Instructional Software Evaluation Tool)** is used as a first step in purchasing supplemental teaching/learning software, digital programs, apps, or subscriptions to online platforms. Staff shall complete and submit the i-SET to PGTech for review to secure authorization. Any i-SET-approved software will be sanctioned for use in PGUSD and fully supported by PGTech. *Any non-core program, online subscription, app, and digital tool not approved by the district will be considered unauthorized and may be blocked on school-managed devices and networks.*

b. Student Access to Media-Streaming Platforms - YouTube

To ensure classrooms remain centers of high-quality, focused instruction, PGUSD is updating its approach to digital media access to students. To better support student focus, sustained concentration, and cognitive health, student access to discretionary entertainment-driven streaming platforms, such as YouTube, Hulu, Netflix, and others, will remain blocked on all district-issued devices and networks.

While these platforms contain valuable educational content, their core architectures are commercially driven and designed for maximizing passive engagement and perpetual viewing. This business model creates a clear conflict with the deep, sustained focus required for high academic achievement.

The goals of this initiative are to:

- Minimize digital distractions during the school day.
- Prioritize bandwidth for essential online educational activities.
- Support student developmental and digital wellness by reducing the urge for passive media consumption.

This shift moves the district to intentionally curated, teacher-approved instructional video content access only. Teachers retain full autonomy to integrate specific, high-quality educational video content into their lessons. Thus, students will continue to

access relevant video content only when it is explicitly assigned and sanctioned by their teacher. This approach will ensure that digital media consistently remains an intentionally integrated tool for learning.

c. Network and Core Services

The district's network strategy emphasizes **Virtual Local Area Networks (VLAN)** separation and segmentation for enhanced security and manageability. Device types will be logically separated into distinct VLANs as appropriate for their specific use. Communication between devices on different VLANs will be strictly controlled, permitted only between approved VLANs. This design aims for a network that is both secure and easy to manage. For core services, DHCP and DNS servers will be strategically located and managed via a centralized interface. Crucially, both the DHCP and DNS systems must incorporate failover mechanisms, either with a backup system at another site or off-site, to ensure high availability.

d. Classroom Hardware Configuration

To ensure a seamless instructional experience, all hardware purchases must align with the district's standardized configuration models. Each classroom is equipped with a modern, grade-band-standardized hardware suite, managed and supported by school IT technicians:

- **Visuals:** A multipoint-touch, interactive, large flat-panel display and a high-resolution document camera.
- **Audio:** A stereo-enhanced soundbar.
- **Support:** Upgrades and modifications are scheduled based on needs.

Standard Classroom Hardware Configuration

Contained homeroom (Elementary) and core subject area (Secondary) classrooms

K-1	2-5	6-8	9-12+
<ul style="list-style-type: none"> ■ Shared iPads (grade level mobile cart) ■ Stereo headphones ■ Document camera ■ 86" LED Flat Panel Interactive Display ■ Stereo Soundbar ■ HD Webcam ■ Teacher Chromebook 	<ul style="list-style-type: none"> ■ Student Chromebooks (1:1) ■ Charging cabinet ■ Stereo headphones ■ Document camera ■ 86" LED Flat Panel Interactive Display ■ Stereo Soundbar ■ HD Webcam ■ Teacher Chromebook 	<ul style="list-style-type: none"> ■ Student Chromebooks (1:1) ■ Charging cabinet ■ Stereo headphones ■ Document camera ■ 86" LED Flat Panel Interactive Display ■ Stereo Soundbar ■ HD Webcam ■ Teacher Chromebook 	<ul style="list-style-type: none"> ■ Student Chromebooks (1:1) ■ Charging cabinet ■ Stereo headphones ■ Document camera ■ 86" LED Flat Panel Interactive Display ■ Stereo Soundbar ■ HD Webcam ■ Teacher Chromebook

Student Device Accountability Standards

Maintaining student responsible use of technology and accountability requires that teachers adopt the following classroom device management best practices:

- **Active Monitoring:** Closely supervise all student technology use to ensure devices are handled safely, responsibly, and respectfully.
- **Student Device Monitoring:** Use of *Securly Classroom* is not optional. When students are on classroom devices (i.e., Chromebooks), a Securly Classroom session must be active for comprehensive monitoring..
- **Device Assignment:** Chromebooks must be numbered, and a specific device must be assigned to each student for every class period.
- **Intentional Use:** Ensure Chromebooks are only open when required for an instructionally-relevant and intentional task. Do not allow indiscriminate use of devices.
- **Damage Accountability:** Device assignments must be kept up to date so that any damage, misuse, or vandalism can be immediately traced to the responsible student for disciplinary action.

e. Instructional Staff Computing

High powered **Chromebooks** are the standard district-issued device for all instructional staff. In limited cases, alternative "job-suitable" computing devices may be provided based on specific role requirements. Chromebooks are utilized to facilitate a cloud-centric workflow via Google Workspace, offering teachers the following advantages:

- **Efficiency:** Rapid boot-up times and superior battery life for all-day mobility.
- **Security:** Robust built-in protection for sensitive district data.
- **Integration:** Seamless management of grading, curriculum planning, and real-time student collaboration through Google Classroom.

f. Printing and Peripherals

To streamline maintenance and supply costs, the district relies on a centralized, shared printing infrastructure as the primary standard for all staff. This shared system supports all operating systems (Chromebooks, Windows, and Mac), allows printing from any computer, and includes secure print-release options. Consequently, individual classroom printers are permitted only in special, rare circumstances based on specific technical needs. When these exceptions are approved, procurement is limited to the district's standardized manufacturer list, with Brother or Epson preferred and HP approved only in exceptional cases.

g. Supplies/Consumables

PGTech considers technology-related supplies/consumables (e.g., printer toner, batteries, projector bulbs, etc.) to be recurring operational expenses. Thus, these items should be purchased using non-technology funds (i.e., those dedicated to hardware and software). Measure A/EdTech Bond funds or budgeted site technology funds should not be used to purchase technology-related supplies/consumables.

h. Personal Devices On Campus

Staff personal devices are permitted for use on campus and can connect to the district's guest network. However, personal devices used on campus do not qualify for the same level of tech support as district-furnished devices. The district does not purchase accessories (e.g., adapters, charge cables, batteries, etc.) for personal devices. Per Board Policy, *students' personal devices are no substitute for a district-issued Chromebook and are not permitted on any campus unless the student receives prior authorization from the site administration.*

i. Asset Management and Camera Systems

Asset Management will be centralized in a system that site techs and school library techs can use to check-in/check-out assets to staff or students as needed. This system will be able to assign assets to a specific person or location and store and filter data based on the manufacturer, model, purchase date, and/or other metadata.

The camera system will enhance security with the ability to separate cameras by location. Permissions will be granular, allowing assignment by location with control over whether users have live view only or live view and recordings access. The system will provide video recordings of incidents. Camera footage will be retrievable at each campus based on user permissions.

5. Services and Support

The district will employ the following strategies to ensure robust technology services, effective communication, continuous professional development, and expert consultation to support all end-users.

- a. Support/Help Desk:** A centralized, efficient, and accessible Support/Help Desk is critical for minimizing instructional downtime and maintaining operational efficiency. The district's goal is to optimize the single, district-wide online ticketing system for accessibility via a dedicated portal.
- Acknowledge 75% of requests within one business day and resolve 90% of reported issues within 7 calendar days.
 - Utilize a three-tiered structure for support:

- **Tier 1:** On-site support provided by school-based IT techs for common software issues, password resets, basic troubleshooting, and more complex hardware failures and software problems requiring physical intervention.
 - **Tier 2:** Specialized support from district-level tech administration for infrastructure, enterprise applications, and security incidents.
 - **Tier 3:** County-level and vendor-specific technical services and solutions expertise.
 - Continue developing the PGUSD self-service tech knowledge base: a staff-wide searchable online repository containing guides, FAQs, and video tutorials for common tech issues.

- b. Communications:** Clear, timely, and targeted communication is essential for managing technology integration, service changes, and security. PGUSD will implement a multi-channel strategy to reach stakeholders effectively:
 - Email: Primary channel for official tech-related announcements and security alerts.
 - Google Calendar: for maintenance windows and planned outages
 - District Website/Portal: Dedicated section for current system status and tech-related news.
 - Quarterly PGTech Newsletter publication: Providing tech-related news, announcements, tech tips, best practices regarding data privacy, cybersecurity/phishing awareness, acceptable use, training opportunities, and informal updates aimed at staff.

- c. Training/Professional Development (PD):** Technology PD will be ongoing, relevant, and differentiated to ensure that staff can effectively integrate new tools into their workflow and instruction:
 - **Role-Specific Training Opportunities:** Develop structured PD tracks tailored to specific end-user roles:
 - Instructional Staff: Focus on pedagogical integration of core tools (e.g., Google Apps, interactive displays, student devices) and digital citizenship.
 - Administrative Staff: Focus on productivity tools, data management systems (SIS/HRIS), and security protocols.
 - New Hire Orientation: Mandatory technology training for all new staff covering essential tools, help desk access, and Acceptable Use Policy (AUP) review.

- **Blended Learning Model:** Utilize a mix of delivery formats to maximize reach and engagement:
 - Live workshops: Scheduled, in-person, or virtual sessions for deep dives and hands-on practice.
 - Peer-to-Peer Coaching: IT Techs and Teacher Tech Leads (TTLs) facilitate additional training to support their colleagues at the school level.
- **Annual Tech Needs Assessment:** Conduct an annual survey to assess staff comfort levels and identify specific technology tools and skill gaps and support needs, directly informing the district's PD calendar for the following year.

6. Signature Projects

A phased-in, multi-year rollout to modernize both staff and student instructional hardware, enhance campus security, and an upgrade multi-use audio-visual environments/non-instructional spaces is planned.

Year 1: Foundation, High-Impact Upgrades

Priority: Security infrastructure, administrative hardware, and school assembly spaces.

- **Staff-Issued Chromebooks:** Continue deployment of high-end Chromebooks to all certificated staff to replace end-of-life Windows-based laptops. This initiative includes comprehensive PD on ChromeOS, Google Workspace, and instructional apps integration.
- **Forest Grove Multipurpose Room, Robert Down "Otter" Auditorium:** Complete AV overhaul. Installation of high-output rear or near-throw projection, motorized retractable screen, and integrated digital audio mixers and wireless microphones to enhance school and community-based performances.
- **Student Device Refresh:** Continue targeted replacement of the oldest iPads at the primary grade levels (K-1), and replace aging devices with updated Chromebooks at designated classrooms..
- **Security Camera Optimization:** Final phase of camera additions, filling in "blind spots" as they are identified.

Year 2: Asset Management

Priority: Instructional continuity, inventory control, and computing device upgrades.

- **Life Cycle Management:** Roll out a district-wide Asset Management & Inventory tracking system (e.g., AssetCloud, Incident IQ, or the district's Library Management

System Follett Destiny). All hardware to be tagged with standardized QR/Barcodes or identified by the device's serial number to automate audit trail and service history.

- **Staff Issued Chromebooks:** Final rollout to classified staff and remaining certificated staff.

Year 3: Optimization, Sustainability

Priority: Final fleet cycling, A/V upgrades, and refining security camera and asset management systems.

- **PGHS Gym A/V - Presentation Hardware:** Install an electronic/retractable projection screen and high-output projector. Upgrade the speaker and amplifier array and wireless audio communication devices.
- **Student Device Refresh:** Finalize the refresh cycle for the remaining elementary Chromebook fleet.
- **Security Cameras (NVR Upgrade):** Audit existing camera hardware and migrate to a high-capacity Network Video Recorder (NVR) system. This updated system will expedite searches for desired footage, send alerts on weapon detection, and allow for off-site access to camera views for staff and local authorities.
- **Asset Management Review:** Conduct the first full district-wide automated audit using the Year 2 tracking system to project the next 3-year budget cycle.

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Appendix

I. Change Management

To ensure the sustainable and successful implementation of this plan, particularly the shift toward strict intentional use of classroom technology, the district will use a structured change management strategy rooted in transparent leadership, multi-tiered support, effective communication, and continuous evaluation.

- a. **Transparent Leadership:** The foundation of change is a collaborative leadership model that ensures diverse stakeholder input and alignment with district goals.
 - **PGUSD Tech Committee:** Ensures that all technology purchase proposals align with the EdTech Bond/Measure A mandates. Minutes are documented and accessible to the public from the district's website.
 - **PGTech:** This team serves as the operational engine for the plan's rollout and provides frequent updates to the school sites, the superintendent, and to the school board at regularly scheduled meetings.
 - **Teacher Tech Leads:** Serve as site-based change agents, facilitating peer-to-peer coaching and helping colleagues integrate new methods and tools into their specific curriculum units, and aligning best practices.
- b. **Multi-Tiered Professional Support:** Successful change requires equipping staff with the skills and confidence to use new tools. The district utilizes a research-backed, differentiated PD model within the existing PLC structure which relies on a Cycle of Inquiry and action research to collaboratively align best practices and achieve instructional improvement. Additional support focuses on providing the following professional learning opportunities:
 - **Foundational Literacy:** Establishing baseline competencies, particularly for high-stakes transitions like the adoption of AI, focusing on ethics, safety, and data security.
 - **PLC Collaboration:** Grade level and/or departmental level teams meet regularly to review student work, including assessment data, identify learning needs, share best practices, and co-plan follow-up lessons, future instructional units, and interventions.
 - **Integration Clinics:** Quarterly, job-embedded sessions that allow teachers to co-plan lessons, ensuring technology is used only when it is instructionally justified.
 - **Consultative Coaching:** Personalized instructional coaching provided by PGTech and TTLs to reduce "instructional downtime" and address individual classroom needs.

c. Communication: To minimize resistance and manage expectations, the district maintains an effective multi-channel communication strategy.

- **Standardized Channels:** Regular updates via email, the district website, and the Quarterly PGTech Newsletter keep all stakeholders informed of system changes, security alerts, and upcoming training opportunities.
- **Predictability:** The use of shared Google Calendars for planned outages and maintenance windows ensures that staff can plan instruction without unexpected disruptions.

d. Evaluation and Iteration: Change is an iterative process. The district uses specific metrics to monitor the impact of technology and pivot when necessary.

- **Metrics:** Classroom technology integration will be continuously evaluated against student learning outcomes, including core subject mastery, student engagement levels, and the narrowing of achievement gaps.
 - **Quantitative Measures:**
 - End-of-Year State Assessments (CAASPP, SBAC)
 - NWEA MAP Growth Reports.
 - Network Monitoring Reports
 - Student Device Use Analytics.
 - **Qualitative Measures:**
 - PGUSD Technology Committee Input
 - Classroom visits, walk-throughs, observations (site admin)
 - Annual Tech Use/Needs Surveys
 - Instructional staff and student level Interviews
- **Digital Program Evaluation:** Programs that rely on passive consumption (consuming without interaction) or overly “gamified” tasks, where the game mechanics outweigh the actual learning content, will be flagged for removal. Tools must demonstrate that they require critical thinking rather than visual stimulation, entertainment rewards and/ or low cognitive effort (e.g., repetitive clicking, scrolling). The district’s [i-SET tool](#) will continue to be used as the first step in the evaluation process to ensure that any proposal for the purchase or use of a new digital tool in the classroom is fully evaluated for its student data privacy, instructional relevance, and learning value. Other reputable online metrics such as Common Sense Media Privacy Program are also used during the evaluation process.

II. SAMR in Action:

Sample teaching methods and learning tasks by SAMR integration level: *Substitution, Augmentation, Modification, Redefinition* (Source: ED Technology Specialists, 2025)

Elementary

Substitution:

- Students use an interactive whiteboard app to complete a matching activity instead of using paper and pencil.
- Teachers share digital worksheets via a learning platform instead of handing out physical copies.
- Students listen to an audiobook version of a story instead of the teacher reading aloud.

Augmentation:

- Students use a drawing app to create and narrate a digital storybook, adding their own voice.
- Teachers use interactive quiz platforms that provide immediate feedback to students on their understanding.
- Students use digital graphic organizers, allowing for easy editing and sharing of their thinking.

Modification:

- Students collaboratively create an interactive timeline of historical events using a shared online tool, embedding images and descriptions.
- Teachers use online virtual field trips to explore places they couldn't visit physically to enhance engagement and understanding.
- Students create a class blog to share their learning and comment on each other's work.

Redefinition:

- Students connect with experts in a field via live video conferencing to ask questions and learn firsthand.
- Students create a digital public service announcement using video and animation to raise awareness about a local issue, sharing it with the community online.
- Students participate in global collaborative projects, sharing data or creative work with peers from around the world.

Middle School

Substitution:

PGUSD Ed Tech Plan 2026-2029 - Draft 2.

- Students use a calculator app on a tablet instead of a handheld calculator for math problems.
- Teachers post announcements and assignments on an LMS instead of writing them on the board.
- Students read primary source documents in a digital format.

Augmentation:

- Students use online citation generators to automatically format their research sources, improving accuracy and efficiency.
- Teachers provide video feedback on student writing using screen recording tools.
- Students use online mapping tools to explore geographic locations with embedded multimedia information.

Modification:

- Students work together on a shared digital whiteboard to brainstorm solutions to a science problem or analyze a literary theme.
- Teachers use online simulations to allow students to manipulate variables and observe the effects in a science or math context.
- Students create a digital portfolio showcasing their best work throughout a unit, including various media.

Redefinition:

- Students design and code a simple mobile app to solve a school-related problem or provide information to their peers.
- Teachers facilitate a virtual debate where students take on different roles and argue their points using online research and multimedia evidence, broadcast live.
- Students create a virtual museum showcasing historical artifacts or scientific concepts, allowing others to explore and interact with the content online.

High School*Substitution:*

- Students take notes on laptops or tablets during a lecture instead of using traditional notebooks.
- Teachers use online polling tools for quick formative assessments instead of raising hands.
- Students submit research papers as digital files instead of printed documents

Augmentation:

- Students use collaborative annotation tools to analyze literary texts together, highlighting and commenting on specific passages.
- Teachers conduct virtual office hours via video conferencing, offering more flexible support to students.
- Students create dynamic graphs and charts using spreadsheet software to analyze data for science or social studies.

Modification:

- Students design and conduct online surveys using survey platforms to gather data for a social science research project, then analyze the results collaboratively.
- Teachers use learning management systems to create personalized learning pathways with differentiated resources and activities.
- Students create interactive presentations with embedded quizzes and polls to engage their classmates during presentations.

Redefinition:

- Students collaborate to create a citizen science project, collecting and analyzing real-world data using online platforms and contributing to scientific research.
- Teachers facilitate student-led online conferences where students present their research to a wider academic audience.
- Students design and develop a website or interactive simulation to teach a complex concept to others, incorporating multimedia and feedback mechanisms.

PGUSD i-SET: Instructional-Software-Evaluation-Tool

Use this scoring tool for:

1. Making informed decisions around the purchase of curriculum-related/supplemental learning software and digital resources (including apps).
2. Ensuring consistency, intentional use, and alignment with core curriculum and content standards.
3. Promoting equity of access to technology for both students and teachers.

Directions:

1. Answer each question/condition with a simple “Yes” or “No”.
2. Score your i-SET: Add up your answers: “Yes” = 1 and “No” = 0
3. Provide a completed copy of this i-SET to the tech committee.

Note: these questions apply to requests for software/digital resources/online programs only.

Criteria/Condition	Y/N
Does the app/software directly align with the grade level and/or subject area core standards?	
Does the software provide functionality beyond simple, unidirectional content delivery or passive vs active consumption of digital content? Does this program transform the learning task/experience beyond a traditional non-digital program or resource? SAMR Model Reference	
Has the app/software been piloted by at least one other teacher and found suitable for use by any teacher in your department or grade level who wishes to use it in the classroom?	
Has the app/software been shared with and has the full endorsement of the principal?	
Will the app/software be accessible to <u>all</u> students in the particular grade level and/or subject area/department (not just a single classroom)?	
Is the app/software easy to use (i.e., not require extensive training and/or additional hardware/equipment) to fully implement?	
Is this app/software cross-platform/device compatible? (PC, Mac, Chromebook, iPad/mobile, etc.)	
For 3rd party systems/programs where student login is required, will student data be fully protected (i.e., not sold, rented, freely shared, etc.) in accordance with FERPA, COPPA, as specifically stated in the vendor’s user agreement/privacy policy?	
i-SET Score (8 max total)	

Guiding Questions to Support Equitable and Intentional Technology Implementation

PGUSD Ed Tech Plan 2026-2029 - Draft 2.

1. Has it been discussed and endorsed by all members of the school's leadership team, including the principal?
2. Has it been shared with and has it received the full endorsement from department/grade level counterparts at other sites?
3. Has this been discussed/shared with the site IT tech?
4. Does it require additional training and support beyond what is currently available at the school for successful implementation?
5. Does it create any inequities in access due to subscription requirements?
6. Does it integrate with existing hardware/technology?
7. Has it been piloted or shown to be effective or viable?
8. What does it allow one to achieve (i.e., what are the expected beneficial outcomes) that cannot be achieved in its absence? See [SAMR](#) and [EdTech Triangle](#) models.



PGUSD Educational Technology Plan

2026-29 - **Draft 2.0**

Safe. Balanced. Intentional.

6 Priority Areas

1

**Classroom
Technology Use**

2

**Digital Safety, & Data
Protection**

3

**AI
Integration**

4

**Technology
Management**

5

Services & Support

6

Signature Projects

1. Classroom Technology

Grade-Level Screen Time Framework:

1. **Intentionality**
2. **Active Engagement**
3. **Developmental Level**
4. **Homework Balance**



Area 1 - Classroom Technology (2.0)

Screen Time	K-2 Reduction	Use Restriction	TK Category
<p>Definition: Time on a student device - individual, collaborative.</p>	<p>Maximum Duration: 10-15 minutes (centers, pairs, small group).</p>	<p>S</p> <p>Prohibited Use: Rewards, incentives, behavior management.</p>	<p><i>No Student Devices</i></p>

Grade-Span Screen Time Guidelines

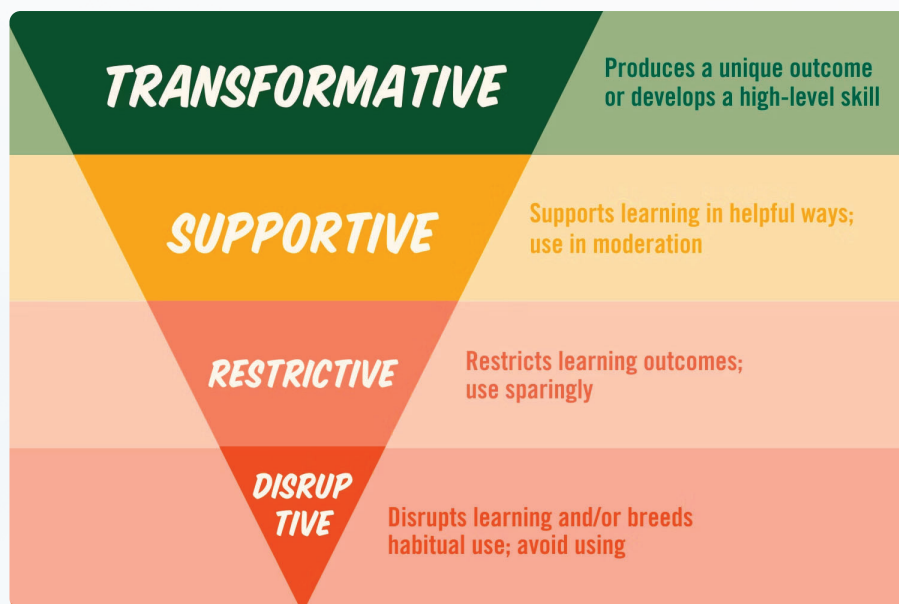
Outlines the specific limits and priorities for student device engagement.

Grade Span	Session Limits	Screen-Based Homework Limit
TK	No student screen technology	0%
K-2	10-15 mins (max 3x/day)	0%
3-5	15-25 mins (max 3x/day)	10%-15%
6-8	20-30 mins (max 4x/day)	40%-50%
9-12	30-40 mins (max 4x/day)	60%-70%

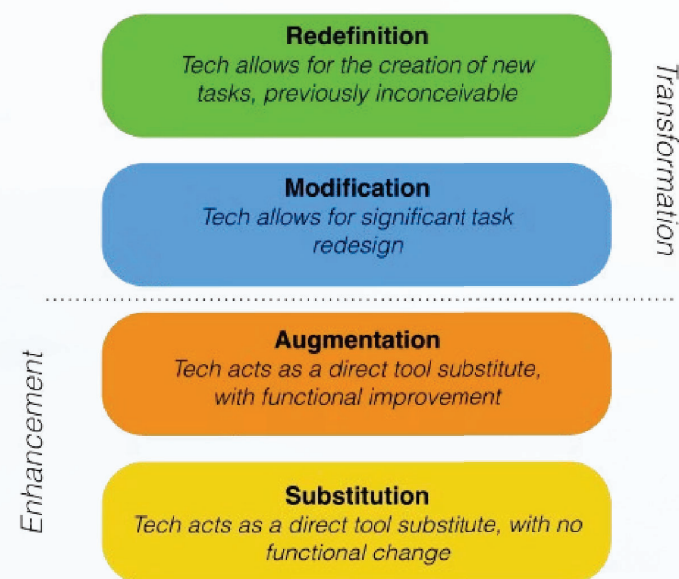
This framework is not a prescription for daily student device use. It is intended to serve as baseline for maximum daily student device exposure.

Guiding Research-Based Models

EdTech Triangle



SAMR





2. Digital Safety, Data Protection, & Security

✓ **Cybersecurity Infrastructure**

- Next Gen Antivirus
- Two-Factor Login
- Email Filtering

✓ **Proactive Monitoring**

- Real-Time
- Threat Detection
- Advanced Alerts

✓ **Digital Safety, Citizenship**

- Awareness
- Respect
- Protect

3. AI Integration

Stringent Human Oversight

- **Privacy & Security Compliance Auditing**
- **Continuous Monitoring and Re-Certification**
- **Role-Specific Training (PD)**



Area 3: AI Integration (2.0)

Student Access	Grade Level Restrictions	Teacher Use	Student Use (HS)
<p>Student access to Generative AI Remains Blocked on district devices. <i>(TK-12)</i></p>	<p>Prohibited use of AI for school-related work: Grades TK–8. No permitted student use</p>	<p>Mandatory teacher disclosures. Teachers must retain final oversight and authority on student grades.</p>	<p>Teacher approval only. Must augment student learning. Requires lesson, project redesign and revised objectives</p>



4. Technology Management

- **Software and File Management**
- **Network and Core Services**
- **Standardized Hardware Configurations**
- **Staff Computing**

Area 4: Technology Management (2.0)

iPads

K-1: Shared, grade level mobile cart. Limited, focused use.

Chromebooks

2-12: Emphasis on active learning, project-based, and test prep/assessments.

After School

Eliminate all student devices (iPads, Chromebooks)

5. Services & Support

- **3-Tier, Rapid Response**
- **Enhanced Communication**
- **Role-Specific PD/Training**



6. Signature Projects



Year 1

Student & Staff Device
Refresh,
A/V Upgrades

Year 2

Optimize Security Cameras,
A/V Upgrades,
Asset Management

Year 3

A/V Upgrades,
Network Video Recorder
(NVR)

Evaluation (2.0)

Metrics

- Formative, Summative Assessments
- Device Analytics
- Screen Time Reports
- Student, Staff Surveys

Digital Programs

- i-SET** to determine digital program suitability.
- Monitor, flag, remove programs deemed passive or "overly gamified".

PD

- Collaboration **PLC**; Cycle of Inquiry
- Integration Study Teams
- SAMR** Integration: Grade Level Samples

Tech Committee

- Expanded Membership
- Regular Board Updates
- Cross-Functional Collaboration

Area	Draft 1.0	Draft 2.0	Key Revision
Area 1: Classroom Technology	K-2: 10–20 min/session (max 3/day)	No student screen technology in TK; K-2: 10–15 min/session (max 3/day). Restricts the use of student devices for behavior management, rewards, incentives.	No screens for TK. Reduced maximum K-2 session length. Restricts device use as incentives, rewards, behavior management
	Not explicitly defined in a dedicated section; focused on duration and nature of task.	Defined as any instructional period where students engage with a mobile computing device (iPad/Chromebook), including individual (1:1) and collaborative engagement (2+:1).	Formal definition of screen time - consistency across all grade levels.
Area 3: AI Integration	AI must augment learning; use must be sanctioned by teacher for high-value experiences like higher-order thinking.	AI platforms (ChatGPT, Gemini) are blocked on district devices/networks. Grades TK-8: Prohibited. Grades 9–12: Use only with prior teacher approval.	Continue blocking generative AI sites for all students. Clear prohibition of AI-assisted school work students K-8.
	Human oversight required to validate outputs and mitigate biases.	Mandatory written disclosure to parents if AI is used for grading. Manual review and professional justification required.	Strict teacher disclosure, transparency, oversight on use of AI, especially the use of AI grading tools.
Area 4: Technology Management	Students use iPads on a limited basis for interactive learning apps, foundational literacy, and creative expression.	iPads used on a "very limited" basis. Added specific usage for grade-wide common assessments during the school year.	Increases restrictions on general use of iPads (K-1). Clarifies role in seasonal assessments and online testing.
	TK-1: Classroom set of iPads and protective cases, charging cabinet, and teacher Chromebook.	K-1: Shared iPads (grade level mobile cart) rather than individual classroom sets.	Shared mobile iPad carts for K-1 reducing classroom device presence.
Implementation & Evaluation	Evaluation focused on general student learning outcomes	More specific quantitative measures listed including: CAASPP/SBAC and NWEA MAP. Digital program screening and selection now relies on i-SET	Metrics identified to evaluate success. Screening and removal digital programs identified as passive, overly "gamified".
		More emphasis placed on using the district's PLC process for improving tech integration practices and lesson design. Expanded instructional guidance on the use of SAMR to assess the learning value with use of tech.	Use of existing PLC/Cycle of Inquiry framework to improve effective tech integration. SAMR-rated lesson examples added (appendix).

Initial Timeline



Review with Site Admin
(July 2026)

Site Admin reviews plan with staff
(Aug 2026)

PD Draft Calendar Finalized
(Aug 2026)

PGTech Site Visits
(Sept 2026)

Parent Sign-On Letter Demands

1. Restrict TK–2nd grade device use to the weekly computer class.

Plan: No screens for TK, increased restrictions on general use of iPads, shared mobile iPad carts for K-1

2. Replace 1:1 device programs in grades 3–8 with limited, curriculum-driven access via computer carts or labs, strongly favoring labs for elementary schools. To make this feasible, eliminate all screen-based homework for elementary and middle school students.

Incompatible with current CA K12 school instructional mandates (i.e., Common Core Standards)

3. Block generative AI on all school devices until it is proven safe and clear, age-appropriate guidelines are in place.

Plan: Student access to all generative AI platforms blocked, prohibits AI-assisted school-related work for students under 9th grade.

4. Ban screen time for rewards, behavior management, brain breaks, and free time. Remove all Chromebooks and iPads from the Before and After School Recreation Program.

Plan: Restricts device use as incentives, rewards, or other behavior management purposes.

5. District create clear, accessible opt-out pathways for parents and students who wish to avoid device-based instruction, without penalty or academic disadvantage.

Not feasible at present time (see requirements above).

6. District to require that all educational technology meet independent, peer-reviewed standards proving their benefits outweigh any academic, developmental, or privacy risks.

Plan: District's tech committee oversight, i-SET, Common Sense Media, [everyyschool.org](https://www.everyyschool.org), etc., to evaluate, flag, and remove digital programs deemed passive, overly "gamified".



Thank you.



Board Cover Sheet

Action/Discussion

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

Meeting Date

Jun 18, 2026

Presenter(s)

Larry Haggquist

Item

Contract for services with EQ Schools

Recommendation

The District Administration recommends that the Board approve the professional services agreement with EQ Schools for leadership development, professional learning, parent engagement, and strategic support during the 2026–27 school year.

Background

Pacific Grove Unified School District continues to advance its work in support of the District's Culture of We framework, Cultural Proficiency, Restorative Practices, Professional Learning Communities (PLCs), and Social-Emotional Learning. These initiatives share a common focus on fostering environments where students, staff, and families experience belonging, safety, connection, and opportunity. As the District continues this work, opportunities for professional learning and leadership development can help strengthen alignment across initiatives, build staff capacity, and support sustainable implementation of district priorities. The proposed partnership with EQ Schools is intended to complement and deepen the District's existing efforts while supporting the goals identified in the Local Control and Accountability Plan (LCAP).

Information

The proposed agreement with EQ Schools will provide a series of professional learning and engagement opportunities during the 2026–27 school year, including leadership development, Board and Cabinet training, Cultural Proficiency Team facilitation, a districtwide staff experience, a parent education workshop, and strategic consultation. The services are designed to support and strengthen the District's ongoing work related to the Culture of We, Cultural Proficiency, Restorative Practices, Professional Learning Communities (PLCs), and Social-Emotional Learning. Through these experiences, EQ Schools will support the development of emotionally intelligent leadership, relational trust, belonging, communication, and collaborative practices that align with the District's goals and priorities.

Fiscal Impact

Funding for this agreement falls under LCAP Action 4.7: Community Consultation. The total cost of the agreement is \$35,000, which will be covered budgeted LCAP funding and Adult School funds.



Date:
June 8th, 2026

Letter of Agreement between EQ Schools and Pacific Grove Unified School District

Prepared For:

Larry Haggquist
Assistant Superintendent
lhaggquist@pgusd.org

Prepared By:

Roni Habib
Founder and CEO
EQ Schools
3141 Stevens Creek Blvd #40098
San Jose, CA 95117
Phone: (650) 260-8624
roni@eqschools.com

Scope of Work:

Building a Human-Centered “Culture of We” Through Belonging, Safety, and Prosperity

Prepared for Pacific Grove Unified School District
Roni Habib | Founder, EQ Schools

Overview

Thank you again for the thoughtful conversations and continued collaboration around this work.

This updated proposal reflects our recent discussion and is intentionally designed around the district's highest priorities while honoring budget realities and preserving the core vision of helping PGUSD continue advancing its work around Cultural Proficiency, Restorative Practices, PLCs, Social and Emotional Learning, and the district's "Culture of We" framework centered on **Belonging, Safety, and Prosperity**.

The intention of this partnership is not to introduce a separate initiative, but to help bridge and deepen the important work already underway while creating joyful, emotionally resonant, and practical experiences that support staff, leaders, students, and families.

As important as representation and inclusion are, true belonging goes deeper than visibility alone. It is one thing for students and staff to feel represented. It is another thing to feel deeply seen, understood, emotionally safe, and connected.

Belonging is not just intellectual. It is experiential.

Students and adults cannot truly thrive or prosper until they feel like they belong. And in order to feel like they belong, they need to feel seen, understood, emotionally safe, and connected.

A great deal of equity and cultural proficiency work struggles not because people do not care, but because people do not yet have the emotional tools to stay open, curious, regulated, and connected during difficult moments. This partnership is designed to help strengthen those human capacities while continuing to honor and advance PGUSD's existing vision and initiatives.

Proposed Partnership Scope

Investment: \$35,000

July 20, 2026

Leadership Retreat Experience (2.5 Hours)

A leadership experience designed to strengthen connection, emotional intelligence, communication, belonging, restorative leadership, and alignment around the district's ongoing initiatives and vision.

Themes may include:

- Building A Human-Centered Culture Of We
 - Belonging, Safety, And Prosperity
 - Emotionally Intelligent Leadership
 - Relational Trust And Communication
 - Joy, Connection, And Emotional Resonance
 - Restorative Leadership Practices
 - PLC Alignment And Shared Vision
-

August 3, 2026 (or another date if that works better for the board)

Board & Cabinet Experience 5:30pm - 8:00pm

Audience: Board Members, Cabinet, Superintendent Leadership Team

This session will support alignment across governance and leadership systems and explore:

- District Vision Alignment
- Belonging, Safety, And Prosperity
- Human-Centered Leadership
- Culture And Climate
- Communication And Trust
- Restorative Leadership Practices
- Supporting Sustainable Implementation

Note: If the board would prefer two meet twice this year, Roni Habib can provide the first training for 90 minutes on August 3rd (or another date) and the second training on one of the other dates that Roni will already provide a workshop for another group (Nov TBD date, March 15th, or May day TBD).

November (Date TBD)

Cultural Proficiency Team session 1 (90 minute)

Purpose:

This interactive session is designed to support the Cultural Proficiency Team as they continue serving as a guiding coalition for PGUSD's work around Cultural Proficiency, Belonging, Safety, Prosperity, Restorative Practices, and Human-Centered Schools. Participants will deepen their understanding of the emotional and relational conditions that help individuals and systems move from awareness to meaningful action.

Objectives:

- Explore the connection between Cultural Proficiency, Belonging, Emotional Intelligence, and Restorative Practices.
- Build emotional resonance, trust, alignment, and collective efficacy among coalition members through experiential activities, dialogue, and reflection.
- Identify the emotional and relational barriers that can make difficult conversations challenging and learn strategies for remaining open, curious, regulated, and connected.
- Strengthen the team's shared vision for creating school environments where students, staff, and families feel seen, understood, emotionally safe, and connected.

March 15, 2027

Districtwide Staff Experience (2.5 Hours)

Audience: Elementary and Secondary Staff (~300 Participants)

A high-energy, interactive, and emotionally resonant experience designed to support staff well-being, belonging, connection, resilience, and practical implementation.

The experience will blend:

- Emotional Intelligence
- Positive Psychology
- Restorative Practices
- Communication Tools
- Joyful Engagement Strategies
- Reflection And Practical Application

The intention is to help create environments where staff feel energized, connected, and equipped to continue supporting the whole child.

March 15, 2027

Mindful Parenting Experience (1.5 Hours)

Mindful Parenting - Session description:

We all want our children to be happy, more peaceful, more attuned to others' needs, and to be able to regulate during stressful times. The best way for them to learn these skills is through watching their role models practice them. Yet, what does it mean to be mindful? And what does it mean to parent mindfully? How can we become more present with and for our children when life can be so incredibly busy? How can we begin to emotion-coach our children and help them thrive through adversity? In our time together, we'll explore these questions and understand the why and how of mindful parenting. This session will be active, fun, and you'll learn a ton!

May (Date TBD)

Cultural Proficiency Team session 2 (90 minute)

Purpose:

This reflective and forward-looking session is designed to help the Cultural Proficiency Team assess growth across the year, celebrate successes, identify lessons learned, and strengthen plans for sustaining and deepening the district's Culture of We. Participants will examine how the work has impacted belonging, safety, prosperity, and school culture while identifying priorities for the future.

Objectives:

- Reflect on progress made throughout the year related to Cultural Proficiency, Belonging, Restorative Practices, and Human-Centered Leadership.
- Celebrate successes, bright spots, and examples of meaningful impact across schools and departments.

- Explore opportunities to strengthen sustainability and ensure that a sense of belonging, psychological safety, and cultural proficiency remains embedded in everyday practices, relationships, and systems.
- Identify leadership actions that can continue to strengthen trust, connection, belonging, and psychological safety throughout the district.
- Create shared commitments and priorities for the next phase of the district's journey toward a more inclusive, connected, and thriving school community.

Strategic Partnership Support

Included throughout the year:

- Two to Three Strategic Zoom Check-In Meetings focused on Sequencing, Implementation, And Alignment
-

Alignment With PGUSD Priorities & LCAP Goals

This partnership is designed to support all four district goals:

Goal 1: Academic Program

Supporting collaboration, educator alignment, communication, and school culture that strengthen learning environments and student outcomes.

Goal 2: Social & Emotional Learning

Developing emotional intelligence, connection, belonging, resilience, and psychologically safe learning environments.

Goal 3: Academic Support

Helping students feel seen, supported, connected, and positioned for success.

Goal 4: Cultural Proficiency

Building upon the district's strong foundation and helping bridge Cultural Proficiency work into emotionally intelligent, relational, and practical implementation.

Conditions:

Pacific Grove Unified School District USD will provide one large room that comfortably fits the audience size for the in person workshops, equipped with an LCD projector, and a sound system.

Pacific Grove Unified School District USD will also provide onsite technical support and logistical support for the sessions if needed.

Copyright:

EQ Schools services will be licensed under the Creative Commons Attribution Share Alike 3.0 license.

Attribution — You must give **appropriate credit**, provide a link to the license, and **indicate if changes were made**. You may do so in any reasonable manner, but not in any way that suggests the licensor endorses you or your use.

Participant Information

In the course of running the workshops and keynote, the facilitator may ask attendees for their contact information that may also be used by EQ Schools for promotion of future events. EQ Schools will never distribute or sell this information. Participants can opt out of receiving emails from EQ Schools at any time using the "unsubscribe" feature in each EQ Schools email or by replying to EQ Schools at info@eqschools.com to remove their name from the mailing list of EQ Schools.

Compensation:

Pacific Grove Unified School District USD has agreed to compensate EQ Schools a discounted package rate in the amount of **\$35,000**.

This compensation in total includes all travel and lodging costs associated with the workshops. It does not include the cost to buy copies of Happy and Resilient for staff. These copies can be purchased at a reduced price directly from the publisher.

A deposit of \$5,000 is due 15 days after signing this agreement in order to secure the dates of service (\$1000 per date of service).

The balance of \$30,000 is due 15 days after the first day of service.

Kindly submit your payments electronically as the primary method.

In the event electronic payment is not feasible, please forward checks to EQ Schools at the following address:

EQ Schools
3141 Stevens Creek Blvd #40098
San Jose, CA 95117

Cancellation:

Services may be canceled by EQ Schools or Pacific Grove Unified School District USD with or without cause upon the giving of sixty days written notice to the other party. If services are canceled by Pacific Grove Unified School District USD less than sixty days prior to the first day of service unless for a natural disaster or other emergency situation as per EQ Schools policy, Pacific Grove Unified School District USD will be invoiced and agrees to pay for 50% of the fee (\$17,500 in this case).

Changes:

Changes to this proposal may be arranged by mutual agreement in writing between Roni Habib at EQ Schools and Pacific Grove Unified School District USD.

Agreement:

This letter of agreement may serve as a contract between EQ Schools and Pacific Grove Unified School District USD. If this letter meets the needs of both parties, authorized representatives may sign below to signify agreement to the terms above.

EQ Schools

Name: Roni Habib

Title: Founder and CEO

Sign: _____

Date: _____

Pacific Grove Unified School District

Name: Larry Haggquist

Title: Assistant Superintendent

Sign: _____

Date: _____

Board Cover Sheet

Action/Discussion

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

Meeting Date

Jun 18, 2026

Presenter(s)

Buck Roggeman

Chief Human Resources Officer

Item

Pacific Grove Unified School District Confidential Employees Agreement

Recommendation

The District Administration recommends that the Board review and approve the agreement between the Pacific Grove Unified School District and the Confidential Employees.

Background

All changes to agreements between the District and the Confidential Employees require approval by the Board. However, AB 1200 does not require the District to submit details of agreements with non-bargaining units to the Monterey County Office of Education (MCOE) for review.

Information

The agreement with the Confidential Employees is as follows:

1. A 2% increase will be applied across the board to the Confidential Salary Schedule based on full-time equivalency for the 2026-2027 fiscal year.
2. The remainder of the total compensation increase (0.5%) will be applied to the confidential Health and Welfare cap, resulting in the following total annual District contributions per each confidential employee enrolled in the District's benefit program: \$1,487
3. The District will provide a timeline and procedure for completing a review of confidential employee job responsibilities and salaries with neighboring districts during the 2026-2027 fiscal year. This had been agreed to previously; however, the study was not completed in 2025-2026.
4. The term, benefits, and regulations of the PGUSD-CSEA collective bargaining agreement shall in their entirety to the Confidential Employees Group.
5. The Confidential Employees Group will adopt all newly negotiated CSEA terms regarding Professional Growth and Longevity.

Fiscal Impact

For fiscal year 2024-2025, there is no fiscal impact.

For fiscal year 2025-2026, an increase of **\$29,299** (*inc. H&W & statutory benefits*)

2026-27 Confidential Employees Group Compensation Agreement

The Confidential Employees Group met on June 2, 2026 to discuss the following compensation agreement for the 2026-2027 fiscal years:

Effective July 1, 2026 a total compensation increase of 2.5% broken down as follows:

Salary Adjustment:

1. 2% increase will be applied to the Confidential Salary Schedule for the 2026-27 fiscal year, based on full-time equivalency.

Health and Welfare (H&W) Adjustment:

2. The remainder of the total compensation increase will be applied to the Confidential Health and Welfare cap, resulting in the following total annual District contributions per confidential employee:
 - \$8,128 in 2026-27 (\$1,487 increase E only)
 - \$8,404 in 2026-27 (\$1,487 increase E +1)

Additional Requests:

3. The Confidential Employees Group notes that the May 13, 2024 agreement included a request for the District to conduct a review and comparison of confidential employee job responsibilities and salaries with neighboring districts during the 2024–2025 fiscal year. The agreement further stated that any necessary updates to compensation and job descriptions would be considered based on the findings of that review. To date, this review has not been completed.

Additionally, the June 9, 2025 agreement again requested that the District conduct a review and comparison of confidential employee job responsibilities and salaries with neighboring districts during the 2025–2026 fiscal year. The parties agreed that this work would be incorporated into the CSEA job classification study that had previously been negotiated. The agreement further provided that any necessary updates to compensation and job descriptions would be considered based on the findings of the study. This review has also not been completed.

Accordingly, the Confidential Employees Group requests that the District provide a timeline and procedure for completing this review and comparison of confidential employee job responsibilities and salaries with neighboring districts during the 2026–2027 fiscal year. As previously agreed, this review should have been integrated into the existing CSEA job classification study. Following completion of the study, the parties would discuss any recommended updates to job descriptions and determine whether compensation adjustments are warranted based on the findings, with any such adjustments being consistent with the methodology and outcomes of the negotiated CSEA classification and compensation study.

4. The terms, benefits, and regulations of the CSEA agreement shall apply in their entirety to the Confidential Employees Group.
5. The Confidential Employees Group will adopt all newly negotiated CSEA terms regarding Professional Growth and Longevity.

This agreement is made with the understanding that if through negotiations for the 2026-2027 year, any other District Bargaining Unit comes in with a higher total compensation adjustment, the Confidential Employees Group will be entitled to the same adjustment.

All other provisions of prior compensation adjustments, not in conflict with the above, shall remain in effect.

By signing this Proposal, the Confidential Employees Group agrees to all the terms.

Confidential Employees		Pacific Grove Unified School District	
<i>Angela Lopez</i>	6/5/26	Signed by: <i>Erick Koppman</i> SDCCED0A2E544E	
<i>Carly Adams</i>	6/5/26	Signed by: <i>Josh Bern</i> B60016739AA34F2	
<i>Cary Sullivan</i>	6/5/2026	Signed by: <i>Linda Hansen</i> C8B336999E80469	
<i>Bruce Fry</i>	6/5/26		
<i>Kimberly O'Leary</i>	6/5/26		
<i>Lu Ann</i>	6/5/26		
<i>[Signature]</i>	6/5/26		
<i>[Signature]</i>	6/5/26		

Board Cover Sheet

Action/Discussion

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

Meeting Date

Jun 18, 2026

Presenter(s)

Josh Jorn

Assistant Superintendent

Item

Classified and Certificated Management Salary Schedule – 2026-27

Recommendation

The District Administration recommends that the Board review and approve the Classified and Certificated Management Salary Schedule for the 2026-27 school year.

Background

The Pacific Grove Unified School District maintains public salary schedules for all employee classifications in accordance with California Education Code requirements and collective bargaining transparency mandates. Recent legislation requires Local Educational Agencies (LEAs) to bring forward the management salary schedules annually—which encompass positions including school principals, directors, coordinators, and assistant superintendents—before the Board of Education to ensure operational updates are finalized prior to the launch of the new fiscal year.

Historically, adjustments to the management salary schedule have mirrored or corresponded directly with negotiated cost-of-living adjustments (COLA) and health and welfare benefit allowances finalized through agreements with the district's labor partners, including the Pacific Grove Teachers Association (PGTA) and the California School Employees Association (CSEA)

Information

The proposed Management Salary Schedule for the 2026-27 school year reflects a \$2.00% increase to the base salary and adjustments to Health and Welfare (H&W) provisions.

Health Care Allowance: Incorporates a \$1,487 health and welfare benefit increase to the baseline, maintaining an explicit \$3,000 baseline payment distributed in equal monthly payroll installments for full-time management employees enrolled in district medical, dental, and vision plans.

Stipends & Longevity: Retains a longevity step increase of \$2.50% of salary granted after the completion of 10, 12, 15, and 20 years of service in a PGUSD management capacity. It also maintains a Doctorate stipend set at \$3.02% of Step 1 of the Assistant Principal's salary, and covers professional ACSA dues for members of management.

Fiscal Impact 2026/27 ▾ (01) General Fund ▾

**PACIFIC GROVE UNIFIED SCHOOL DISTRICT
MANAGEMENT SALARY
2026/2027**

POSITION	WK YEAR	1	2	3	4	5	6	7	8
High School Principal	220	186,706	191,348	195,979	200,625	205,255	209,894	214,530	220,930
**Adult School Principal	220	174,798	179,138	183,480	187,814	192,158	196,497	200,833	206,822
Middle School Principal	215	173,000	177,293	181,592	185,884	190,181	194,472	198,768	204,696
Elementary Principal	215	171,535	175,811	180,055	184,311	188,644	192,830	197,251	203,902
High/ Middle Asst. Principal	210	164,494	168,574	172,654	176,741	180,823	184,902	188,979	194,612
**Summer/ESY Principal	24	10,635	10,635	10,635	10,635	10,635	10,635	10,635	10,635
Executive Director Education Services	220	172,270	176,543	180,819	185,100	189,376	193,654	197,922	203,824
	Daily Rate	783	802	822	841	861	880	900	926
Executive Director Student Services	220	174,798	179,138	183,480	187,814	192,157	196,497	200,833	206,823
	Daily Rate	795	814	834	854	873	893	913	940
Director Educational Technology	215	161,366	162,997	164,644	166,306	167,988	169,685	171,399	175,793
	Daily Rate	751	758	766	774	781	789	797	818
Chief Human Resources Officer	Annual 225	184,721	189,304	193,889	198,482	203,066	207,650	212,230	218,559
	Daily Rate	821	841	862	882	903	923	943	971
Nutrition Director	Annual 220	115,546	120,231	124,916	129,603	134,287	138,973	143,658	148,345
	Daily Rate	525	547	568	589	610	632	653	674
Director of Technology	Annual 222	151,324	153,104	154,905	156,718	158,554	160,408	162,279	164,171
	Daily Rate	682	690	698	706	714	723	731	740
Director Facilities & Transportation	Annual 225	152,146	156,015	159,987	164,058	168,129	172,301	176,580	180,963
	Daily Rate	676	693	711	729	747	766	785	804
Adult School Program Coordinator	Annual 220	108,561	112,090	115,732	119,493	123,377	127,387	131,526	135,801
	Daily Rate	493	510	526	543	561	579	598	617
Assistant Superintendent Business Services	Annual 225	206,786	223,436	234,608	240,473	246,485	252,648	258,964	265,437
	Daily Rate	919	993	1,043	1,069	1,095	1,123	1,151	1,180

Health Allowance payment \$3000 eff. 7/1/2016-\$872 to each cell. Eff 7/1/2021 Health Allowance increased to \$4200. Eff 7/1/2022 Health Allowance of \$4200 changed to District Contribution.

Note: In addition to other compensation each full time management employee who is enrolled in the district medical, dental and vision plans, shall have their annual compensation increased by the amount of this payment. The payment shall be made in installments over the normal monthly payroll. Eligible part-time employees shall receive a proportional share of the Health Allowance subject to enrollment in the insurance plans. Eff 7/1/2022 Health Allowance changed to district contribution. No compensation will be made for enrollment in district medical, dental and vision plans.

Earned doctorate stipend=3.02% of Step 1 of Assist Principal's salary

Paid ACSA Dues eff 7/1/16 ~ Dir. ET add/ Dir. Ed.Inf.Tech inc. to comps

Longevity to be instituted in the 2006-07 school year, requires years to be served in Management capacity in PGUSD.

completion of 10 years of service 2.5% of salary (effective 7-1-2006)

completion of 12 years of service 2.5% of salary (effective 7-1-2006)

completion of 15 years of service 2.5% of salary (effective 7-1-2006)

completion of 20 years of service 2.5% of salary (effective 7-1-2006)

** Eligibility for these steps require 10 or more years of service with the Pacific Grove Unified School District

Dir Ed Tech added 2010/11 * not eligible for increase 10/11

Nutrition Director added 2006/2007 Dir. Fac. & Trans added 10/30/2014

Increase of 7.0% effective 7-1-2005, Increase of 6.87% effective 7-1-2006, Increase of 4.0% effective 7-1-2007

Increase of 2.0% effective 7-1-2008, increase 1.4% effective 7-1-2010, increase of 0.7% effective 7-1-2011

** Revision incorporates Adult School Administrators into the Management Salary Schedule. Previously separated as

Increase of 1.45% effective 7-1-2012, Increase of 2.25% effective 7-1-2013

2013-2014 Eff July 1, 2013 Classified Mangement salaries increase 7% and employees will pay their own PERS contributions.

Increase of 2.25% effective 7-1-2014, Increase 3.5% eff 7/1/15, Increase 3.5% eff. 7/1/2016

Add 5 days to elem prin. Rate change eff. 7-1-2015, Add 10 days to Curr/Sp. Proj.Dir eff.7/1/2015; 3.5% increase eff 07/01/2017; 3.2% inc eff 07/01/2018

eff 02/13/2019 add Adult School Program Coordinator 220 work days

eff 06/20/2019 for 2019/2020 remove Director of Educational and Informational Technology replace with Technology Systems Coordinator

2.21% Base Salary inc. eff. 7/1/19. 3.0% Base Salary inc. eff. 7/1/20. 5% Base Salary Inc.

7/1/22 5% Base Salary Increase, \$1000 increase to H&W

7/1/23 3.25% Base Salary Increase, \$3300 increase to H&W

7/1/24 0% Base Salary Increase, \$0 increase to H&W

7/1/24 0% Base Salary Increase, \$0 increase to H&W

7/1/25 2% Base Salary Increase, .5% increase to H&W (\$1441)

7/1/26 2% Base Salary Increase, .5% increase to H&W (\$1487)

Board Cover Sheet

Action/Discussion

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

Meeting Date

Jun 18, 2026

Presenter(s)

Jennifer McNary
Board President

Item

Superintendent's Contract (2026-29 SY)

Recommendation

The District Administration recommends that the Board approve the Superintendent's Contract for the 2026-27 school year.

Background

The District Superintendent works as a contracted employee to the Governing Board. This contract governs her term of employment and compensation.

Information

The Board, on an annual basis, reviews the Superintendent's contract and compensation. Proposed modifications are noted below:

Modification to Para 1, Term:

- Based on the Satisfactory evaluation received by Superintendent, and pursuant to Section 5.e. of the Agreement, the Term shall be extended to June 30, 2029.

Modification to Para 2, Salary:

- Based on the Satisfactory evaluation received by the Superintendent, and pursuant to Section 2.c. of the Agreement, the Board grants a 2% Cost-of-Living Adjustment (COLA) salary increase and a 0.5% increase in benefits for the 2026–2027 fiscal year, the same as that granted to certificated management employees. for 2026-2027
- Based on the Satisfactory evaluation received by Superintendent, and pursuant to Section 5.b. of the Agreement, the Superintendent will progress to the 2026-2027 Step of the attached Superintendent's salary schedule.

The Board agrees to pay Superintendent a base salary of Two Hundred Eighty-six Thousand Nine Hundred Sixty-one Dollars (\$286,961) for two hundred twenty-five (225) days of service per year, effective July 1, 2026, payable in twelve (12) equal installments July 1, 2026 through June 30, 2027.

Fiscal Impact

The Superintendent shall be paid a base salary of Two Hundred Eighty-six Thousand Nine Hundred Sixty-one Dollars (\$286,961) for two hundred twenty-five (225) days of service per year. The Superintendent shall not be compensated for days worked in excess of two hundred twenty-five (225) days of service each year exclusive of Saturdays, Sundays and after hours worked subject to approval by the Board. If it is necessary to determine the Superintendent's daily rate-of-pay (per diem), the Parties agree that the Superintendent's annual base salary shall be divided by two hundred twenty-five (225).

PACIFIC GROVE UNIFIED SCHOOL DISTRICT
SUPERINTENDENT EMPLOYMENT AGREEMENT

This Employment Agreement ("Agreement") is made and entered into by the Governing Board of the Pacific Grove Unified School District ("District" or "Board") and Dr. Linda Adamson ("Superintendent").

1. **Term.** The District hereby employs Superintendent for a period beginning on July 1, 2026, and terminating on June 30, 2029, unless terminated earlier or extended as provided by the terms of this Agreement or as required by law.

2. **Salary.**

a. **Base Salary.** The Superintendent shall be paid a base salary of **Two Hundred Eight-six Thousand and Nine Hundred Sixty-one Dollars (\$286,961)** for two hundred twenty-five (225) days of service per year. The Superintendent shall not be compensated for days worked in excess of two hundred twenty-five (225) days of service each year exclusive of Saturdays, Sundays and after hours worked subject to approval by the Board. If it is necessary to determine the Superintendent's daily rate-of-pay (per diem), the Parties agree that the Superintendent's annual base salary shall be divided by two hundred twenty-five (225). In the event that the Superintendent works more than two hundred twenty-five (225), she shall be paid a per diem for the additional days up to a maximum of ten (10) days subject to Board approval prior to the end of the school year.

b. **Superintendent's Salary Schedule.** Beginning with the 2026-2027 school year, the Superintendent will be placed on Step 1 of the attached Superintendent's salary schedule. Upon receiving an overall satisfactory or better evaluation for the previous school year, the Superintendent shall move one step on the salary schedule beginning with the 2027-2028 school year.

c. **Merit Based COLA Increase.** If the Superintendent receives an overall satisfactory evaluation in the prior year, the Board shall grant a cost-of-living (COLA) salary increase equal to the same percentage increase granted to certificated management employees in the same school year. Any salary increase shall be approved by the Board each year in open session at a regularly called Board meeting.

d. **Salary Increases by Mutual Consent.** The Board reserves the right to increase the Superintendent's salary for any year of this Agreement with the mutual written consent of the Superintendent and the Board.

e. Salary Payment Process. The Superintendent's salary shall be payable in twelve (12) approximately equal monthly payments, less all applicable deductions and withholdings required by law or authorized by the Superintendent. An increase in salary shall not extend the term of this Agreement.

f. Effective Date. Salary increases shall be effective on any date ordered by the Board in accordance with Education Code section 35032.

3. **Additional Benefits.**

a. Health Insurance Benefits. The Superintendent shall receive the same health, dental, vision and other fringe benefits in the same manner and subject to the same limitations as other District management employees as those benefits may change from time-to-time.

b. Life Insurance. During the term of her employment the District will provide the Superintendent with a term life insurance policy in the amount payable to her beneficiaries in the same manner as provided to other certificated management employees of the District.

c. Automobile. The Superintendent shall be eligible for mileage reimbursement for work-related travel outside the boundaries of Monterey County. Superintendent shall not be entitled to reimbursement for travel to and from her residence.

d. Professional Dues. The District agrees to pay the Superintendent's dues for membership in the Association of California Administrators (ACSA), Association for Supervision and Curriculum Development (ASCD), and the California Association of Latino School Administrators (CALSA) during her employment with the District. The Superintendent may recommend to the Board membership in other professional organizations (including but not limited to local organizations).

e. Sick Leave. The Superintendent shall earn and accrue twelve (12) days of sick leave with pay for each full year of service rendered during the term of this Agreement. The Superintendent may accumulate unused sick leave without limitation. In no event shall the District make a cash payment to the Superintendent for accumulated and unused sick leave.

f. Holidays. The Superintendent shall receive all holidays granted to the District's certificated administrative employees.

g. Expense Reimbursement. The District shall reimburse the Superintendent for actual and necessary expenses incurred by the Superintendent within the course and scope of her employment, so long as such expenses are incurred by prior approval of the Board, are consistent with this Agreement and so long as the cost of the expense is not already provided for under the

terms of this Agreement. For reimbursement, the Superintendent shall submit and complete expense claims in writing in accordance with the District's policies, rules and regulations and shall provide the Board with copies of the Superintendent's monthly expense reports. The Superintendent's expense claims shall be supported by appropriate documentation prior to reimbursement.

h. Tax Deferred Plans. The District agrees to provide the Superintendent with the ability to use an IRS Section 403b or similar tax deferred plan, an IRS Section 125 Cafeteria Plan, and other plans which are made available to other District employees. All employee and employer contributions to such plans shall conform to all requirements of state and federal law.

~~i. Professional Development. The District and the Superintendent shall agree upon a professional development plan to include a mentoring and coaching component. The District shall allocate up to Fifteen Thousand Dollars (\$15,000.00) which may be used by the Superintendent through June 30, 2025 for the Superintendent to obtain and utilize the service of a professional coach/mentor.~~

j. Technology and Devices. The Board shall provide to the Superintendent, at District expense, a cell phone and a laptop computer and/or tablet, hereinafter "Technology Devices." The District shall pay any costs and expenses associated with owning, licensing, operating, and maintaining such Technology Devices. This does not include costs associated with maintaining home internet access. All Technology Devices so provided are the property of the District and the District shall have the right to control the access to, and use, of Technology Devices through its Board policies, including but not limited to its technology use policies, personnel policies, and its risk management policies. All District-provided Technology Devices are provided to facilitate the performance of the Superintendent's duties and obligations as an employee of the District. The Superintendent may use District-provided Technology for personal use within reasonable limits and in a manner consistent with Board policies, including but not limited to personnel policies and risk management policies. The Superintendent shall not use any Technology Devices in any manner that is inconsistent with such policies.

4. **Superintendent's Duties.**

a. General Duties. The Superintendent is employed as District Superintendent and shall perform the duties of District Superintendent as prescribed by this Agreement, the laws of the State of California, Board Policy, and the Superintendent's job description. The Superintendent shall be chief executive officer and secretary of the Board. The Superintendent shall have primary responsibility for execution of Board policy, responsibility for the duties prescribed by Education Code section 35035, and responsibility for any duties authorized by the Board pursuant to Education

Code section 17604. As appropriate, the Superintendent may use the resources of other staff to carry out these duties.

b. Personnel Matters. The Superintendent shall have primary responsibility for all personnel matters including selection, assignment, discipline, and dismissal of employees, subject to the approval of the Board. The Board shall refer all complaints and concerns made to individual members of the Board, or the Board as a body, for review and action by the Superintendent.

c. Administrative Functions. The Superintendent, as the chief executive officer, shall (1) review all policies adopted by the Board and make appropriate recommendations to the Board; (2) periodically evaluate or cause to be evaluated all District employees as provided by California law and Board policy; (3) advise the Board of all possible sources of funds that might be available to implement present or contemplated District programs; (4) assume responsibility for those duties specified in Education Code section 35250; (5) endeavor to maintain and improve her professional competence by all available means, including, but not limited to, subscription to and reading of appropriate periodicals; attendance at State and regional professional conferences and meetings; and membership in appropriate professional associations; (6) establish and maintain positive community, staff and Board relations; (7) serve as the Board's representative with respect to all employer-employee matters and make recommendations to the Board concerning those matters; (8) recommend to the Board, District goals and objectives for the ensuing school year; and (9) unless unavoidably detained, or with prior Board approval to be absent, attend all meetings of the Board with the exception of those closed sessions in which the Board discusses matters related to the Superintendent's employment, and shall serve as an ex officio member on any and all District committees and subcommittees, and shall be entitled to submit recommendations on any items of business considered by the Board or any committee or subcommittee of District.

d. Board-Superintendent Roles. The Board has primary responsibility for formulating District policies and setting District goals. The Superintendent has primary responsibility for implementing District policies and goals. In addition, while the Superintendent shall have primary responsibility for assignment and transfer of employees and for selecting candidates for consideration for employment, the Board alone shall have the authority to hire and dismiss District personnel. The Board and the Superintendent agree to collaboratively support and assist one another to fulfill these roles and responsibilities.

e. Board-Superintendent Relations. The Parties acknowledge the importance of creating and projecting to students, staff, parents, and the community a positive and professional image of the

Board, the Superintendent and the District. Thus, to avoid damage to the Board's and the Superintendent's image and credibility, and as not to lessen each other's ability to perform effectively, the Parties agree to conduct the business of the District by communicating and interacting in a manner that is professional and respectful. Board concerns, criticisms and dissatisfaction with the Superintendent's performance shall therefore be addressed through closed session discussions or via the evaluation process. The Superintendent's concerns, criticisms and dissatisfaction with the Board shall likewise be addressed with professionalism and respect.

5. **Evaluation.**

a. **Yearly Evaluation.** The Board shall devote a portion of at least one meeting annually to discuss and evaluate the performance and working relationship between the Superintendent and the Board, including a mid-year verbal discussion each school year. The Superintendent shall work with the Board to develop a timeline for each year's evaluation process. This evaluation shall be based on the duties of the position, the job description (if any) and any mutually agreed upon District goals and objectives, which shall be jointly developed by the Superintendent and the Board. The Board may conduct more than one formal written evaluation each school year. The evaluation instrument shall also be jointly developed by the Superintendent and the Board which shall include a provision indicating whether or not the overall evaluation was "Satisfactory" and shall be retained in the Superintendent's personnel file.

b. **Self-Evaluation.** To assist the Board in the evaluation process, the Superintendent shall complete a written self-evaluation. This self-evaluation shall include a review of any action plans presented to the Superintendent at previous evaluations and shall include a report to the Board regarding the "State of the District." In addition, the Superintendent agrees to provide the Board with a written report regarding her use of sick leave indicating days used during the current school year and the number of accrued, unused days remaining. (The Superintendent agrees to submit a copy of this report to the District's payroll and personnel departments as well).

c. **Board Evaluation of the Superintendent.** Upon receipt of the self-evaluation and the "State of the District" report, the Board shall evaluate the Superintendent. To initiate the evaluation process, the Superintendent shall inform each member of the Board in writing of the need for an evaluation by February 1 each year. Upon completion, the Board shall meet with and provide a copy of the evaluation report to the Superintendent in a closed session Board meeting no later than June 30 each year; however, the Board's failure to evaluate the Superintendent or its failure to timely evaluate the Superintendent shall have no impact upon the term of this Agreement or upon the Superintendent's salary. Any Board evaluation of the Superintendent shall be deemed at least

“satisfactory” if a majority of the members of the Board so determine. In the event that the Superintendent’s evaluation is not completed by June 30th, unless that date is mutually extended, the Superintendent’s performance shall be deemed to be “satisfactory” for purposes of this Agreement and any entitlement under this Agreement.

d. Action Plan. Based upon findings specified in the evaluation report, the Superintendent, in collaboration with the Board, will prepare an action plan, if necessary, which will address areas identified as needing clarification, emphasis or improvement. The action plan will be included as an addendum to the evaluation report. If a jointly prepared action plan cannot be agreed upon, the Board, in its sole discretion, shall issue the action plan. The Superintendent and the Board shall sign the evaluation report and the action plan. However, failure of the Superintendent to sign the evaluation or action plan shall have no legal effect upon the Superintendent's duty to implement the evaluation and action plan.

e. Contract Extension. If the Superintendent receives a satisfactory evaluation, the term of Superintendent's Agreement may be extended by one (1) year by the Board so long as the Agreement never exceeds four (4) years as provided in paragraph 5g herein below.

f. Contract Review. At the conclusion of each annual evaluation, the Parties shall review this Agreement and consider proposed modifications and additions.

g. Impact of a Satisfactory Evaluation. If the Superintendent receives a satisfactory evaluation, the Superintendent shall be entitled to the step and merit salary increases specified in section 2 of this Agreement. At the conclusion of each year's evaluation, the Superintendent and the Board shall state, in writing, on the Superintendent's evaluation form, whether or not the evaluation is "satisfactory" or "unsatisfactory" so that a clear and affirmative decision is made regarding the Superintendent's entitlement to the salary increases and the contract extension. If the Board determines that the Superintendent's evaluation is "unsatisfactory," the Superintendent's salary and contract term shall remain unchanged. If the Superintendent's evaluation is satisfactory, the Board shall report the result in open session. In addition, any contract extension or salary increases must be approved by the Board in open session at a regular meeting so that the public remains informed about the Superintendent's current salary and contract term.

h. Outside Facilitator. Whenever it is deemed desirable by the Governing Board, an outside advisor may be mutually selected by the Board and the Superintendent to facilitate discussion of the relationship between the Board and Superintendent. The outside advisor shall be paid for by District.

6. **Termination of Agreement.**

a. **Mutual Consent.** This Agreement may be terminated at any time by mutual consent of the Board and the Superintendent.

b. **Resignation.** The Superintendent may resign and terminate this Agreement only by providing the Board with at least ninety (90) days advance written notice, unless the Parties agree otherwise.

c. **Non-Renewal of Agreement by the District.** The Board may elect not to renew this Agreement upon its expiration by providing written notice to the Superintendent in accordance with Education Code section 35031 (currently Forty-five (45) days' prior notice) or other applicable provisions of law.

d. **Termination for Cause.** The Board may terminate the Superintendent for: (1) breach of this Agreement; (2) unsatisfactory performance established by at least two written evaluations conducted at least six (6) months apart; (3) refusal or failure to act in accordance with a specific provision of this Agreement or a lawful directive of a majority of the Board; (4) misconduct or dishonest behavior with regard to the Superintendent's employment; or (5) conviction of a crime involving dishonesty, breach of trust, or physical or emotional harm to any person.

The existence of such cause shall constitute a material breach of this Agreement and shall extinguish all rights and duties of the Parties under this Agreement. If cause exists, the Board shall meet with the Superintendent in closed session and shall submit a written statement of the grounds for termination and copies of written documents the Board reasonably believes supports termination. If the Superintendent disputes the charges, the Superintendent shall then be entitled to a conference before the Board in closed session, which shall take place no sooner than fourteen (14) days after the meeting at which the written statement of the grounds for termination have been provided to allow the Superintendent an adequate opportunity to prepare her response. The Superintendent and the Board shall each have the right to be represented by counsel at their own expense. The Superintendent shall have a reasonable opportunity to respond to all matters raised in the charges and to submit any written documents the Superintendent's believes are relevant to the charges. The conference with the Board shall be an evidentiary hearing and either Party shall have the opportunity to call witnesses. If the Board, after considering all evidence presented, decides to terminate this Agreement, it shall provide the Superintendent with a written decision. The decision of the Board shall be final. The Superintendent's conference before the Board shall be deemed to satisfy the Superintendent's entitlement to due process of law and shall be the Superintendent's exclusive right to any conference or hearing otherwise required by law. The Superintendent waives any other

rights that may be applicable to this termination for cause proceeding with the understanding that completion of this hearing exhausts the Superintendent's administrative remedies and then authorizes the Superintendent to contest the Board's determination in a court of competent jurisdiction.

e. Termination without Cause. The Board may, for any reason, without cause or a hearing, terminate this Agreement at any time. In consideration for the exercise of this right, the District shall pay the Superintendent, in one lump sum, from the date of termination until the expiration of this Agreement, or for a period of twelve (12) months, whichever is less. The calculation for purposes of the lump sum payment to the Superintendent shall be based upon the rate of salary in effect on the last day of the Superintendent's employment with the District. The Board shall provide the lump sum payment to the Superintendent within thirty (30) calendar days of the Superintendent last day of employment with the District.

For purposes of this Agreement, the term "salary" shall include only the Superintendent's regular monthly base salary and shall not include the value of any other stipends, reimbursements or benefits received under this Agreement. All payments made pursuant to this termination without cause provision shall be subject to applicable payroll deductions and shall be treated as compensation for state and federal tax purposes. No payments made pursuant to this early termination provision shall constitute creditable service or creditable compensation for retirement purposes. Payments made pursuant to this termination without cause provision shall be considered as final settlement pay and shall not count for any retirement purpose; accordingly, no deductions shall be made for retirement purposes.

The Superintendent shall also be entitled to District-paid health benefits, as those benefits may change from time-to-time, until expiration of this Agreement, a period of twelve (12) months, or until the Superintendent obtains other employment for which the Superintendent qualifies for and is receiving health benefits, whichever occurs first.

The Parties agree that any damages to the Superintendent that may result from the Board's early termination of this Agreement cannot be readily ascertained. Accordingly, the Parties agree that the payment made pursuant to this termination without cause provision, along with the District's agreement to provide paid health benefits, constitutes reasonable liquidated damages for the Superintendent, fully compensates the Superintendent for all tort, contract and other damages of any nature whatsoever, whether in law or equity, and does not result in a penalty. The Parties agree that the District's completion of its obligations under this provision constitutes the Superintendent's sole remedy to the fullest extent provided by law. Finally, the Parties agree that this provision meets the

requirements governing maximum cash settlements as set forth in Government Code sections 53260, et seq.

f. Termination for Inappropriate Fiscal Practices. Notwithstanding any other provision of this Agreement to the contrary, if the Board believes, and subsequently confirms through an independent audit, that the Superintendent has engaged in fraud, misappropriation of funds, or other illegal fiscal practices, then the Board may terminate the Superintendent and the Superintendent shall not be entitled to any cash, salary payments, health benefits or other noncash settlement (e.g. health benefits) as set forth above. If the Superintendent elects to contest the Board's determination in this regard, the Superintendent may request a hearing before an administrative law judge who shall determine the amount of the cash settlement in accordance with the requirements of Government Code section 53260(b).

g. Termination for Disability/Fitness for Duty Examination. Upon request, the Superintendent shall undergo physical/mental examination by a mutually selected physician. The appointed physician shall review this Agreement, the District's job description for the position, and be provided background information related to the duties of the position. The Superintendent shall submit all costs to the District's insurance carrier. All non-insured costs shall be borne by the District. The physician shall submit a confidential written report to the Board and the Superintendent addressing only the Superintendent's fitness to perform the job. The physician's report shall specifically indicate whether or not the Superintendent has any physical or mental impairment that substantially limits the Superintendent's ability to perform the essential functions of her position. No confidential medical information shall be submitted to the Board, the District, any third party, or any of the District's officers, agents or employees unless it is determined that the Superintendent is unable to perform the essential functions of the position and such medical information is directly related to such determination. If the Superintendent is determined by the District to be a disabled employee under state or federal law, the physician's report shall indicate what reasonable accommodations, if any, may be available to allow the Superintendent to perform the essential functions of the position. If the District determines that the Superintendent is disabled and, following an interactive dialogue with the Superintendent, that she is unable to perform the essential functions of the position, the Parties agree that this Agreement may be immediately terminated by the Board upon written notice to the Superintendent. Termination of this Agreement due to the Superintendent's inability to perform the essential functions of the position shall terminate the obligations of both Parties under this Agreement. Notwithstanding any other provision of this Agreement, this section shall be the exclusive means of terminating this Agreement based upon the Superintendent's inability to perform the essential

functions of the position.

7. **Abuse of Office Provisions.** In accordance with Government Code section 53243 et seq., and as a separate contractual obligation, if the Superintendent receives a paid leave of absence or cash settlement and this Agreement is terminated for any reason, such paid leave or cash settlement shall be fully reimbursed to the District by the Superintendent if the Superintendent is convicted of a crime involving an abuse of office or the position of Superintendent. In addition, if the District funds the criminal defense of the Superintendent against charges involving abuse of office or position and the Superintendent is then convicted of such charges, the Superintendent shall fully reimburse the District all funds expended for the Superintendent's criminal defense. Notwithstanding any other provision of this Agreement to the contrary, if the Board believes, and subsequently confirms through an independent audit, that the Superintendent has engaged in fraud, misappropriation of funds, or other illegal practices, then the Board may terminate the Superintendent and the Superintendent shall not be entitled to the cash, salary payments, health benefits or other non-cash settlement as set forth above. This provision is intended to fully implement the requirements of Government Code section 53260, subdivision (b). In addition, if this Agreement is terminated, any cash settlement related to the termination that Superintendent receives from the District shall be fully reimbursed to the District if the Superintendent is convicted of a crime involving an abuse of her office or position. For purposes of this provision, "abuse of office or position" means either of the following: (a) an abuse of public authority, including, but not limited to, fraud, and violation of the law under color of authority and (b) a crime against public justice, including but not limited to, a crime described in Title 7 (commencing with Section 92) of Part 1 of the Penal Code.

8. **Notification of Absence.** The Superintendent shall keep the Board President informed about the Superintendent's time away from the District, including the Superintendent's plans to be absent from the District. For planned vacations, the Superintendent shall give the Board as much advance notice as possible.

9. **Annual Reporting Requirements.** The Superintendent shall report to the Human Resources Department in writing on a monthly basis the Superintendent's use of sick leave and work days.

10. **Outside Professional Activities.** The Superintendent may engage in limited consulting, teaching, speaking, writing, or other professional activities on her own time as long as these outside activities do not interfere or conflict with the Superintendent's duties as outlined in this Agreement or Board policy, including typical weekend or evening District function attendance. The Superintendent shall notify the Board prior to undertaking any of the above-mentioned activities.

11. **Professional Meetings/Conferences.** The Superintendent is expected to attend appropriate professional meetings and conferences at local, state and national levels. Prior approval of the Board shall be obtained when the Superintendent attends a meeting or conference outside of the state.

12. **Tax/Retirement Liability.** Notwithstanding any other provision of this Agreement, the District shall not be liable for any retirement or state/federal tax consequences to the Superintendent, any designated beneficiary, heirs, administrators, executors, successors or assigns of the Superintendent. The Superintendent shall assume sole responsibility and liability for all state or federal tax consequences of this Agreement and all related payroll and retirement consequences, including, but not limited to, all tax and retirement consequences stemming from any payments made to the Superintendent as a result of the termination without cause provision of this Agreement, retirement payments, expense reimbursements, and payments for insurance. The Superintendent agrees to defend, indemnify and hold the District harmless from all such tax, retirement and similar consequences.

13. **Notification by Superintendent Regarding Other Employment.** The Superintendent shall notify the Governing board in writing prior to being interviewed as a finalist for employment outside the District.

14. **Credentials.** The Superintendent hereby certifies that the Superintendent holds legal and valid administrative and teaching credentials which the Superintendent shall maintain in effect throughout the life of this Agreement and shall keep on file in the Office of the Monterey County Superintendent of Schools, and that the Superintendent meets the qualifications of Education Code section 35028.

15. **Dispute Resolution.** The Superintendent and Board agree to make a good faith effort to settle any dispute or claim that arises under this Agreement through discussion and negotiations. In the event of a claim or dispute, the Superintendent or Board may request, in writing, to the other Party to refer the dispute to mediation. This request must be made within thirty (30) days of the action giving rise to the dispute. Upon receipt of a request for mediation, both Parties shall make a good faith effort to select a mediator and complete the mediation process within sixty (60) days. The mediator's fee shall be paid by the District. Each Party shall bear its own attorney fees and costs. Any mediator selected shall have expertise in the area of the dispute and be knowledgeable in the mediation process. No person shall serve as mediator in any dispute in which that person has any financial or personal interest in the outcome of the mediation. The mediator's recommendation for settlement, if any, is non-binding on the Parties.

Mediation pursuant to this provision shall be private and confidential. Only the Parties and their representatives may attend any mediation session. Other persons may attend only with the written permission of both Parties. All persons who attend any mediation session shall be bound by the confidentiality requirements of California Evidence Code section 1115 et seq. and shall sign an agreement to that effect. Completion of mediation shall be a condition precedent to arbitration, unless the other Party unreasonably refuses to cooperate in the setting of mediation.

16. **General Provisions.**

a. Governing Law/Venue. This Agreement, and the rights and obligations of the Parties, shall be construed and enforced in accordance with the laws of the State of California. The venue shall be in Monterey County, California.

b. Entire Agreement. This Agreement contains the entire agreement and understanding between the Parties. There are no oral understandings, terms or conditions, and neither Party has relied upon any representation, express or implied, not contained in this Agreement.

c. No Assignment. The Superintendent may not assign or transfer any rights granted or obligations assumed under this Agreement.

d. Modification. This Agreement cannot be changed or supplemented orally. It may be modified or superseded only by a written instrument executed by both Parties.

e. Exclusivity. To the extent permitted by law, the Parties agree that the employment relationship between the District and the Superintendent shall be governed exclusively by the provisions of this Agreement and not by Board policies, administrative regulations, Management Handbooks or similar documents.

f. Management Hours. The Parties recognize that the demands of the position will require Superintendent to average more than eight (8) hours a day and/or more than 40 hours per week. The Parties agree that Superintendent shall not be entitled to overtime compensation.

g. Construction. This Agreement shall not be construed more strongly in favor of or against either Party regardless of which Party is responsible for its preparation.

h. Board Approval. The effectiveness of this Agreement shall be contingent upon approval by District's Board as required by law.

i. Execution of Other Documents. The Parties shall cooperate fully in the execution of any other documents and in the completion of any other acts that may be necessary or appropriate to give full force and effect to this Agreement.

j. Independent Review. The Superintendent has had the opportunity to obtain, and has obtained, independent legal or other professional advice with regard to this Agreement, and the

consequences thereof, including tax and retirement consequences. The Superintendent acknowledges that the terms of this Agreement have been read and fully explained to her by her representative(s) and that those terms are fully understood and voluntarily accepted.

k. Binding Effect. This Agreement shall be for the benefit of and shall be binding upon all Parties and their respective successors, heirs, and assigns.

l. Execution. This Agreement may be executed in one or more counterparts each of which shall be deemed an original, but all of which together shall constitute one and the same instrument. Photographic copies of such signed counterparts may be used in lieu of the originals for any purpose.

m. Savings Clause. If any provision of this Agreement or its application is held invalid, the invalidity shall not affect the other provisions or applications of the Agreement that can be given effect without the invalid provisions or applications and the provisions of this Agreement are declared to be severable.

n. Public Record. The Parties recognize that, once final, this Agreement is a public record and must be made available to the public upon request.

o. Notices. All notices permitted or required under this Agreement shall be given to the respective Parties at the following address, or at such other address as the respective Parties may provide in writing for this purpose:

SUPERINTENDENT:
Linda Adamson
352 Bishop Ave.
Pacific Grove, CA 93940

DISTRICT:
Board President
Pacific Grove Unified School District
435 Hillcrest Avenue
Pacific Grove, CA 93950

Such notice shall be deemed received when personally delivered, provided by electronic transmission, or when mailed, forty-eight (48) hours after deposit in the U.S. Mail, first class postage prepared and addressed to the Party at its applicable address. Actual notice shall be deemed adequate notice on the date actual notice occurred, regardless of the method of service.

p. Indemnity. In accordance with the provisions of Government Code §825 and 995, the District shall defend the Superintendent from any and all demands, claims, suits, actions, and legal proceedings brought against the Superintendent in Superintendent's individual capacity, or official capacity as an agent and employee of the District, provided that the incident giving rise to any such demand, claim, suit, action, or legal proceeding arose while the Superintendent was acting within the scope of employment. Unless there is a finding, by a court of competent jurisdiction, of criminal

action, actual fraud, corruption or actual malice, the District shall hold harmless and indemnify the Superintendent from any and all demands, claims, suits, actions, and legal proceedings brought against the Superintendent in Superintendent's individual capacity or in Superintendent's official capacity as an agent and employee of the District, provided that the incident giving rise to any such demand, claim, suit, action, or legal proceeding arose while the Superintendent was acting within a scope of Superintendent's employment. Such indemnification and hold harmless shall be for any and all claims arising out of or related to this contract and its provisions, duties and responsibilities of the Superintendent's job performance, including any extensions of this Agreement. Upon retirement or separation from the District, the Superintendent shall continue to be defended and indemnified for any action(s) taken against her related to her actions or omissions with the course and scope of her employment as Superintendent.

PACIFIC GROVE UNIFIED SCHOOL
DISTRICT

Dated: _____

Jennifer McNary,
President of the Board of Trustees

SUPERINTENDENT'S SALARY SCHEDULE*

2026-2027	2027-2028	2028-2029
\$286,961	\$294,135	\$301,488

*This salary schedule reflects a consistent two and one-half percent (2.5%) annual adjustment between sequential steps, established at the inception of the schedule. The Superintendent shall be entitled to move to the next step upon receiving an overall satisfactory evaluation for her performance in the previous school year beginning with the 2027-2028 school year.

ACCEPTANCE OF OFFER

I accept the above offer of employment and the terms and conditions thereof and will report for duty as directed above.

I understand that the District is relying upon information provided by me during the application process in extending this offer of employment. By signing below, I represent that I have not provided the District with any false information or made any material misrepresentation during the job application process. I agree that false, incomplete, or misleading statements or omissions made during the job application process constitute dishonesty and breach of this Agreement and are grounds for termination of this Agreement for cause.

I have not entered into a contract of employment with the governing board of another school district or any other employer that will in any way conflict with the terms of this Employment Agreement.

Dated: _____

Dr. Linda Adamson, Superintendent

Board Cover Sheet

Action/Discussion

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

Meeting Date

Jun 18, 2026

Presenter(s)

Linda Adamson
Superintendent

Item

Assistant Superintendent's Contract (2026-2029)

Recommendation

The District Administration recommends that the Board review and approve the Assistant Superintendent's contract for the 2026-27 school year.

Background

The Assistant Superintendent for Business Services works as a contracted employee to the Governing Board and reports directly to the Superintendent. This contract governs the term and compensation of his employment.

Information

The Governing Board reviews executive contracts to establish clear operational guidelines and fiscal parameters. The key terms of this new three-year agreement include:

- **Term:** Three (3) years, commencing July 1, 2026, and ending June 30, 2029.
- **Work Schedule:** 225 annual workdays with 15 paid holidays as a classified manager.
- **Base Salary:** Two Hundred Fifty-Two Thousand Six Hundred Forty-Eight dollars (\$252,648) annually, corresponding to Step 6 on the Management Salary Schedule. Paid in twelve (12) equal monthly installments.
- **Salary Adjustments:** Includes an established 2% salary schedule increase for the 2026-27 fiscal year. Future annual increases map to the percentage received by the District's classified employee bargaining unit unless mutually agreed otherwise. Longevity increments of 2.5% are available after 10, 12, 15, and 20 years of service.
- **Additional Duties & Compensation:** The Assistant Superintendent will oversee all District-wide safety programs and supervise the Director of Safety for an additional annual salary of Ten Thousand Dollars (\$10,000), terminable by either party with written notice.
- **Fringe Benefits:** Entitled to a Health Care Allowance toward medical, dental, and vision insurance matching the District Contribution for management personnel. This benefit continues post-retirement up to age 65.
- **General Duties:** Serves as the primary technical expert for the financial operations of the District, budget development, payroll, purchasing, maintenance, transportation, and general construction coordination.

Fiscal Impact

The total annual base financial commitment for this contract position includes a base salary of \$252,648 plus a \$10,000 safety program stipend, totaling **\$262,648** in direct annual compensation for 225 days of service.

Additional annual fixed costs include a \$780 cell phone stipend and a \$480 local mileage stipend, alongside standard management health allowances, documented job-related professional memberships (ACSA, CASH, CASBO), and standard statutory benefit contributions. Per diem rates, if necessary to calculate, will be determined by dividing the annual base salary by 225.

2026/27 ▾

(01) General Fund ▾

PACIFIC GROVE UNIFIED SCHOOL DISTRICT ASSISTANT
SUPERINTENDENT CONTRACT

This Employment Agreement ("Agreement") is made on this 18th day of June 2026, by and between the Governing Board of Pacific Grove Unified School District ("District") and Joshua R. Jorn ("Assistant Superintendent").

1. **Term** — The District hereby employs Joshua R. Jorn as Assistant Superintendent for Business Services at the Pacific Grove Unified School District, commencing July 1, 2026 through June 30, 2029 for a contract period of 3 years. The annual work calendar is 225 work days, July 1st through June 30 each year with 15 paid holidays afforded as a classified manager.
2. **Salary** — Board agrees to pay Assistant Superintendent an annual compensation of Two Hundred Fifty-Two Thousand Six Hundred Forty Eight dollars \$252,648 (Step 6 on Management Salary Schedule Attached) annually payable in twelve (12) equal monthly installments, July 1, 2026 through June 30, 2029. The Board agrees that the salary will follow the established salary schedule which includes a 2% salary schedule increase in the 2026-27 fiscal year.

The Superintendent, after determining satisfactory evaluation of the Assistant Superintendent, may recommend to the Board of Education that the Assistant Superintendent receive an increase in compensation which may serve in lieu of the generally applied increase listed in the following paragraph. This determination can be made at any time at the direction of the Superintendent. A change in salary shall not constitute the creation of a new Agreement, nor extend the termination date of this agreement.

Unless the Board and Assistant Superintendent mutually agree to a different amount for an annual increase to the Assistant Superintendent's compensation, the Assistant Superintendent's compensation may be increased each year by the same percentage increase and/or one-time payment, if any, received by the District's classified employee bargaining unit.

The Assistant Superintendent shall receive longevity increments in base salary after completion of ten (10), twelve (12), fifteen (15), and twenty (20) contractual work years served in the capacity of the PGUSD Assistant Superintendent for Business Services position. The increments shall be 2.5% of base salary, as is available to all management personnel.

3. **Additional Salary** — The Assistant Superintendent shall also oversee all District wide safety program(s), and will supervise the Director of Safety at an annual salary of Ten Thousand (\$10,000). The period of service in this position shall be at the sole discretion of the Board and may be terminated at any time by either party with written notice to the other.
4. **Fringe Benefits** — The Assistant Superintendent shall also be entitled to receive a Health Care Allowance toward health coverage under the District's MCSIG or other provider's medical, dental and vision insurance. The Health Care Allowance will follow the District Contribution for all management and any negotiated settlements applied. This Health Care Allowance shall continue after retirement as a post retirement benefit up to age 65. This fringe benefits package shall stay in force during the term of this Agreement.
5. **Work Days** — The Assistant Superintendent shall work 225 days of service (with 15 paid holidays afforded as a classified manager) for the period from July 1, 2026 through June 30, 2029.

6. **Sick Leave** — The Assistant Superintendent is entitled to one sick day per month of employment by the District. Sick leave may be accrued and applied to PERS Retirement.
7. **Cell Phone and Vehicle Expense** — The Assistant Superintendent is required to have a cell phone and to have a vehicle. The Assistant Superintendent shall receive \$65 per month for the use of this cell phone. The Assistant Superintendent shall receive a monthly work related mileage stipend of \$40 per month, or \$480 per year, for travel purposes accrued on a monthly basis within the Pacific Grove boundaries. The Assistant Superintendent shall receive actual mileage reimbursement for work outside of the Pacific Grove boundaries. Travel to and from work does not qualify for reimbursement.
8. **Expenses** — The Assistant Superintendent shall be reimbursed for all documented actual necessary job-related expenses, which have been authorized by Board policy and have received prior approval from the Superintendent. Included in this shall be the cost of membership in professional organizations for school business officials, including ACSA, CASH and CASBO.
9. **Assistant Superintendent General Duties** — The Assistant Superintendent is directly responsible to the Superintendent as a technical expert whose primary duty is the financial operation of the District, and the development and implementation of the annual budget. The Assistant Superintendent shall be responsible for all duties detailed in the Board approved job description. In addition, the Assistant Superintendent:
- Oversees the accounting, payroll, budgeting, purchasing, attendance, internal control, maintenance, buildings, grounds and food services, transportation, disaster preparedness, facility usage, insurance programs and loss control.
 - Evaluates employees under her jurisdiction using timelines and procedures noted in collective bargaining contracts.
 - Advises the Superintendent in a timely manner about financial and budgetary issues and threats to the financial well-being of the District, including sources of funds that might be available to implement present and contemplated District programs.
 - Presentations of required reports to the Superintendent prior to public release. Examples:
 - First and second interim reports
 - Draft budget for new year
 - February - School Expenditure Summary
 - August - Property Tax Report
 - November/March - District budget review
 - Negotiation proposals
 - Others upon request
 - Presents options and solutions that will enact the goals of the District and directions of the Superintendent.
 - Maintains and improves professional competence by attending professional development meetings and conferences.
 - Establishes and maintains positive staff relationships and actively seeks solutions that will enable schools to offer a successful educational program.
 - Keeps the Superintendent informed in a timely manner of all administrative and related issues associated with the operation of the school District, and discusses these issues with the Superintendent prior to public or staff review.
 - Serves on all committees and completes all assigned duties as directed by the Superintendent.
 - Serves as District Safety Director as noted in Section 3
 - Supervises and coordinates District general construction efforts.
 - Changes in the duties may occur at the direction of the Superintendent.

10. **Evaluation** — The Assistant Superintendent's evaluation will include both performance of duties and professional growth, and shall review the following areas:
- Administrative skills, business services, communication and interpersonal skills.
 - Supervision of all departments assigned (i.e. business, custodians, grounds, maintenance, transportation and food services).
 - Positive, affirmative support for the attainment of District's yearly educational goals.
 - Completion of goals assigned by the Superintendent.
 - All duties noted in the Assistant Superintendent for Business Services job description.
 - The Assistant Superintendent, in cooperation with the Superintendent, may choose to develop an evaluation document.

In addition, any contract extension or salary increase shall be approved by the Board in open session at a regular meeting of the Board and reflected in the minutes of such meeting.

11. **Termination of Contract**— Mutual Consent: Upon the recommendation of the Superintendent, this Agreement may be terminated at any time by mutual consent of the Board of Education and the Assistant Superintendent. Any party seeking to terminate the agreement shall give 60-day written notice to the other party.

11. **Termination Without Cause** — If the District chooses to terminate this Agreement prior to its expiration, due to reasons other than job abandonment or conviction of criminal activities, then, in accordance with Government Code 53260, the District shall pay to the Assistant Superintendent an amount equal to the current monthly salary of the Assistant Superintendent at the time of termination multiplied by the number of months remaining on the unexpired contract up to a maximum of 12 months. In addition, the District shall continue to contribute to the employee's medical insurance, at the same level as prior to termination, for the remaining time of the unexpired contract term up to nine months or until the employee finds other employment, whichever occurs first.

12. **Non-Renewal of Agreement** — The Board of Education, at the recommendation of the Superintendent, may elect not to renew this agreement at the end of its term, for any reason, by providing a 45-day written notice to the Assistant Superintendent, in accordance to the Education Code Section 3503 1.

13. **Termination for Cause** — The Assistant Superintendent's status and all rights under this agreement may be terminated by the Board of Education at any time for, but not limited to, breach of contract, any grounds enumerated in the Education Code, or the Assistant Superintendent's failure to perform responsibilities as set forth in this Agreement, or as defined by law. Within 30 days of receipt of a written statement identifying the grounds for termination, the Assistant Superintendent shall be entitled to a conference with the Superintendent and Board of Education. This conference will be the Assistant Superintendent's exclusive right to any hearing.

14. **Abuse of Office Provisions** - In accordance with Government Code section 53243 et seq., and as a separate contractual obligation, if the Assistant Superintendent receives a paid leave of absence or cash settlement and this Agreement is terminated for any reason, such paid leave or cash settlement shall be fully reimbursed to the District by the Assistant Superintendent if the Assistant Superintendent is convicted of a crime involving an abuse of office or the position of Assistant Superintendent. In addition, if the District funds the criminal defense of the Assistant Superintendent against charges involving abuse of office or position and the Assistant Superintendent is then convicted of such charges, the Assistant Superintendent shall fully reimburse the District all funds expended for the Assistant Superintendent's

criminal defense. For purposes of this provision, "abuse of office or position" means either of the following: (a) an abuse of public authority, including, but not limited to, waste, fraud, and violation of the law under color of authority and (b) a crime against public justice, including but not limited to, a crime described in Title 7 (commencing with Section 92) of Part 1 of the Penal Code.

15. General Provisions

- a. Governing Law and Venue — This agreement and the rights, obligations of the parties shall be governed by and construed in accordance with the laws of the State of California.
- b. Entire Agreement — This agreement contains the entire agreement and understanding between the parties. There are no oral understandings, terms or conditions and neither party has relied upon any representation expressed or implied not contained in this agreement, including Board policies that may be deemed to infer an employment benefit.
- c. No Assignment — The Assistant Superintendent may not assign or transfer any rights granted or obligations assumed under this agreement.
- d. Modification — This agreement cannot be changed or supplemented orally. It may be modified or superseded only by a written instrument executed by both parties. Any party requesting a modification shall give 30 days written notice to the other party.
- e. Severability — If any provision of this agreement is ruled to be invalid or unenforceable by a court of competent jurisdiction, the remaining provisions of the agreement shall continue in full force and effect.
- f. Professional Liability — The District agrees that it shall defend, hold harmless and indemnify the Assistant Superintendent from any and all demands, claims, suits, actions and legal proceedings brought against the Assistant Superintendent in his official capacity as agent and employee of the District, provided the incident arose while the Assistant Superintendent was acting in the scope of his employment and excluding criminal litigation. The District shall provide public liability insurance for the Assistant Superintendent to cover legal expenses in the defense of claims and related judgments resulting from her functions as Assistant Superintendent. Coverage shall not apply for any loss, claim or suit arising out of the intentional violation of a penal statute or ordinance committed by or with the knowledge or consent of the Assistant Superintendent. The District shall provide Legal Expenses for any action brought against the Assistant Superintendent seeking resulting damages from his functions as Assistant Superintendent and will reimburse him for any portion of such expense and judgment not covered by insurance. However, in no event will individual Board members be considered personally liable for indemnifying the Assistant Superintendent against such legal proceedings.

President, Board of Trustees

Date

Superintendent

Date

Assistant Superintendent

Date

Board Cover Sheet

Action/Discussion

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

Meeting Date

Jun 18, 2026

Presenter(s)

Dr. Linda Adamson
Superintendent

Item

Proposed Board Meeting(s) Calendar

Recommendation

The District Administration recommends that the Board review and adopt the proposed Board meeting calendar to ensure that all scheduled sessions remain in compliance with the meeting frequency and notification requirements established in Bylaw 9320.

Background

[Board Bylaw 9320](#) governs the scheduling and notification of all Governing Board meetings in accordance with the Brown Act and California Education Code. The policy ensures that district business is conducted in public to encourage community involvement while establishing strict protocols for closed sessions and teleconferencing.

Information

[Board Bylaw 9320](#) mandates specific posting timelines for meeting agendas, including 72 hours for regular meetings and 24 hours for special meetings. The proposed calendar adheres to these mandates and typically schedules regular meetings for the first and third Thursday of each month. Furthermore, the bylaw outlines provisions for remote participation by Board members for just cause or emergency circumstances, provided that a physical quorum is present at the primary location.

Fiscal Impact

N/A

2025/26 ▾ 2026/27 ▾

(None) No Fiscal Impact

BOARD MEETING CALENDAR

PACIFIC GROVE UNIFIED SCHOOL DISTRICT

2025-26 School Year | August-December 2025

Note: Session times vary; consult [PGUSD website](#) for details.

2025-26 School Year **Continued** | January-July 2026

Regular Meeting Thursday Jan 15	Preliminary Enrollment Projection for 2026-27 SY Resolution Recognizing February as Black History Month School Accountability Report Cards (SARC) 2025-26 Audit Report <i>Williams Uniform Complaint Report (Quarterly)</i> <i>School Board Member Recognition Month – Proclamation</i>
Special Meeting Thursday Jan 22	Board Budget Study Session Board Governance & Self-Evaluation District Goals Update
Regular Meeting Thursday Feb 5	Budget Development Calendar <i>Property Tax Update</i>
Special Meeting Wednesday Feb 11	<i>CSBA Policy Update – First Reading</i>
Regular Meeting Thursday Feb 26	<i>Resolution Recognizing March as Women’s History Month</i> <i>CSBA Policy Update – Approval</i> LCAP 2025-26 Midyear Report
Regular Meeting Thursday Mar 5	<u>Personnel Action Presented as Information (RIF)</u> <u>Non-reelects Resolution</u> <i>Second Interim</i>
Regular Meeting Thursday Mar 19	<i>Superintendent Goals – Midyear Check-In</i> <i>Curriculum & Textbook Adoption Mapping & Planning</i>
Special Meeting Thursday Mar 26	<i>Board Governance</i> <i>Board Self-Evaluation</i> <u><i>Board Ethics Training</i></u>
Regular Meeting Thursday Apr 9	Resolution Recognizing May as Asian American Pacific Islander Heritage Month

KEY

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Underlined: Possible

Updated: May 27, 2026

	<p>TRAN Resolution Resolution Recognizing May as Mental Health Awareness Month CIF Representatives <i>National School Principals' Day Resolution (May 1)</i> <i>Williams Uniform Complaint Report (Quarterly)</i> <i>Parcel Tax information Item</i></p>
<p>Special Meeting Thursday Apr 23</p>	<p>Employees of the Year Recognition LCAP Study Session</p>
<p>Regular Meeting Thursday May 7</p>	<ul style="list-style-type: none"> ● California Day of the Teacher ● Bond Program Update - Schedule and Delivery Methods ● Week of the CSEA Employee ● Retiree Recognition ● Begin Superintendent Evaluation ● CSBA Policy Update – First Reading ● <i>Board Meeting Calendar (January-June 2027)</i> ● <i>Refunding Resolution (2015 Series B and 2016), and Resolution for Measure B, Series A)</i> ● <i>FCMAT and SSC Information Item</i>
<p>Regular Meeting Thursday May 21</p>	<ul style="list-style-type: none"> ● Student Board Representative Recognition ● Review Governor's Revised Budget ● 2026-27 Budget Public Hearing ● LCAP Public Hearing/LCAP Board Presentation ● Educational Protection Account Resolution Subsequent Year Projections ● Resolution Recognizing June as LGBTQ+ Month ● Continue Superintendent Evaluation ● CSBA Policy Update – Approval ● School Plans for Student Achievement (SPSA)
<p>Regular Meeting Thursday Jun 4</p>	<ul style="list-style-type: none"> <input type="checkbox"/> 2026-27 Budget Public Adoption <input type="checkbox"/> Approval of Contracts & Purchase Orders for 2026-27 <input type="checkbox"/> Resolution Recognizing Juneteenth <input type="checkbox"/> Instructional Material & Curriculum Adoption Plan <input type="checkbox"/> CA Dashboard Local Indicators <input type="checkbox"/> Superintendent Evaluation & Contract <input type="checkbox"/> LCAP Approval <input type="checkbox"/> 2026-27 Prequalified Vendors List <input type="checkbox"/> 2025-26 Solicitation of Funds

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Underlined: Possible

Updated: May 27, 2026

	<input type="checkbox"/> <i>Williams Uniform Complaint Report (Quarterly)</i> <input type="checkbox"/> <i>Safety Assessment/Audit – Annual Update</i> <input type="checkbox"/> <i>Communications Audit/Plan Update</i>
Regular Meeting Thursday Jun 18	<input type="checkbox"/> Board Governance
JULY 2026	NO BOARD MEETINGS

KEY*Italicized: Moved/Added/Changed*

Asterisk*: Does Not Repeat*

Underlined: Possible

Updated: May 27, 2026

BOARD MEETING CALENDAR
PACIFIC GROVE UNIFIED SCHOOL DISTRICT
 2026-27 School Year | August-December 2026

Note: Session times vary; consult agendas for details.

DATES	AGENDA ITEMS
Regular Meeting Thursday Aug 13	<input type="checkbox"/> Quarterly Facilities Project Updates <input type="checkbox"/> Student Enrollment Update <input type="checkbox"/> Property Tax Report <input type="checkbox"/> Consolidated Application for Federal Funding <input type="checkbox"/> TK-12 VAPA, Spanish & Programmatic Overview <input type="checkbox"/> 2025-26 Solicitation of Funds <input type="checkbox"/> Resolution Recognizing September 15-October 15 as National Hispanic Heritage Month
Special Meeting Thursday Aug 27	<input type="checkbox"/> Board Governance
Regular Meeting Thursday Sep 10	<input type="checkbox"/> Public Hearing & Resolution: Sufficiency of Instructional Materials for Fiscal Year 2025-26 <input type="checkbox"/> CSBA Policy Update – First Reading <input type="checkbox"/> Facilities Master Plan Update (Committee Development) <input type="checkbox"/> Safety Plan Update <input type="checkbox"/> Budget Committee Update <input type="checkbox"/> Declaration of Need for Fully Qualified Educators <input type="checkbox"/> Resolution for the GANN Limit for 2025-26 <input type="checkbox"/> Unaudited Actuals
Special Meeting Thursday Sep 24	<ul style="list-style-type: none"> ● Board Governance
Regular Meeting Thursday Oct 8	<ul style="list-style-type: none"> ● Resolution Proclaiming Week of the School Administrator ● FY 2026-27 Budget Revision #1 ● PGTA Sunshine List ● CSEA Sunshine List ● CSBA Policy Update – Approval ● Resolution Recognizing November as National Native American Heritage Month

KEY*Italicized: Moved/Added/Changed*

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Underlined: Possible

Updated: May 27, 2026

	<ul style="list-style-type: none"> ● Annual Review of Legal Services Costs ● Measure A – Series E ● Measure D – Series D ● Summer Program Presentation ● Williams Uniform Complaint Report (Quarterly) ● Board Meeting Calendar (August-December 2028)
Special Meeting Thursday Oct 22	<ul style="list-style-type: none"> ● Board Governance
Regular Meeting Thursday Nov 5	<ul style="list-style-type: none"> ● CSBA Policy Update – First Reading ● Educational Protection Account Actuals ● Review of 2025-26 Data ● 2026 State Testing Results
Special Meeting Thursday Nov 19	<ul style="list-style-type: none"> ● Board Governance
Regular Meeting Thursday Dec 3	<ul style="list-style-type: none"> ● Quarterly Facilities Project Updates ● First Interim Report ● CSBA Board Comments ● Election of 2026-27 Board President & Clerk ● CSBA Policy Update – <i>Approval</i> ● Elected Office Interest Forms Due (Board President/Clerk) ● <u>Swearing In – New Board Members</u> ● HS Course Catalog – Information Item ● MCSBA 2027 Excellence In Education Award ● Authorized Agents to Sign School Orders ● Committee Representatives: MCSBA CHS City of PG Joint District (Policy/Facilities/Budget)
Special Meeting Thursday Dec 17	<ul style="list-style-type: none"> ● Board Governance ●

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Updated: May 27, 2026

BOARD MEETING CALENDAR
PACIFIC GROVE UNIFIED SCHOOL DISTRICT
 2026-27 School Year | January-July 2027

Note: Session times vary; consult agendas for details.

<p>Regular Meeting Thursday Jan 14, 2027</p>	<ul style="list-style-type: none"> ● Preliminary Enrollment Projection for 2027-28 SY ● Resolution Recognizing February as Black History Month ● School Accountability Report Cards (SARC) ● 2026-27 Audit Report ● <i>Williams Uniform Complaint Report (Quarterly)</i> ● <i>School Board Member Recognition Month – Proclamation</i>
<p>Special Meeting Thursday Jan 21, 2027</p>	<ul style="list-style-type: none"> ● Board Budget Study Session ● Board Governance & Self-Evaluation ● District Goals Update
<p>Regular Meeting Thursday Feb 4, 2027</p>	<ul style="list-style-type: none"> ● Budget Development Calendar ● <i>Property Tax Update</i>
<p>Regular Meeting Thursday Feb 25, 2027</p>	<ul style="list-style-type: none"> ● <i>Resolution Recognizing March as Women’s History Month</i> ● <i>CSBA Policy Update – Approval</i> ● LCAP 2026-27 Midyear Report
<p>Regular Meeting Thursday Mar 4, 2027</p>	<ul style="list-style-type: none"> ● <u>Personnel Action Presented as Information (RIF)</u> ● <u>Non-reelects Resolution</u> ● <i>Second Interim</i>
<p>Regular Meeting Thursday Mar 18, 2027</p>	<ul style="list-style-type: none"> ● <i>Superintendent Goals – Midyear Check-In</i> ● <i>Curriculum & Textbook Adoption Mapping & Planning</i>
<p>Special Meeting Thursday Mar 25, 2027</p>	<ul style="list-style-type: none"> ● <i>Board Governance</i> ● <i>Board Self-Evaluation</i> ● <u><i>Board Ethics Training</i></u>
<p>Regular Meeting Thursday Apr 8, 2027</p>	<ul style="list-style-type: none"> ● Resolution Recognizing May as Asian American Pacific Islander Heritage Month

KEY*Italicized: Moved/Added/Changed*

Asterisk*: Does Not Repeat*

Underlined: Possible

Updated: May 27, 2026

	<ul style="list-style-type: none"> ● TRAN Resolution ● Resolution Recognizing May as Mental Health Awareness Month ● CIF Representatives ● <i>National School Principals' Day Resolution (May 1)</i> ● <i>Williams Uniform Complaint Report (Quarterly)</i> ● <i>Parcel Tax information Item</i>
Special Meeting Thursday Apr 22, 2027	<ul style="list-style-type: none"> ● Employees of the Year Recognition ● LCAP Study Session
Regular Meeting Thursday May 6, 2027	<ul style="list-style-type: none"> ● California Day of the Teacher ● Bond Program Update - Schedule and Delivery Methods ● Week of the CSEA Employee ● Retiree Recognition ● Begin Superintendent Evaluation ● CSBA Policy Update – First Reading ● <i>Board Meeting Calendar (January-June 2027)</i> ● <i>Refunding Resolution (2015 Series B and 2016), and Resolution for Measure B, Series A)</i> ● <i>FCMAT and SSC Information Item</i>
Regular Meeting Thursday May 20, 2027	<ul style="list-style-type: none"> ● Student Board Representative Recognition ● Review Governor's Revised Budget ● 2027-28 Budget Public Hearing ● LCAP Public Hearing/LCAP Board Presentation ● Educational Protection Account Resolution Subsequent Year Projections ● Resolution Recognizing June as LGBTQ+ Month ● Continue Superintendent Evaluation ● CSBA Policy Update – Approval ● School Plans for Student Achievement (SPSA)
Regular Meeting Thursday Jun 3, 2027	<ul style="list-style-type: none"> ● 2027-28 Budget Public Adoption ● Approval of Contracts & Purchase Orders for 2027-28 ● Resolution Recognizing Juneteenth ● Instructional Material & Curriculum Adoption Plan ● CA Dashboard Local Indicators ● Superintendent Evaluation & Contract ● LCAP Approval ● 2027-28 Prequalified Vendors List ● 2026-27 Solicitation of Funds

KEY*Italicized: Moved/Added/Changed*

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Underlined: Possible

	<ul style="list-style-type: none"> • <i>Williams Uniform Complaint Report (Quarterly)</i> • <i>Safety Assessment/Audit – Annual Update</i> • <i>Communications Audit/Plan Update</i>
Special Meeting Thursday Jun 17, 2027	<ul style="list-style-type: none"> • Board Governance
JULY 2027	NO BOARD MEETINGS

KEY*Italicized: Moved/Added/Changed*

Asterisk*: Does Not Repeat*

Underlined: Possible

Board Cover Sheet

Information/Discussion

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

Meeting Date

Jun 18, 2026

Presenter(s)

Josh Jorn

Assistant Superintendent

Item

Districtwide Safety Assessment Audit Update

Recommendation

The District Administration recommends that the Board review the Districtwide Safety Assessment Annual Update

Background

During the 2023–2024 school year, Pacific Grove Unified conducted a comprehensive, districtwide safety assessment across all six school sites. This process included multiple evaluation tools such as threat assessments, SWOT analyses, infrastructure reviews, perimeter studies, and observations of Big Five emergency drills.

Through collaboration with site administrators, faculty, and staff, the district identified key systemwide needs and opportunities for improvement.

Information

The assessment highlights that while foundational systems are in place, strengthening training, infrastructure, communication, and organizational alignment will significantly enhance overall safety and preparedness across the district.

This presentation will cover the 5-year Safety Implementation Plan and the current status of progress at the end of fiscal year 2025-26.

Fiscal Impact

None



District Safety Assessment Audit

A comprehensive review of the PGUSD's 4-Year Threat and Risk Assessment process.

From consultant engagement and findings to implementation and Districts 5-year safety improvement plan.

Outline Tonights Discussion

01

Welcome & Context

Appreciation for the Board's continued focus on student and staff safety as a foundational district priority.

03

Key Findings and Implementation

Share results from the comprehensive Threat and Risk Assessment conducted by our external consultant.

02

Overview of Conditions

Provide a clear picture of current safety conditions across all district sites.

04

Process and Next Steps

Outline aligned improvements, capital investments, and our five-year safety plan.

PGUSD Commitment to Safety

Student and staff safety is a **foundational district priority** and is a crucial component to Goal 1 and 2 of the LCAP. PGUSD operates under a continuous improvement model aligned to district goals and statutory changes.

Assess

Conduct site walkthroughs, drills, and infrastructure audits to identify vulnerabilities.

Plan

Develop targeted safety improvement strategies aligned to district goals and LCAP.

Implement

Deploy training, infrastructure upgrades, and protocol improvements districtwide.

Evaluate

Measure effectiveness through After Action Reports and ongoing data review.

Refine

Adjust plans and practices based on findings to continuously strengthen safety.

Assessment Process: Consulting with the experts

Scope of Engagement

- Participation in district safety planning meetings
- Objective review of all site-level safety infrastructure
- Alignment with state and federal best practices
- Guidance on training, protocols, and emergency systems
- Delivery of a comprehensive districtwide Threat and Risk Assessment report

Access Skills

Bring specialized knowledge of threat and risk within schools

Objective Insight

Provide unbiased recommendations and reviews



Faster Results

182/202

Accelerate delivery with proven methods

Cost Efficiency

Optimize spending and timelines to align with immediate priorities

Baseline Study: Districtwide Threat & Risk Assessment

A comprehensive review was conducted across **all district sites** using multiple assessment tools such as review and observation of site drills, infrastructure analysis, and threat evaluations — informed by collaboration with site leadership and staff.

Methodology

Multi-tool approach: site walkthroughs, drill observations, infrastructure audits, and staff/community/student and Law Enforcement interviews.

Scope

All PGUSD campuses assessed. Site leadership, staff and the community was actively engaged and surveyed throughout the process.

Systemwide Strengths

Foundational safety systems are in place across the district with committed staff and site leadership.

Identified Vulnerabilities

Data revealed targeted gaps in training, infrastructure, communication, and organizational alignment.

183/202

Top Five Safety Concerns

The assessment identified **5 Priorities** with direct impact on students, staff, and district operations.

1

Comprehensive Training

Need for consistent, ongoing training in crisis response, situational awareness, de-escalation, and emergency protocols.

2

Perimeter Security

Enhanced campus access control and fencing to better manage PGUSD's open campuses.

3

Communication Systems

Look at streamlined, consistent communication between the district, school sites, and families.

4

Emergency Power

Upgraded backup power systems to keep critical safety infrastructure operational during outages.

5

Safety Culture & Clarity

Improved consistency in roles, responsibilities, and procedures to strengthen emergency decision-making.

*"While foundational systems are in place, strengthening training, infrastructure, communication, and organizational alignment will significantly **enhance overall safety and preparedness** across the district."*

- Kimball and Associates Representative

Planning & Implementation Alignment

PGUSD's annual safety planning schedule is **directly tied** to Threat and Risk Assessment findings, ensuring resources and actions address the highest-priority vulnerabilities identified by the consultant.

Integration Points

- Site-level safety plans updated annually
- District-level coordination across all departments
- Ongoing monitoring and adjustment cycles
- Collaboration with site leadership and staff throughout

Review

A comprehensive districtwide review was completed using drills, infrastructure analysis, and threat evaluations across all sites. Findings directly informed the five systemwide priorities now driving our implementation plan.



THE Big Five

Immediate Action Emergency
Response for Schools



Emergency Preparedness: Big Five Protocols

Lockdown/Baricade

The imminent threat of violence or gunfire is identified on the campus or the school is directed to do so by law enforcement

Drop, Cover, and Hold On

It is an appropriate action for earthquakes and explosions

Shelter-in-Place

implemented to isolate students and staff from the outdoor environment and prevent exposure to airborne contaminants or outside threats

Evacuation

When conditions make it unsafe to remain in the building

Secure Campus

A threat of violence or police action in the surrounding community requires precautionary measures to ensure school safety.

Each site conducts preparatory planning including staff training and age-appropriate student awareness. The goal is **consistency and readiness across all campuses and all Districts in Monterey County.**

Observation, Evaluation & After Action Reports

The AAR Process

After every drill and real-time response, structured After Action Reports (AARs) were completed to capture what worked and what needs improvement. Findings feed directly back into the continuous improvement cycle and were shared with Staff.

- Identifying systemwide and site-level strengths
- Highlighting specific areas for growth
- Informing training refinements and protocol updates

Applied Learning in Action

Strong situational awareness and rapid response have been demonstrated in real events — including immediate law enforcement coordination within minutes, effective communication with staff, district office, and families. This reinforces the value of recent training and preparedness efforts.

Recommended Action Steps



Facility & Infrastructure

Access control upgrades, fencing improvements, expanded surveillance, and enhanced communication systems across all sites.



Policy Enhancements

Updates to safety protocols aligned with current regulations and best practices, including annual Comprehensive School Safety Plan revisions.



Practice & Procedures

Staff training refinements, improved drill execution, and strengthened communication protocols for emergencies.

Districtwide Safety Advisory Committee

A proposed **Districtwide Safety Advisory Committee** will provide ongoing oversight, input, and transparency to ensure accountability in our safety improvement process.



District Leadership

Superintendent and cabinet-level representation



Site Administrators

Principals and assistant principals from all sites



Staff Representatives

Classified and certificated staff voices included

Community & Law Enforcement

External partners and local law enforcement agencies 188/202

SAFETY INVESTMENTS

District Investment in Safety

PGUSD developed safety-related projects are funded these through **Measure A, Measure D** and **Measure B General Obligation Bonds** aligned with priorities identified in the Threat and Risk Assessment. Since 2023

☐ **Since 2023 over \$1 million dollars** has been spent on Safety-related projects

Over **\$8 million in expenditures are programed** in Measure B and ongoing renewals.

Visitor Management System

Districtwide system successfully implemented September 2024
\$25,000 roll out \$8,000/year **Total: \$49,000 Ongoing: \$8,000/year (licenses)**

Student Training: "We've Got Your Back" and "See Something Say Something Reporting Tool"

Active intruder prevention program integrated into advisory periods districtwide. **Total: \$62,566 Ongoing: \$12,000/year (licenses)**

Staff Training & Behavioral Threat Teams

Asynchronous active intruder response training, site-based sessions, and districtwide Behavioral Threat Assessment Team training completed. **Total: \$17,000 Ongoing: \$10,000/year**

Compliance & Health Initiatives

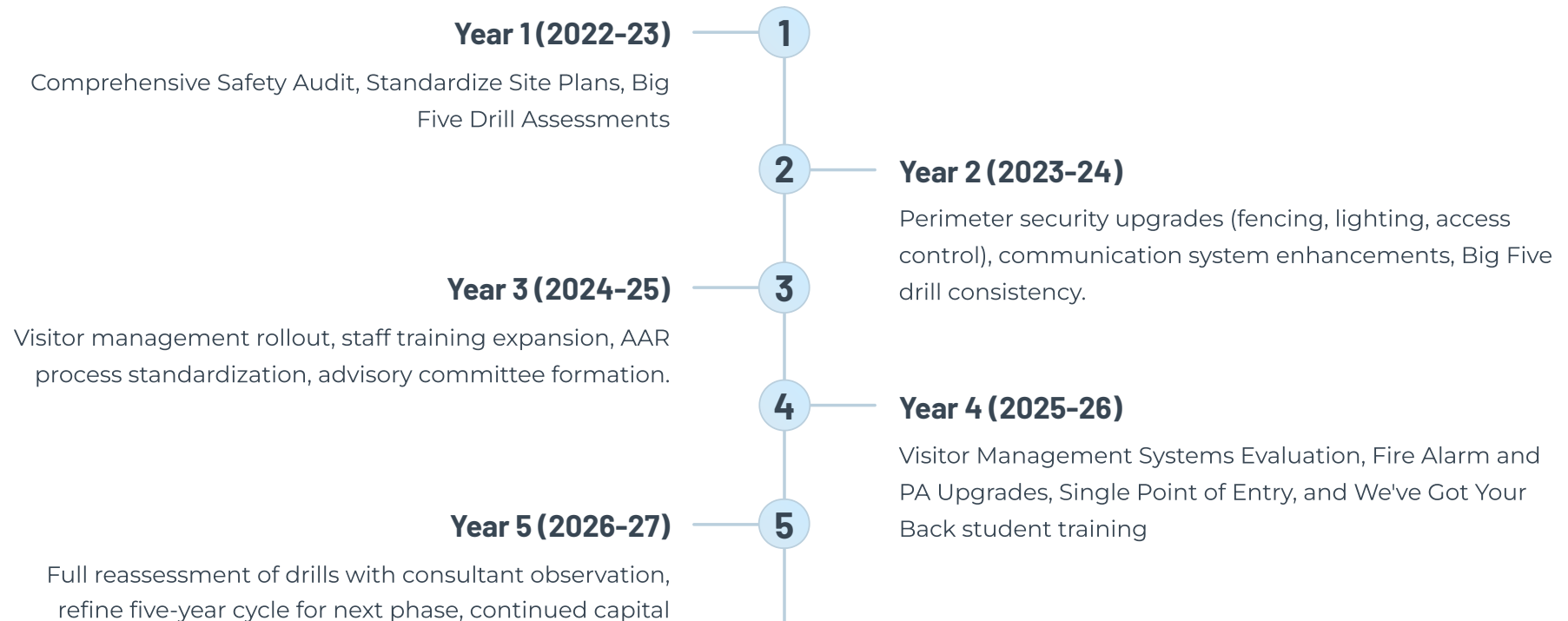
SB 390 training for campus supervisors, expanded Narcan access across all sites, and community drug awareness engagement. 189/202

Total: \$10.000 Onoia: \$4.000/year

Capital Improvements

Ongoing infrastructure upgrades including fencing, lighting, single point of entry, fire alarm modernization and Public Address System enhancements funded through Measure A, D, and B bonds. **Total 2023-2025: \$450,000 Totals in 2026 Quick Start: \$1,000,000 Totals Programmed within Measure B: \$7,466,510**

The Five-Year Safety Improvement Plan



Ongoing Improvement

Continued Staff Training

Enhanced annual training (Active Intruder, ICS100-300, IIPP/WVPP, SHP Student Training, WGYB and more)

Infrastructure Improvements

Updating cameras, installing new perimeter fencing, access controls at point of entries, all aligned to Measure D and Measure B bond funding.

Communication & Protocol Clarity

Strengthening decision-making protocols through after action reports, routine safety updates to Board and on [PGUSD Safety Webpage](#), and Comprehensive School Safety Plans.

Regular Updates

Commitment to annual reporting on progress, findings, and adjustments to the five-year plan.

- The Board's continued support and governance partnership is essential to sustaining a culture of safety across our district. We welcome your questions, feedback, and collaboration.



Board Cover Sheet

Information/Discussion

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

Meeting Date

Jun 4, 2026

Presenter(s)

Linda Adamson
Superintendent

Item

Districtwide Communications Update

Recommendation

The District Administration recommends that the Board review the Districtwide Communications Update.

Background

During the 2023–2024 school year, Pacific Grove Unified conducted a comprehensive, districtwide communications audit alongside the National School Public Relations Association (NSPRA). This process included stakeholder interviews, surveys, and a thorough review of existing communication channels to identify key systemwide needs and practices for improvement. In the summer of 2024, the results of the assessment were presented to the Board along with a comprehensive plan that implemented the recommendations that could be accommodated, while proactively addressing strategic alternatives for those that were unfeasible at the time.

Information

This presentation highlights the progress made toward the roadmap presented and offers an account of how those goals have been successfully institutionalized into our daily operations.

Fiscal Impact

None



Communications Plan Progress Update

June 4, 2026 — Pacific Grove Unified School District

Sustaining a **Culture of We** through transparent, cohesive, and community-centered communication across all levels of our district.

Background

Context & Baseline: Where We Started

The Directive

A comprehensive communications audit conducted by the **National School Public Relations Association (NSPRA)** identified systemic communication gaps across our district and provided a clear set of recommendations for improvement.

Our Practical Approach

Recognizing our unique staffing constraints as a small district, we intentionally bypassed the recommendation to hire a dedicated Director of Public Relations. Instead, we chose to **absorb, centralize, and systematically operationalize** these best practices within existing structures.

Two years ago, we presented a roadmap of immediate next steps. Today, we report on how those goals have been successfully institutionalized into our daily operations.



Pillar 1

Cohesion of Messaging & Brand Identity

Aligning Our Culture: We began by building a unified brand identity to ensure consistency in voice, values, and visuals across every school site and communication channel in the district.



Core Values & Culture of We Rollout

Standardized our district-wide welcome message and introduced a shared framework that anchors all communications in our collective identity and guiding principles.



Visual Branding Protocols

Operationalized consistent branding guidelines across all platforms and printed materials, ensuring every communication reflects a unified, professional district identity.



Welcome Back Board Presentations

Anchored our annual district launch events in our shared core values, creating a unified focus that sets the tone for collaboration and excellence throughout the school year.

Pillar 2

Streamlining & Centralizing District Communications

NSPRA Challenge Solved: Eliminating fragmented messaging and establishing a predictable, trusted communication cadence that our families and staff can consistently rely on.

Centralized Communications

Funneled all core public-facing communications directly through the Superintendent's Office and Cabinet, ensuring accuracy, consistency, and a single authoritative voice for the district.

Bi-Monthly Superintendent's Newsletter

Established a highly structured, predictable newsletter cadence that families can anticipate and rely upon for timely, accurate district news and updates.

PGUSD Bond Outreach

Unified messaging surrounding Measure B Ballot materials and subsequent bond projects, ensuring our community remains fully informed on upcoming timelines, milestones, and expenditures.



Pillar 3

Website Modernization

The Next Step Realized: Two years ago, we committed to revising the district website to be easy to navigate, informative, accurate, welcoming, and engaging — and we have delivered on that commitment.

Front-Facing Core Values

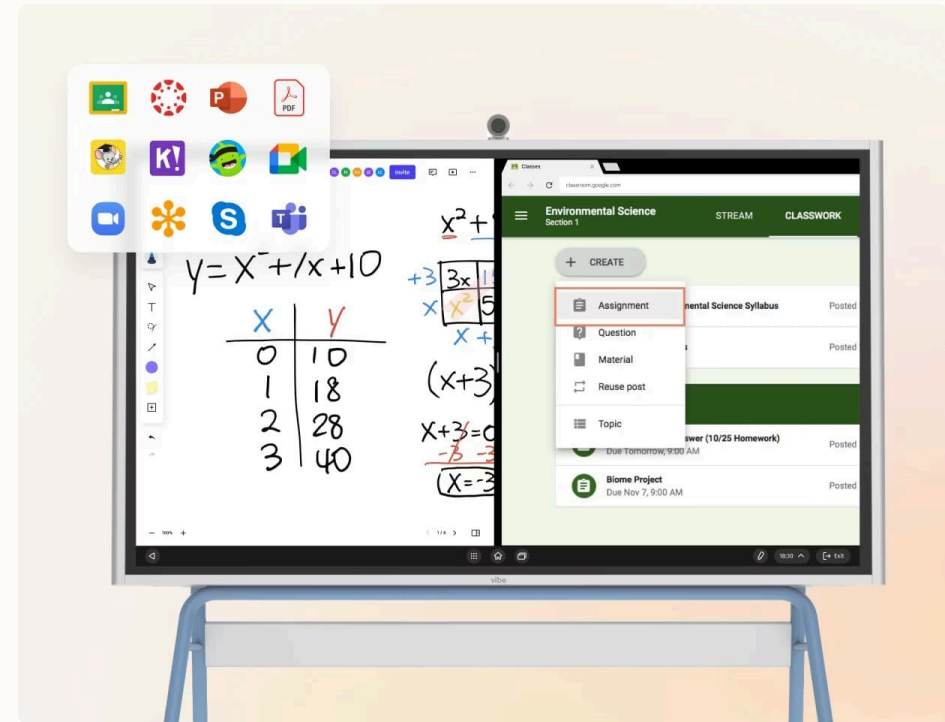
Aligned our Culture of We welcome messaging and core value pillars into the website's primary navigation and landing pages, ensuring visitors immediately connect with our district's identity.

Dynamic Calendar Updates

Streamlined calendar management so families have real-time, accurate access to district and school site events — reducing confusion and improving community participation.

Strategic Plan & LCAP Accessibility

Provided clear, transparent digital access to our overarching Strategic Plan, framing our "Why, How, and What" in a format that is accessible and meaningful to all community members.



Pillar 4

Systematizing Safety Communications

NSPRA Challenge Solved: Moving from a reactive communication model during high-anxiety moments to a proactive, highly structured, and community-reassuring protocol.



Safety Committee Development

Convened a dedicated district safety committee to vet, standardize, and continuously improve our emergency communication protocols across all school sites.



Proactive & Transparent Messaging

Developed rapid-response communication templates for local trends, including recent swatting hoaxes and coordinated multi-agency updates in partnership with the Chief of Police.



Emergency Infrastructure

Ensured that crisis communication loops seamlessly tie back to site principals and staff, minimizing community panic and maintaining campus security during critical incidents.

STAY INFORMED STAY PREPARED

197/2021

Receive Local Emergency Alerts on Your Phone

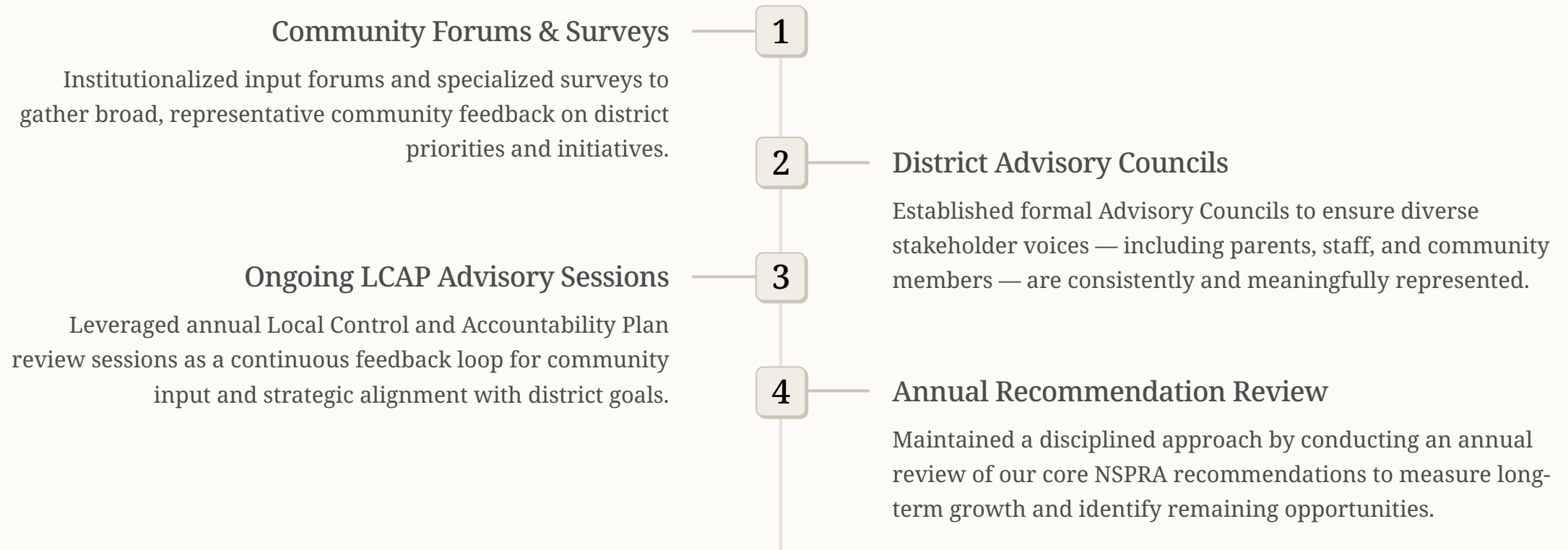
Scan the QR Codes below to sign up for alerts and find useful resources for Monterey County residents



Pillar 5

Strategic Cohesion & Community Engagement

The Next Step Realized: Building a strategic communications plan through ongoing, systemic community feedback that ensures every voice in our district is heard and represented.



Looking Forward

Continued Improvement & Next Steps

While our core communication structures have been successfully systemized, we remain committed to actively targeting the following strategic areas for continued growth and refinement.

1

Deepening Two-Way Feedback Loops

Further empowering site-level groups — including ELAC and School Site Councils — as active, two-way communication hubs that move beyond compliance to share localized successes and gather direct parent feedback.

2

Enhancing Digital Accessibility

Optimizing mobile-friendly navigation consistently across all district digital platforms to ensure 100% digital accessibility for every family as we continue refining our modernized website experience.

3

Tailoring Multi-Generational Formats

Diversifying delivery through shorter, bite-sized video updates from the Superintendent and Cabinet alongside newsletters, while maintaining consistent advisory committees for Safety, Budget, and Facilities.

June 4, 2026

Conclusion & Looking Ahead

By taking the immediate next steps outlined two years ago and customizing them to fit PGUSD's unique needs, we have moved from a fragmented communication landscape to a more **systemized, trustworthy, and predictable protocol** — one built on the strength of our shared Culture of We.

We remain committed to continuing to refine how we communicate, connect, and support our entire community — from families and staff to Board members and the broader Pacific Grove community. The work is ongoing, and our commitment is unwavering.

- ✔ Our communications infrastructure is no longer reactive — it is a deliberate, values-driven system that serves every member of our district.



Pacific Grove Unified School District
A Partnership In Excellence

Board Cover Sheet

Information/Discussion

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

Meeting Date

Jun 18, 2026

Presenter(s)

Dr. Linda Adamson
Superintendent

Item

Future Agenda Items

Recommendation

The District Administration recommends that the Board review the Future Agenda Items list and provide direction regarding the addition, prioritization, or scheduling of items for upcoming meetings.

Background

[Bylaw 9323: Meeting Conduct](#) serves as the regulatory framework for Board operations and public engagement. Adopted in 2006 and revised in 2023, it ensures compliance with the Ralph M. Brown Act and California Education Code. The bylaw prioritizes meeting efficiency – establishing a 10:00 p.m. adjournment goal – and codifies the Board President's authority to maintain order while protecting the public's right to address the Board.

Information

Bylaw 9323 balances legal compliance with efficient governance through the following mandates:

- Operational Efficiency: Meetings adjourn by 10:00 p.m. unless extended by a majority; all actions require a majority vote of the full Board.
- Participation Standards: Public comments are limited to 3 minutes (6 for translated testimony). While the Board cannot deliberate on non-agendized items, it may direct staff to place matters on a future agenda.
- Conduct & Oversight: The Board President manages the floor to prevent "actual disruption" while ensuring the public's right to record and offer criticism is protected.

Fiscal Impact

N/A

2025/26 ▾

(None) No Fiscal Impact

Program/Grant

N/A

Future Agenda Items				
Item	Requested	Status/Action Plan Notes	Presented/ Agendized	Admin. Resolved
Fiscal Resources	February 26, 2026	Inquiry submitted to FCMAT and SSC for scoping, timeline, and cost associated with external agency review. Information Item will be presented at a meeting in April to highlight process, timeline, request scope definition from the Board and review estimated cost if the Board were to pursue one or both as an option	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Facility Use Agreement Contracts	April 9, 2026	A trustee requested that we bring forward copies of the District's facility use contracts for review, along with an overview of the process for requesting use of PGUSD facilities. This will also include information on where these materials and procedures are accessible on the District website.	<input type="checkbox"/>	<input type="checkbox"/>
Discussion re: Board Town Hall: Information on Running for the Board of Education	June 4, 2006	A trustee requested that we discuss a possible date to hold an informational community forum in the summer intended to provide information to the community on what it entails to run for the Board of Education. We will add this discussion to our June 18th board meeting as part of our governance discussion.	<input type="checkbox"/>	<input type="checkbox"/>
Updated: Jun 8, 2026				